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 (1-4)

B. Approval of Minutes of February 8, 2018 (5-11)

C. Administrative Matters - Discussion and Consideration
   1) Board Members – Term Expiration Dates:
      a. Paul Abegglen – 07/01/2019
      b. Jennifer Eklof – 07/01/2021
      c. Elizabeth Smith Houskamp 7/1/2020
      d. Peter Kallio – 07/01/2018
      e. Sheryl Krause – 07/01/2018
      f. Lillian Nolan – 07/01/2019
      g. Luann Skarlupka – 07/01/2021
      h. Cheryl Streeter – 07/01/2018
      i. Pamela White – 07/01/2019
   2) Staff Updates

D. Education and Examination Matters - Discussion and Consideration
   1) Herzing Request for Authorization to Admit (12-255)
   2) Bryant & Stratton College Request for Final Approval of Licensed Practical Nursing Program (256-716)
   3) 2017 NCLEX Scores (717-725)
      a. Pass Rates of Board Approved RN and PN Schools (718-724)
      b. Volume and Pass Rates of Candidates Seeking U.S. Licensure (725)

E. Legislative/Administrative Rule Matters - Discussion and Consideration (726-734)
   1) N2 and 9 Relating to eNLC
   2) Update on Legislation and Pending or Possible Rulemaking Projects
F. National Council of State Boards of Nursing (NCSBN) Items - Discussion and Consideration
   1) Update as to Nurse Compact (NLC) and Enhanced Nurse Compact (eNLC)

G. Board of Nursing Liaison Reports - Discussion and Consideration

H. DLSC Annual Report – Discussion and Consideration

I. Speaking Engagement(s), Travel, or Public Relation Request(s)- Discussion and Consideration

J. Informational Items

K. Deliberation on Items Added After Preparation of Agenda:
   1) Introductions, Announcements and Recognition
   2) Election of Officers
   3) Appointment of Liaison(s)
   4) Delegation of Authorities
   5) Administrative Matters
   6) Education and Examination Matters
   7) Credentialing Matters
   8) Practice Matters
   9) Legislative/Administrative Rule Matters
   10) Liaison Reports
   11) Board Liaison Training and Appointment of Mentors
   12) Informational Items
   13) Disciplinary Matters
   14) Presentations of Petitions for Summary Suspension
   15) Petitions for Designation of Hearing Examiner
   16) Presentation of Proposed Stipulations, Final Decisions and Orders
   17) Presentation of Proposed Final Decision and Orders
   18) Presentation of Interim Orders
   19) Petitions for Re-Hearing
   20) Petitions for Assessments
   21) Petitions to Vacate Orders
   22) Requests for Disciplinary Proceeding Presentations
   23) Motions
   24) Petitions
   25) Appearances from Requests Received or Renewed
   26) Speaking Engagement(s), Travel, or Public Relation Request(s)

L. 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.).

M. Deliberation on Credentialing Matters
N. Deliberation on Division of Legal Services and Compliance (DLSC) Matters

1) Attorney Amanda Florek
   a. Administrative Warnings
      1. 17 NUR 164 – D.L.P. (735-736)
   b. Stipulations and Final Decisions and Orders
      1. 16 NUR 284 – A.M.C. (737-745)
      2. 17 NUR 434 – L.M.D. (746-751)

2) Attorney Kim Kluck
   a. Stipulations and Final Decisions and Orders
      1. 16 NUR 443 and 16 NUR 463 – C.M.K. (752-760)
      2. 16 NUR 609 – D.M.L. (761-774)
      3. 17 NUR 005 – B.A.H. (775-767)
      4. 17 NUR 072 – A.M.B. (768-786)
      5. 17 NUR 098 – N.A.J. (787-792)

3) Attorney Alicia Nall
   a. Stipulations and Final Decisions and Orders
      1. 17 NUR 413 – C.A.N. (793-798)

4) Case Closures

5) Monitoring (799-939)
   a. Department Monitor Jesse Benisch
   b. Department Monitor Zoua Cha
      1. Melissa Owens, R.N. – Requesting Reduction in Drug Screens to At Least One-Half and No More Than 1 Hair Test Annually, Reduction of Daily Check-Ins, Termination of C.21 and C.22 When Not Applying to Jobs Listed in C.23 and Hospital Setting (826-854)
   c. Department Monitor Erin Graf
      1. Renee Bender, R.N. – Requesting Access to Controlled Substances (855-891)
      3. Annette Malcomson, R.N. – Requesting Full Licensure (906-939)

O. Deliberation on Order Fixing Costs in the Matter of Disciplinary Proceedings Against Jennifer Civitarese, R.N., Respondent, DHA Case No. SPS-17-0020/DLSC Case No. 16 NUR 265 (940-946)

P. Deliberation on Order Fixing Costs in the Matter of Disciplinary Proceedings Against Jessica Gollon, R.N., Respondent, DHA Case No. SPS-17-0024/DLSC Case No. 16 NUR 590 (947-954)

Q. Deliberation of Items Added After Preparation of the Agenda
   1) Education and Examination Matters
   2) Credentialing Matters
   3) Disciplinary 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) Administrative Warnings
10) Review of Administrative Warnings
11) Proposed Final Decision and Orders
12) Matters Relating to Costs/Orders Fixing Costs
13) Case Closings
14) Board Liaison Training
15) Proposed Interim Orders
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

R. Consulting with Legal Counsel

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

S. Vote on Items Considered or Deliberated Upon in Closed Session, if Voting is Appropriate

T. Open Session Items Noticed Above Not Completed in the Initial Open Session

U. Board Meeting Process (Time Allocation, Agenda Items) – Discussion and Consideration
   1) Newsletter Update

V. Board Strategic Planning and its Mission, Vision and Values – Discussion and Consideration

ADJOURNMENT

NEXT MEETING DATE: APRIL 12, 2018

******************************************************************************
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 1400 East Washington Avenue, 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. Interpreters for the hearing impaired provided upon request by contacting the Affirmative Action Officer, 608-266-2112.
BOARD OF NURSING
MEETING MINUTES
February 8, 2018

PRESENT: Paul Abegglen, Jennifer Eklof, Sheryl Krause, Lillian Nolan, Luann Skarlupka, Elizabeth Smith-Houskamp, Cheryl Streeter (via GoToMeeting; left at 1:50 p.m.), Pamela White (via GoToMeeting; left at 10:54 a.m.)

EXCUSED: Peter Kallio

STAFF: Dan Williams, Executive Director; Sharon Henes, Administrative Rules Coordinator; Laura Smith, Bureau Assistant; and other DSPS Staff

CALL TO ORDER

Sheryl Krause called the meeting to order at 9:05 a.m. A quorum of eight (8) members was confirmed.

ADOPTION OF THE AGENDA

Amendments to the Agenda

- Add expiration date 7/1/2020 to Beth Smith-Houskamp’s status in Item C
- Under Item N(6), note that assignment of Department Monitors to petitioners is correct but that N(6)(a)(2) and N(6)(b)(1) were presented in written materials in reverse order

MOTION: Paul Abegglen moved, seconded by Jennifer Eklof, to adopt the agenda as amended. Motion carried unanimously.

APPROVAL OF MINUTES OF JANUARY 11, 2018

Amendments to the Minutes

- On page 6, change the Chair’s name to Sheryl Krause

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to approve the minutes of January 11, 2018 as amended. Motion carried unanimously.

Liaison Appointments

<table>
<thead>
<tr>
<th>2018 LIAISON APPOINTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credentialing</td>
</tr>
<tr>
<td>Monitoring</td>
</tr>
<tr>
<td>Professional Assistance Procedure (PAP)</td>
</tr>
<tr>
<td>Legislative Liaison</td>
</tr>
<tr>
<td>Newsletter</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| Board Practice | Paul Abegglen  
*Alternate:* Sheryl Krause |
| Board Education | Sheryl Krause  
*Alternate:* Peter Kallio |

**2018 SCREENING PANEL APPOINTMENTS**

| March 2018 – May 2018 | Paul Abegglen, Luann Skarlupka, Jennifer Eklof |
| June 2018 – August 2018 | Cheryl Streeter, Lillian Nolan, Pamela White |
| September 2018 – November 2018 | Beth Smith-Houskamp, Luann Skarlupka, Jennifer Eklof |

**MOTION:** Paul Abegglen moved, seconded by Jennifer Eklof, to affirm the Chair’s appointment of liaisons for 2018. Motion carried unanimously.

**DELEGATION MOTIONS**

**Delegated Authority for Urgent Matters**

**MOTION:** Lillian Nolan moved, seconded by Luann Skarlupka, that, in order to facilitate the completion of urgent matters between meetings, the Board delegates its authority to the Chair (or, in the absence of the Chair, the highest-ranking officer or longest serving board member in that succession), to appoint liaisons to the Department to act in urgent matters. Motion carried unanimously.

**Document Signature Delegation**

**MOTION:** Lillian Nolan moved, seconded by Luann Skarlupka, to delegate authority to the Chair or chief presiding officer, or longest serving member of the Board, by order of succession, to sign documents on behalf of the Board. In order to carry out duties of the Board, the Chair, chief presiding officer, or longest serving member of the Board, has the ability to delegate this signature authority for purposes of facilitating the completion of assignments during or between meetings. The Chair, chief presiding officer, or longest serving member of the Board delegates the authority to Executive Director, or designee, to sign the name of any Board member on documents as necessary and appropriate. Motion carried unanimously.
Delegated Authority for Application Denial Reviews

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, that the Board counsel or another department attorney is formally authorized to serve as the Board’s designee for purposes of Wis. Admin Code § SPS 1.08(1). Motion carried unanimously.

Screening Panel

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to delegate to the attorney assigned to each screening panel the discretion to close cases that clearly do not allege a provable violation of law and therefore do not merit review by the full screening panel. Motion carried unanimously.

Credentialing Authority Delegations

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to delegate authority to the Credentialing Liaisons to address all issues related to credentialing matters. Motion carried unanimously.

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to delegate authority to the Credentialing Liaisons to address all issues related to credentialing matters except potential denial decisions should be referred to the full Board for final determination. Motion carried unanimously.

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to delegate credentialing authority to DSPS to act upon applications that meet the criteria of Rule and Statute and thereby would not need further Board or Board liaison review. Motion carried unanimously.

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to delegate credentialing decisions to DSPS Staff involving an applicant who was granted an unrestricted nursing license by the Wisconsin Board of Nursing, is seeking a new credential, and has had no new issues since the previous license was granted. Motion carried unanimously.

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to delegate decision making authority to DSPS staff for licensure purposes relating to:

1) Up to two (2) OWIs prior to entering into Nursing School  
2) A Single (1) OWI conviction during or after Nursing School  
3) Under Age Drinking  
4) Ordinance or municipal violations prior to entering Nursing School  
5) Retail theft prior to entering Nursing School  
6) The granting of a limited license for a Nurse Refresher Course (as long as all other requirements are met) unless there are convictions, prior Board discipline, or impairment issues. Staff can then move forward with the granting of full licensure after verification of successful completion has been received

Motion carried unanimously.
Monitoring Delegations

MOTION: Luann Skarlupka moved, seconded by Jennifer Eklof, to continue the current delegations within the Board Monitoring Liaison and Department Monitor document, and to add that the Board Monitoring Liaison may determine whether Respondent’s petition is eligible for consideration by the full Board. Motion carried unanimously.

Education Delegations

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to delegate authority to the Board Education Liaison(s) to address all issues related to education and examinations. Motion carried unanimously.

Rules Committee

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to grant the Nursing Legislation and Rules Committee the ability to discuss legislative matters and to review and propose rule making language to the full Board. Motion carried unanimously.

CLOSED SESSION

MOTION: Luann Skarlupka moved, seconded by Paul Abeglen, 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 warning (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.). The Chair read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Paul Abeglen-yes; Jennifer Eklof-yes; Sheryl Krause-yes; Lillian Nolan-yes; Luann Skarlupka-yes; Elizabeth Smith-Houskamp-yes; and Cheryl Streeter-yes; Pamela White-yes. Motion carried unanimously.

At this time, all external communication contacts will be terminated for purposes of going into Closed Session.

The Board convened into Closed Session at 10:45 a.m.

RECONVENE TO OPEN SESSION

MOTION: Elizabeth Smith-Houskamp moved, seconded by Jennifer Eklof, to reconvene into Open Session. Motion carried unanimously.

The Board reconvened into Open Session at 12:49 p.m.
VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION

MOTION: Paul Abegglen moved, seconded by Jennifer Eklof, to affirm all motions made in closed session. Motion carried unanimously.

At this time, all external communication contacts will be terminated for purposes of going into Closed Session.

DIVISION OF LEGAL SERVICES AND COMPLIANCE (DLSC) MATTERS

Attorney Amanda Florek

Administrative Warnings

17 NUR 339 – D.A.F.

MOTION: Paul Abegglen moved, seconded by Luann Skarlupka, to issue an Administrative Warning in the matter of 17 NUR 339 (D.A.F.). Motion carried unanimously.

Proposed Stipulations, Final Decisions and Orders

MOTION: Paul Abegglen moved, seconded by Luann Skarlupka, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against:

1. 15 NUR 463 (R.J.M.)
2. 16 NUR 254 (A.E.B.)
3. 16 NUR 365 (T.M.G.)
4. 16 NUR 410 and 16 NUR 557 (C.M.P.)
5. 16 NUR 658 (E.M.P.)
6. 16 NUR 668 (M.S.W.)
7. 17 NUR 316 (B.L.P.)

Motion carried unanimously.

DLSC Attorney Kim Kluck

Administrative Warnings

MOTION: Paul Abegglen moved, seconded by Skarlupka, to issue an Administrative Warning in the following matters:

1. 16 NUR 400 (E.M.W.)
2. 17 NUR 119 (M.A.M.)
3. 17 NUR 641 (T.A.W.)

Motion carried unanimously.
Proposed Stipulations, Final Decisions and Orders

MOTION: Paul Abegglen moved, seconded by Luann Skarlupka, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against:
   1. 16 NUR 643 (T.A.M.)
   2. 16 NUR 727 (N.R.P.)
Motion carried unanimously.

DLSC Attorney Sean Brown

Administrative Warnings

17 NUR 248 – K.A.O.

MOTION: Paul Abegglen moved, seconded by Luann Skarlupka, to issue an Administrative Warning in the matter of 17 NUR 248 (K.A.O.). Motion carried unanimously.

DLSC Attorney Yolanda McGowan

Proposed Stipulation Final Decision and Order

15 NUR 019 – D.F.

MOTION: Paul Abegglen moved, seconded by Luann Skarlupka, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against D.F., DLSC case number 15 NUR 019. Motion carried unanimously.

Case Closures

MOTION: Paul Abegglen moved, seconded by Luann Skarlupka, to close the DLSC cases for the reasons outlined below:
   1. 16 NUR 600 – Insufficient Evidence
   2. 16 NUR 429 – Insufficient Evidence
   3. 17 NUR 608 – No Violation
   4. 17 NUR 549 – Insufficient Evidence
   5. 17 NUR 469 – No Violation
   6. 17 NUR 161 – Lack of Jurisdiction (L2)
   7. 17 NUR 408 – No Violation
   8. 16 NUR 608 – Insufficient Evidence
   9. 17 NUR 558 – Prosecutorial Discretion (P2)
  10. 16 NUR 722 – Insufficient Evidence
  11. 17 NUR 417 – Insufficient Evidence
  12. 17 NUR 172 – Insufficient Evidence
  13. 15 NUR 045 – Insufficient Evidence
  14. 16 NUR 653 – Prosecutorial Discretion (P2)
  15. 17 NUR 222 – Prosecutorial Discretion (P6)
Motion carried unanimously.
Monitoring

Department Monitor Jesse Benisch

Kathryn Berry, R.N. – Requesting Termination of Direct Supervision

MOTION: Paul Abegglen moved, seconded by Lillian Nolan, to grant the request of Kathryn Berry for termination of direct supervision. Motion carried unanimously.

Melissa Troutman, R.N. – Requesting Full Licensure

MOTION: Paul Abegglen moved, seconded by Luann Skarlupka, to grant the request of Melissa Troutman for full licensure. Motion carried unanimously.

Department Monitor Erin Graf

Karla Kuehl, R.N. – Requesting Full Licensure

MOTION: Paul Abegglen moved, seconded by Luann Skarlupka, to grant the request of Karla Kuehl for full licensure. Motion carried unanimously.

Brian Reynolds, R.N. – Requesting a Reduction in Screens and Ability to Work in Pool or Agency Setting

MOTION: Luann Skarlupka moved, seconded by Lillian Nolan, to grant the request of Brian Reynolds for a reduction in screens to 14 a year and a hair annually, and ability to work in pool or agency setting. Motion carried unanimously.

DELIBERATION ON ORDER FIXING COSTS IN THE MATTER OF DISCIPLINARY PROCEEDINGS AGAINST CAITLIN BEHNKE, R.N., RESPONDENT, DHA CASE NO. SPS-17-0022/DLSC CASE NO. 16 NUR 212

MOTION: Luann Skarlupka moved, seconded by Paul Abegglen, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Jessica Behnke, R.N., Respondent – DHA Case No. SPS-17-0022/DLSC Case No. 16 NUR 212. Motion carried unanimously.

ADJOURNMENT

MOTION: Paul Abegglen moved, seconded by Luann Skarlupka, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 2:07 p.m.
**AGENDA REQUEST FORM**

<table>
<thead>
<tr>
<th>1) Name and Title of Person Submitting the Request:</th>
<th>2) Date When Request Submitted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Metzger, Nursing Educational Administrator Herzing Kenosha</td>
<td>2/22/18</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>4) Meeting Date:</th>
<th>5) Attachments:</th>
<th>6) How should the item be titled on the agenda page?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/8/18</td>
<td>☑ Yes ☑ No</td>
<td>Herzing Request for Authorization to Admit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7) Place Item in:</th>
<th>8) Is an appearance before the Board being scheduled?</th>
<th>9) Name of Case Advisor(s), if required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Open Session</td>
<td>☑ Yes (Fill out Board Appearance Request)</td>
<td></td>
</tr>
<tr>
<td>☑ Closed Session</td>
<td>☑ No</td>
<td></td>
</tr>
</tbody>
</table>

10) Describe the issue and action that should be addressed:

Review application materials and consider granting authorization to admit to the Practical Nursing program of Herzing Kenosha.

11) Signature of person making this request  
Authorization 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

REQUEST FOR AUTHORIZATION TO ADMIT STUDENTS TO A NURSING SCHOOL

After authorization to plan a nursing school is granted by the Board of Nursing to an institution, the institution must submit a request to the Board for authorization to admit students to the nursing school; the application must include all of the following:

(1) Verification of employment of an educational administrator meeting the qualifications in N 1.08 (2) including the following:
   - Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
   - Graduate degree with a major in nursing
   - 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
   - Current knowledge of nursing practice

(2) Evidence of faculty meeting the qualifications in N 1.08(3) including the following:

   A) For Professional Nursing Faculty:
      - Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
      - Graduate degree with a major in nursing; interprofessional faculty teaching non-clinical nursing courses must have advanced preparation appropriate for the content being taught.

   B) For Practical Nursing Faculty:
      - Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
      - Baccalaureate degree with a major in nursing.

(3) School’s philosophy and objectives

(4) Overview of curriculum including all of the following:
   - Content
   - Course sequence
   - Course descriptions
   - Program evaluation plan
   - Course syllabi for the first year and plan for subsequent years

(5) Verification of establishment of student policies for admission, progression, retention and graduation

(6) Updated timeline for implementing the program and intended date for entry of the first class
(7) Verification of students’ ability to acquire clinical skills by providing all of the following:
   • Letter of intent or contracts from clinical facilities securing clinical opportunities and
documentation of the facility type, size, number of beds, and type of patients.
   • Documentation of simulation equipment and experiences.

The Board will make a decision on the application to admit students within two months of receipt of the
completed application and notify the institution of the action taken on the application. Once a school receives
authorization to admit, the school may begin admitting students while seeking to obtain program approval.

Withdrawal of authorization may occur if the school fails to meet and maintain standards in N 1.08.

To apply for authorization to admit students, submit the following required items to
dspsexaminationsoffice@wisconsin.gov:

   (1) Form #1114 for each faculty member and for the program educational administrator
   (2) A written proposal addressing items three (3), four (4), five (5) and six (6) above.
   (3) Form #1004 for each clinical facility

Institution applying for authorization to admit students:

Name of School: Herzing University Kenosha

Address: 4006 Washington Road

Kenosha, WI 53144

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

Michelle Metzger, RN, MSN, MBA
Nursing Educational Administrator

(262) 671-0675
Telephone Number

Nursing Educational Administrator

Title
February 22, 2018
Date

Email Address
mmetzger@herzing.edu
February 21, 2018

Wisconsin Department of Safety and Professional Services
P.O. Box 8366
Madison, WI 53708-8366
dspsexaminationsoffice@wisconsin.gov

Re: Request to Admit Students to LPN Program

This letter, combined with attached Form #3027 Request for Authorization to Admit Students to a Nursing School, serves as the formal request to admit students into the Licensed Practical Nursing Program (LPN) at Herzing University-Kenosha.

The following information is included in this request for authorization:

- Verification of employment of an education administrator meeting the qualifications in N 1.08 (2). (Section 1)
- Evidence of faculty meeting the qualification sin N 1.08 (3). (Section 2)
- School’s philosophy and objectives. (Section 3)
- Overview of curriculum. (Section 4)
- Verification of establishment of student policies for admission, progression, retention and graduation. (Section 5)
- Updated timeline for implementing the program and intended date for entry of the first class. (Section 6)
- Verification of students’ ability to acquire clinical skills. (Section 7)

Respectfully,

Michelle Metzger, RN, MSN, MBA
Nursing Educational Administrator
Herzing University
Kenosha Campus
SECTION 1

Michelle Metzger is the Educational Administrator for the Bachelor of Science of Nursing program and will also oversee the LPN program at Herzing University-Kenosha, meeting the qualifications in N 1.08 (2) which includes the following:

- Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
- Graduate degree with major in nursing.
- 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.
- Current knowledge of nursing practice.

Ms. Metzger’s Form #1114 and Curriculum Vitae can be found in Appendix 1-A.

SECTION 2

The Kenosha LPN program currently employs an Educational Administrator, a lab/simulation coordinator, and a clinical coordinator. Herzing University (HU) defines faculty workload as 18-24 instructional hours per week. For the Kenosha Campus, specified existing faculty, either full-time or adjuncts, will teach in both the LPN and BSN programs depending on the need of each program. Currently, we are in the process of hiring six new adjuncts to meet the needs for the LPN and BSN programs. All six new adjuncts will be hired and on boarded by June 2018. There will be one full-time faculty hired for the LPN program once we start admitting students. Currently, there are three full time faculty, plus three adjuncts that are all qualified to teach in both the BSN and LPN programs depending on expertise, experience, and workload. Tonya Dixon (current Adjunct Faculty) has experience teaching and managing an LPN program from Harper College. She will be instrumental in teaching LPN courses and mentoring other faculty in teaching the LPN curriculum. Tonya has agreed to do in-services with the Kenosha faculty to help bridge the knowledge with the LPN curriculum. The table below reflects the list of current faculty members who could be teaching in the LPN program. Some of the faculty may teach in both the BSN and LPN programs. Appendix 2-A contains Form #1114 and upon request a Curriculum Vitae can be provided for each faculty member.

Table 1 Kenosha Faculty Qualifications

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degrees</th>
<th>Credits teaching LPN/BSN</th>
<th>Area of Clinical Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry, Michele</td>
<td>Faculty</td>
<td>MSN</td>
<td>Pediatrics BSN 3 credits</td>
<td>Pediatrics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Specialties LPN 1 credits</td>
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<td>Adjunct Clinical Instructor</td>
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<td>Director/Teaching Experience</td>
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<td>Credits vary per semester</td>
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**SECTION 3**

**Herzing University Vision, Mission, Guiding Principles and PRICE for Success:**

**VISION**
The vision of Herzing University is to be the lifelong learning partner for its students, employers, and communities in optimizing their economic and human potential.

**MISSION**
It is the mission of Herzing University to provide high-quality undergraduate and graduate degrees and diploma programs to prepare a diverse and geographically distributed student population to meet the needs of employers in technology, business, healthcare, design, and public safety. Career-oriented degree programs include a complementary and integrated general education curriculum established to stimulate students’ intellectual growth, to contribute to their personal development, and to enhance their potential for career advancement.

**Guiding Principles**
The following principles guide the University in fulfilling our mission.

1. Foster Our Core Values – Promote an educational and workplace culture that fosters professionalism, respect for others, personal responsibility and integrity, caring, and civic and community engagement among our students and employees.
2. Optimize Human Potential – Sustain a positive and effective educational environment which optimizes the personal and professional potential of our students and employees, and which respects individual contributions and perspectives.

3. Improve the Value Equation for Students – Continually improve the University’s high-quality educational programs to increase their value to students. Innovate to optimize students’ educational journeys and align learning outcomes with lifelong learning and workforce needs.

4. Engage Students – Provide instructional and student-support services that create an engaging, caring, student-centered environment to facilitate student achievement of the defined learning outcomes, their educational goals, and their personal development.

5. Create Access for Diverse Group of Students – Provide access to our programs and services to qualified students of diverse age, interests, abilities, and cultures. Respond to the dynamic needs of our diverse and geographically distributed students through face-to-face and distance education delivery modalities.

6. Embrace Innovation for Student Success – Provide a high-performance learning environment that utilizes new technologies, methodologies, and best practices to serve the dynamic lifelong learning needs of our students.

7. Demonstrate Effectiveness – Continually assess student learning outcomes as well as educational and institutional effectiveness to drive continuous improvement in the value we provide to our students, employers, and society at large.

8. Pursue Collaboration and Partnerships – Pursue cooperation and alliances with educational institutions, organizations and associations on a local, regional, national and international basis to fulfill our mission and public educational purpose.

9. Ensure Sustainability – Ensure effective and efficient use of our human, physical, technology, and financial resources. Utilize data and analysis to inform planning, budgeting, and decision-making processes to ensure continued improvement of our educational offerings, fulfillment of our mission, and sustained future development.

P.R.I.C.E. of Success
Herzing University’s educational and organizational philosophy was founded on core values that constitute the Herzing culture. These values are essential not only for personal development, but are also the foundation for a successful, meaningful career. These core values; professionalism, respect, integrity, caring, and engagement are encompassed in a framework called “P.R.I.C.E. of Success.” In order to help each student develop and strengthen these qualities, they have been incorporated into the learning environment. Students are expected to exhibit these behaviors and attributes in all interactions, inside and outside of the classroom. Students who apply themselves and embody the P.R.I.C.E. of Success characteristics will more likely reach their full human potential. These behaviors and attributes are also the foundation of our internal culture. Employees are expected to exhibit these qualities in their service to students and other daily functions. In doing so, we are building a culture that nurtures personal growth and potential. We lead by example for our students, enabling us to coach, and mentor students in their own development of these behaviors and attributes.
LPN program Mission, Vision, and Program Outcomes:

Vision

Herzing University Nursing Programs will partner with students, employers and their communities of interest to advance the health of the populations they serve.

Mission

In accordance with the Mission Statement of Herzing University, the LPN program’s mission is to provide high quality nursing education to a geographically diverse student population. Students will be educated in applying nursing judgement to deliver safe and effective nursing care across the life span.

Program Outcomes

Upon completion of this program, the student should be able to:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice. (Apply Level)
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families. (Analyze Level)
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse. (Apply Level)
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth. (Creating Level)

The PN program is using the NLN Curriculum and LPN Framework for the development of the curriculum to ensure a system-based approached is used. The NLN believes that four core values are critical to a transformed LPN curriculum and are closely aligned with current workforce trends. The framework acknowledges the six integrating concepts as equally important.

LPN Model

<table>
<thead>
<tr>
<th>Four Core Values NLN PN:</th>
<th>Six Concepts NLN PN:</th>
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<tbody>
<tr>
<td>Caring</td>
<td>Safety</td>
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<tr>
<td>Integrity</td>
<td>Quality</td>
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<td>Diversity</td>
<td>Team/Collaboration</td>
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<td>Excellence</td>
<td>Relationship-Centered Care</td>
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<td>Systems-Based Care</td>
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<td>Personal/Professional Development</td>
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<td></td>
<td>*Mapped in rationale</td>
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</table>

LPN Program Outcomes Rationale

1. Human Flourishing: Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
   Core Values: caring-care
2. **Nursing Judgement:** Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.

   *Core Values:* caring, diverse
   *Concepts:* team/collaboration, systems based care

3. **Spirit of Inquiry:** Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.

   *Core Values:* integrity, caring-care
   *Concepts:* safety (standards)

4. **Professional Identity:** As a coordinator of care, identify system and professional resources for health and wellness which facilitates patient, family, personal, and professional growth.

   *(Synthesis Level)*
   *Core Values:* excellence (growth)
   *Concepts:* personal/professional development, systems based care

**Licensed Practical Nurse Program Philosophy** is a continuing reflection of the mission of the university. The faculty of the Department of Nursing recognize that nursing is a dynamic profession rooted in the arts and sciences and that nurses work collaboratively with the person and the community to achieve positive health outcomes in a culturally diverse society. They believe nursing is a practice discipline based on caring, that is both an art and science, in which theories and knowledge from nursing and other disciplines are used to educate clients toward maximum health and wellness.

**Curriculum Framework Licensed Practical Nursing:**

The practical nurse education prepares the student to practice in a variety of healthcare settings. Consistent with the NLN Practical/Vocational Nursing Curriculum Framework (2014a) faculty believe the following competencies (Human Flourishing, Nursing Judgment, Professional Identity, Spirit of Inquiry), core values (Caring, Integrity, Diversity, Excellence), and integrating concepts (Safety, Quality, Team/Collaboration, Relationship-Centered Care, Systems-Based Care, Personal/Professional Development) are relevant for the practical nurse:

- **Human Flourishing:** “Is defined as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. It encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. Achieving human flourishing is a life-long existential journey of hopes, achievements, regrets, losses, illness, suffering, and coping (NLN, 2014b, paragraph 1).”

- **Nursing Judgment:** “Clinical judgment refers to ways nurses come to understand the problems, issues, or concerns of clients/patients, to attend to salient information, and to respond in concerned and involved ways (Benner, 2010). Nurses employ clinical judgment in complex patient care situations, working with interprofessional teams to ensure health care quality and safety. Critical components include: changes in patient status, uncertainty about the most appropriate course of action, accounting for context, and the nurse’s practical experience. Making clinical decisions is rooted in the nurse’s theoretical knowledge; ethical perspectives; relationships with patients, the patient’s caregivers, and the community; and understanding of the influence of systems on health care outcomes (NLN, 2014c, paragraph 1).”

- **Professional Identity:** “Professional identity is defined as including both personal and professional development. It involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, reflects, and grows in the profession. Internalization of ethical codes of conduct is imperative. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing
profession. Integral to this outcome is the nurse’s commitment to advocacy for improved health care access and service delivery for vulnerable populations and to the growth and sustainability of the nursing profession (NLN, 2014d, paragraph 1).”

- Spirit of Inquiry: “Spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problem solving. A spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in both predictable and unpredictable situations (NLN, 2014e, paragraph 1).”

References


SECTION 4

LPN program and course descriptions:

Program Description

The Herzing University Practical Nursing (PN) program provides academic, theoretical, and clinical instruction in geriatric, medical, surgical, obstetric, pediatric, and mental health nursing. The program will familiarize students with the foundations of the healthcare delivery system, nursing as a profession, and interdisciplinary collaboration in caring for multicultural populations across the lifespan. Wellness, disease, legal, and ethical issues, confidentiality, and effective communication skills are emphasized. The student will acquire skills in asepsis, measurement of vital signs, CPR, and basic first aid and will understand medical asepsis, infection control, and universal precautions applicable to all areas of healthcare. The importance of safe practice and the use of proper body mechanics are stressed. The administration of medications, body structure and function, nutrition, and personal, family, and community concepts are studied. Clinical, lab, and simulation experiences are an integral part of the
program. Graduates will be eligible to take the National Council Licensing Examination for Practical Nurses (NCLEX-PN).

**Course Descriptions**

**NP100 Growth and Development**
This course is a survey of normative human life span development. Emphasis is on selected theorist and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Significant milestones and developmental tasks will be emphasized.

**NP110 Pharmacology for Nursing with Lab**
The basic concepts of pharmacology will be taught related to actions, therapeutic effects, and adverse effects of traditional and nontraditional medications. Students will demonstrate collection of data, clinical judgment, and integration of knowledge to administer medication safely. The student will use the knowledge gained from this course for safe pharmacological interventions, dosage calculation, medication administration techniques, and documentation.

**NP120 Fundamentals of Nursing with Lab and Clinical**
This course introduces the role of the practical nurse as a member of the inter-professional health care team, basic nursing concepts, and psychomotor nursing skills. Students learn skills necessary for maintaining patient safety and strategies for therapeutic communication. At the conclusion of this course, the student will demonstrate competency in performing basic nursing skills across the lifespan.

**NP125 Medical-Surgical Nursing I for LPNs**
This course explores the care of adults using a body systems approach. Focus is placed on nursing interventions and developing knowledge required to provide quality nursing care in a safe manner. Content areas include musculoskeletal, urinary, respiratory, integumentary, neurologic, gastrointestinal, reproductive, and sensory systems. Furthermore, nutrition, communication, fluids & electrolytes, end of life, cultural diversity, and legal/ethical issues are integrated throughout the systems. The clinical component of this course allows the student a hands-on experience in providing relationship-centered care for patients with different disease processes in the health care system. Microbiology concepts related to safety and infection control are emphasized.

**NP235 Medical-Surgical Nursing II for LPNs**
This course explores the care of adults using a body systems approach. Focus is placed on nursing interventions and developing knowledge required to provide quality nursing care in a safe manner. Content areas include cardiovascular, hematologic, endocrine, and lymphatic systems. Furthermore acid base balance, cancer, bioterrorism, disaster, and trauma are integrated throughout the course. The clinical component of this course allows the student a hands-on experience in providing relationship-centered care for patients with different disease processes in the health care system.

**NP230 Nursing Specialties for LPNs**
This course prepares the practical nursing student with entry level knowledge and skills needed to care for obstetric, neonatal, pediatric, and mental health patient. Learning experiences focus on the normal growth and development of the specialty patients and commonly encountered disorders. Coordination of care, documentation, medication administration, and legal and ethical issues, historical perspectives and emerging trends within the specialties will be emphasized.
NP275 LPN Practice Experience
This is the final clinical course, where the student will utilize nursing skills and clinical judgement to perform safe, moral, quality, and prudent patient care in the health care system. The role of the practical nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to the care of patients. The course will assist in the personal and professional development needed to transition from student to practical nurse.

NP280 Preparation for NCLEX-PN®
This course is designed to assist the student to prepare for the practical nursing licensure exam (NCLEX-PN) and entry into practice. Students will have the opportunity to develop and improve their test-taking skills through computer simulations and practice tests. The NCLEX PN test plan assessment of knowledge deficits and development of individual study plans based on results of weekly assessments will be utilized. In addition, a NCLEX review course will be provided.

Course syllabi are found in Appendix 4-A, the program evaluation plan can be located in Appendix 4-B, and the course content can be located in Appendix 4-C.

Table 3 describes sequentially how courses will be administered in the program.

**Table 3 Curriculum and Sequential Flow of Courses**

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Total Credits 37
Total Contact 855
SECTION 5

Student policies for admission, progression, retention, and graduation can be found in the Herzing University Undergraduate Catalog and in the Kenosha Campus Nursing Student Handbook located at http://catalog.herzing.edu/. Excerpts are included in this section to address the specific areas required by the WBON in developing a new program.

UNCONDITIONAL ADMISSION TO UNDERGRADUATE PRE-LICENSURE NURSING PROGRAMS

Nursing students admitted unconditionally to Herzing’s pre-licensure nursing programs must meet the criteria as defined below in addition to the university-wide “Undergraduate Admissions Criteria.” International applicants also must comply with all “International Undergraduate Student Admission” application requirements.

Practical Nursing (PN) Program Admission Option:

Applicants must meet all of the following criteria:

- Is 18 years or older (Wisconsin standard)
- A high school or college grade point average of at least *2.0 or higher
- Achieve a minimum composite score of 48 on the most current version of the Test of Essential Academic Skills (TEAS); TEAS score must be from within one year of anticipated date of matriculation.

ADDITIONAL ADMISSION REQUIREMENTS FOR NURSING, DENTAL, AND OTHER HEALTHCARE PROGRAMS

Applicable Programs. These additional admissions requirements apply to all programs with direct patient contact in clinical or internship settings. This includes, but may not be limited to, the following programs:

- Dental Assisting
- Dental Hygiene
- Emergency Medical Technician
- Insurance Billing and Coding Specialist
- Medical Assisting Services
- Medical Laboratory Technician
- Nursing
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technology
- Therapeutic Massage

Drug Testing. Students in the above-listed programs may be required to pass a drug test prior to entering the first clinical or internship course that includes direct patient contact. For specific requirements for students enrolled in nursing programs, please check with the Nursing Program Director.

Immunizations and Health Checks. Verification of immunization history is required for all students admitted to the above-listed programs no later than 45 days after the first day of class or as indicated by
the specific program. Students in some programs may be required to have the Hepatitis B immunization series. Students in healthcare programs may be exposed to blood borne infectious diseases. Also, additional verification of the status of a student’s health may be required during the program if deemed necessary to meet safety requirements. For specific requirements for students enrolled in nursing programs, please check with the Nursing Program Director.

**Vaccination Policy.** Herzing University does not generally require any specific immunizations beyond those requirements that may be imposed by state or federal law. However, if it is determined that a public health situation arises that warrants implementation of a vaccination requirement, such requirements will be communicated out to students as soon as possible. Some healthcare programs at Herzing University that include a clinical site or internship/externship component may require proof of vaccination against certain diseases prior to participation in the clinical or internship/externship courses. Individual program requirements are communicated at the time of enrollment and in advance of attendance in the relevant course. If you have any questions regarding our vaccination policy, please email consumerinfo@herzing.edu.

**Healthcare Policy Acknowledgement.** These professions and the educational processes that lead to entry into those professions have a number of unique requirements and standards. All nursing, dental, and other healthcare students must accept and acknowledge the following statements of policy to enter or continue in any of these programs. For specific requirements for students enrolled in nursing programs, please check with the Nursing Program Director.

1. A student convicted of a felony or a misdemeanor other than a minor traffic violation for which a pardon has not been granted:
   a. May not be able to work in clinical sites required in the program (and thus would not be able to complete the program).
   b. May not be able to obtain a license from the state, even if the program is completed.
   c. May not be able to secure a job, even if licensed.

2. A student may be required to pass a criminal background check and substance abuse test to the satisfaction of the clinical site prior to each scheduled clinical course.

3. A student may be subject to drug and/or alcohol screening in conjunction with clinical classes, and a positive result from a screening could result in dismissal from the clinical and from the program.

4. Clinical hours may be scheduled at any time-of-day or day-of-the-week—day, night, late night, weekends, or holidays—and the student must be available to attend clinical sites at any time the student is assigned.

5. Clinical sites will require the student to have his/her immunizations up to date prior to the start of the clinical.

6. A student may be required to complete a physical exam showing that the student is free of disease that may be transmitted to patients, families, or employees and includes:
   a. Proof of TB skin testing and follow-up.
   b. Proof of Hepatitis B vaccination series or proof of immunity.
   c. Proof of MMR and Chickenpox vaccinations or proof of immunity.

7. Some clinical sites may require that a student be covered by his or her own personal or family health insurance.
8. Successful completion of clinical classes may require that the student be able to perform common physical tasks related to his/her duties to the satisfaction of each clinical site.

9. Patient privacy and the privacy of patient records must be protected, and failure on the part of the student to protect patient privacy or patient records could result in dismissal from the clinical site and/or from the program.

10. Missing clinical site assignments can be a basis for dismissal from the program unless the student has well-documented mitigating circumstances that are acceptable to the University.

11. Although initial class hours are established for the first semester, class hours after that period of time can change due to availability of facilities, faculty, or other factors, and classes may be scheduled mornings, afternoons, evenings, weekends, or holidays.

12. Students in the following courses must achieve at least a grade of 76% in each core course to make satisfactory academic progress, in addition to any other satisfactory academic progress criteria of the University: dental hygiene (DH), dietetics and nutrition (DN), dental science (DS), emergency medical technician (EM), medical laboratory (MT), nursing (NA, NB, NF, NM, NO, NU, NW and PN), occupational therapy assistant (OT), physical therapist assistant (PT), radiologic technology (RT), and surgical technology (ST). A grade of less than C is equivalent to failing the course, and the course must be repeated at the student’s cost. There is only one repeat allowed, and there may not be an immediate opportunity to repeat a course, depending on when it is next offered.

13. The cost of tuition and fees at Herzing University includes:
   a. The cost of instruction and the use of the University facilities, library, employment assistance, other normal services provided by the University to students, and supplies that are the normal part of lab courses (does not include personal writing instruments or stationery).
   b. Two nursing uniforms (not to include shoes or stockings).
   c. Students will be provided an eBook/electronic material for any course in which the University has adopted an eBook/electronic material; however, if an eBook/electronic material is not available, students will be loaned or provided a physical textbook. Students who participate, when applicable, in a campus textbook loaner program, are accountable for returning the textbook and/or software in a condition as described in the Herzing University Textbook Loan Program Policy (Policy). Fees may be assessed based on the condition of the textbook and/or software upon return to include non-return by the due date described within the Policy. If an eBook/electronic material is available for a course in which the University has adopted the eBook/electronic material, but a student prefers the physical textbook, the student will have the option to purchase (at their cost) the physical textbook for the difference in price between the cost of the eBook and the cost of the physical textbook, including shipping.

14. The student further understands that the cost of tuition and fees at Herzing University does not include the following:
   a. The cost of any required immunizations.
   b. The cost of personal health insurance that may be required to work at a clinical site.
   c. The cost of transportation to and from school or clinical sites, including parking.
   d. The cost of additional uniforms and apparel other than the two issued uniforms.
   e. The cost of criminal background checks or substance abuse tests.
f. Any other cost that is not specifically identified above as being part of Herzing University tuition and fees.

15. A student in this program is a potential representative of the healthcare profession, and the student’s actions and inactions may reflect on Herzing University and the clinical sites to which the student is assigned. Therefore, the student must conduct himself or herself in a professional manner, with integrity and responsibility. Failure to behave professionally can be a basis for dismissal from the program.

Background Checks: Students planning a program of study leading to employment in some disciplines (including, but not limited to: healthcare, nursing, law enforcement, and public safety) may be required to undergo a background check before working in that discipline. If this process results in an adverse finding, the student may not be able to complete the internship course, complete the program, sit for certification examinations, or be employed in that discipline. A student may be required to pass a criminal background check and substance abuse test to the satisfaction of the clinical site prior to each scheduled clinical course. For specific requirements for students enrolled in nursing programs, please check with the Nursing Program Director.

GENERAL POLICIES AND GUIDELINES

The Nursing Student Handbook is supplemental to the Herzing University Undergraduate Catalog and Herzing University Undergraduate Student Handbook. The student should review and adhere to the Herzing University Undergraduate Catalog, Herzing University Undergraduate Student Handbook, and Herzing University Kenosha Nursing Student Handbook policies and guidelines.

UNDERGRADUATE NURSING ADMISSION REQUIREMENTS
See the Herzing University Undergraduate Catalog for admission details. See also, “Unconditional Admission to Undergraduate Pre-Licensure Nursing Programs” in the Herzing University Undergraduate Catalog.

CRIMINAL BACKGROUND CHECK, DRUG SCREENING, AND MEDICAL REQUIREMENTS

CRIMINAL BACKGROUND CHECKS
Caregiver Background checks are required for all persons working or training in facilities that provide care for others or who have access to people who receive care (per 1997 Wisconsin Act 27). Nursing students are required to meet this requirement. Additionally, students must meet the requirements of the individual clinical facilities that are our education sites. Background checks for Herzing University Kenosha are obtained through a vendor organization called Castle Branch©.

Students are asked to complete the Wisconsin Background Information Disclosure (BID) form (F-82064A), which is used to begin the credentialing process. If a student has lived outside the State of Wisconsin within the past three years, additional state background checks may be required. All students must also clear the Federal Watch list of Medicare and Medicaid fraud. Please note that the disclosure form must be accurately completed. For example, if you respond “No” to question 1 on the form and a past conviction or pending charge comes back as part of the background report, you are considered to have falsified the records. Falsified or missing information on the BID is grounds for an agency to bar you from clinical practice and dismissal from the Nursing Program (see details in Appendix A). Herzing University students must comply with State and Federal laws as well as the requirements of the clinical facilities with which we work. Students are responsible for the cost of the background check.
A complete background check as proscribed under Wisconsin law includes:
- The completed Background Information Disclosure form (BID);
- An electronic status check of professional licenses and credentials through the Department of Regulation and Licensing;
- An electronic criminal history search from the Department of Justice; and
- An electronic review of records kept by the Department of Health and Family Services for any substantiated findings of abuse and/or neglect and license restrictions or denials.

Based on the information obtained, additional research may include an out-of-state criminal history search, tribal courts criminal history search, a check of relevant military records, and a check of county or other local records. If a criminal background is verified, this could prevent a student from completing clinical and course requirements and affect their eligibility to take the NCLEX-PN exam for licensure.

We are obligated to release all background information concerning students to all clinical facilities as well as to the State Board of Nursing. Clinical facilities, as well as the State Board of Nursing, have the right to reject any student who fails to meet the required standards.

If a clinical facility will not accept a student based on his/her criminal background check, the student will not be able to successfully complete the Nursing Program at Herzing University Kenosha. If a student determines that the background report is incorrect, or wishes to take legal action regarding past criminal activity, he/she must do so independently, and must obtain and pay for any legal or other assistance required independently. A student is ineligible for placement at a clinical facility until a corrected or revised background check is available. A student (or a representative of the student) may not contact the facility or its liaison to debate or challenge the facility’s decision to deny clinical opportunities.

The purpose of these requirements is to:
- Comply with Federal and State law.
- Comply with clinical affiliates who require a student background check as a condition of their contract.
- Provide early identification of students who may have difficulty meeting eligibility for NCLEX licensure requirements.
- Promote and protect patient/client safety.

If there is a break in a student’s enrollment the Background Check and BID form must be repeated. Background checks and BIDs must be repeated every two years.

**DRUG SCREENING**
The following recommendation was agreed upon by the Southeastern Wisconsin Nursing Alliance (SEWNA) of which Herzing University Kenosha is a member:
- All nursing students will undergo a 10-panel urine drug screen prior to clinical start; a negative result will require no further screens unless indications of impairment are present, in which case, additional screens may be requested. If there is a break in a student’s enrollment the 10-panel urine drug screen will need to be repeated.
- Any student may be subject to periodic drug screening when there is suspected impairment or drug use.
- Positive drug tests will result in the student being suspended for a minimum of one (1) semester. The student will not be able to participate in a clinical placement and will be withdrawn from all nursing courses. It is recommended that the student receive drug counseling.
- Students will be required to pay for the drug screen (this is part of the Castle Branch© plan) and any subsequent testing.
• The student will also be required to complete the drug screen before being considered for re-entry to the program. Students who are readmitted following a positive drug screen are subject to drug testing(s) at any point during the program.
• A second occurrence of a positive drug screen will result in permanent suspension from the nursing program.

MEDICAL REQUIREMENTS
See “Additional Admission Requirements for Nursing, Dental, and Other Healthcare Programs” in the Herzing University Undergraduate Catalog.

In order to enroll in, and attend clinical courses, documentation of the following requirements must be provided to the Nursing Department at Herzing University Kenosha:
• Health history and examination by a physician, nurse practitioner, or physician assistant, completed within one year from the start date of the first clinical course. Reasonable accommodations will be made for students whose health examination indicate the need. If there are any physical restrictions, a request for participation in clinical must be submitted and approved by the Clinical Coordinator for Herzing University Kenosha and the clinical site.
• After a clinical absence due to illness, the student may be required to submit to the Clinical Coordinator a return to clinical without restrictions form from his/her healthcare provider, and the statement must be on letterhead from the provider. The student may not return to clinical until cleared.
• If a student is pregnant, the student must notify the Clinical Coordinator and submit a medical clearance form to continue in clinical. The student is also required to submit a medical clearance form and notify the Clinical Coordinator when returning after delivery.

Proof of vaccination or lab report of titer as follows:
  o Measles (Rubeola): two doses of a live measles vaccine given after the first birthday or evidence of measles immunity. A blood titer is required to prove immunity.
  o Mumps: two doses of a live mumps vaccination given after the first birthday or evidence of mumps immunity. A blood titer is required to prove immunity.
  o German measles (Rubella): two doses of a live German measles vaccination given after the first birthday or evidence of German measles immunity. A blood titer is required to prove immunity.
  o Tetanus, Diphtheria, and Pertussis (Tdapat): Tetanus, Diphtheria, and Pertussis booster within the last ten years.
  o Hepatitis B: documentation of three immunizations or start of immunization series or a student may sign a Release of Responsibility form or provide a titer showing immunity. A blood titer is required to prove immunity.
  o Varicella: two doses of a Chickenpox vaccine given after the first birthday or evidence of
    o Varicella immunity. A blood titer is required to prove immunity.
  o Seasonal Flu Vaccine: Proof of vaccination for the annual flu vaccine. Annual date of vaccination cannot expire during the enrolled semester.
• Results of the Tuberculin (TB) Skin Test within past year and every year thereafter (chest x-ray and physician documentation of freedom from TB are required if skin test results are positive), or the Tuberculosis QuantiFERON blood test is required by some agencies in the State of Wisconsin. Results must be valid through the end of the clinical semester.
• Evidence of the American Heart Association health Care Provider CPR (cardiopulmonary resuscitation) certification valid through the end of the clinical semester.
• Current health care insurance coverage.
  o If a clinical agency requires repeat or additional drug screening or other tests, the student is responsible for meeting those requirements.
On an ongoing basis throughout the Nursing Program at Herzing University Kenosha, students must meet these additional requirements:

- Annual health status documentation
- Annual documentation of freedom from Tuberculosis
- Negative drug screen at any time a screen is required. Any student who tests positive on a drug screen may be dismissed from the Nursing Program and/or clinical classes.
- Continued certification in CPR.

It is the student’s responsibility to ensure that all documentation meets the above requirements and remains current throughout their program. In addition, clinical requirements cannot expire prior to the end of the academic semester. All health and Castle Branch© forms are submitted four weeks prior to the beginning of the semester to our clinical facilities. Failure to meet submission deadlines for these requirements results in the inability to attend clinical for the semester. Students will NOT be allowed to submit health or required documentation after the deadline date. The final recommendation is made by the Nursing Program Director in collaboration with the Clinical Coordinator.

Students who do not meet the submission deadline will not be allowed to participate until the following semester, if all requirements are fulfilled at that time.

The Nursing Program and its contracted agencies reserve the right to request repeat background checks or drug screens at any time during enrollment. Failure to comply with this request may result in dismissal from the program.

CLASSROOM AND ONLINE ATTENDANCE POLICIES

GRADING
See “Courses with Separate Lab or Clinical Components” in the Herzing University Undergraduate Catalog.

METHODS OF EVALUATION FOR NURSING COURSES
Any or all measures of student learning may be administered in the classroom, on a computer, in clinical nursing lab, or in the clinical setting at faculty discretion. All required course work as outlined in the syllabus is considered in the calculation of the final grade. There will be no rounding up of exam or final course grades. No extra credit assignments may be used.

GRADING POLICIES
See “Minimum Passing Grade” and “Grade Scale” in the Herzing University Undergraduate Catalog.

CLASSROOM ATTENDANCE POLICY
See “Attendance Policy and Procedures” in the Herzing University Undergraduate Catalog. The Nursing Department at Kenosha requires class attendance. Students are expected to inform faculty when they will miss a class. Students returning to class from an absence are expected to address missed materials with the instructor outside of the scheduled class; therefore, the student must schedule an appointment with the faculty member. Missed assignments fall under the “Late Assignment Submission Policy” and points may be lost for missed assignments or tests. Please see the “Clinical Policies: Absences and Tardiness” policy for important notes.

Make-Up Policy
See “Make-Up Policy” in the Herzing University Undergraduate Catalog
EXAM POLICY

• Students are expected to take exams on the scheduled date and time for the class in which they are officially registered.
• Examinations will be timed.
• Students will not be allowed to leave the test area once the exam has started.
• The student will earn ZERO points on the exam if absent on the day and time of the exam. If an extenuating circumstance that could not have been prevented, anticipated, and/or planned for is the cause of missing an exam, the student must contact the instructor.
• If scratch paper is needed during the exam, it will be provided. It will be collected at the end of the exam.
• The classroom door will be closed at the start of the exam. The clock on the instructor’s computer in the front of the classroom will be used to determine the starting and ending time of exams. If a student is late to class, they will be granted only the remaining time for the exam.
• The final exam may be cumulative at the discretion of the course lead instructor.
• Exam grades will be provided to students within five school days following the exam.
• Students are encouraged to review the results of their exams throughout the course. If time constraints do not allow for an exam to be reviewed during class, the instructor will work with the student to schedule an alternate time for reviewing the student’s exam(s).
• At no time may students reproduce the test questions in any format, including, but not limited to, screenshots and photos.

STUDENT CHAIN OF COMMAND

For issues related to the classroom, clinical, and/or lab component of a NP nursing course:

1. Communicate and resolve the issue with the assigned classroom, clinical, and/or lab instructor.
2. If the issue cannot be resolved, the instructor and student will include the Course Lead in the resolution.
3. If the issue is still unresolved, the Nursing Program Leadership, and/or the Clinical Coordinator of the Nursing Program will be consulted.
4. If the issue remains unresolved, the “last step” is to consult with the Academic Dean.

PROGRESSION POLICIES

SPECIAL STANDARDS FOR CLINIC BASED HEALTHCARE PROGRAM

See “Licensed Practical Nursing (LPN)” in the Herzing University Undergraduate Catalog. For students enrolled in the nursing program, the progression standards mean the following:

1. Any general education course may be repeated.
2. Any course with the prefix SC or HC required for nursing may be repeated two times.
3. The second failure of a nursing course (prefix NP) will result in dismissal from the nursing program.
4. Students must maintain a 76% or above average in all science, math, and nursing courses in order to progress.
5. Nursing grades are not rounded.

ACADEMIC WARNING

See “Academic Warning and Probation” in the Herzing University Undergraduate Catalog.

DISMISSAL FROM THE UNIVERSITY FOR LACK OF SATISFACTORY ACADEMIC PROGRESS

See “Undergraduate Standards of Satisfactory Academic Progress” in the Herzing University Undergraduate Catalog.
NURSING DEPARTMENT GRADE APPEAL PROCEDURE
Any student who contests a course grade shall first attempt to resolve the matter within the Department of Nursing. A grade appeal must be submitted in writing within one week of an exam and within 5 days of grade issuance for a nursing course. Additional time is allocated should the appeal need to proceed to the University “Grade Appeals” procedure found in the Herzing University Undergraduate Catalog.

1. The student shall present the appeal in writing to the Course Instructor. The written statement shall limit itself to citations of evidence pertaining to the valid grounds for the appeal.

2. If resolution is not achieved, the Nursing Program Leadership will review the appeal. If the Nursing Program Leadership affirms the Instructor’s decision, the Director will notify, in writing, the faculty member and the student, as appropriate. If the Nursing Program Leadership supports the student’s appeal, it shall prescribe the method by which the student will be reevaluated. If it is a final grade, the faculty of record shall submit the corrected grade to the Registrar.

3. Should the student still contest the grade, then the student may proceed to the University “Grade Appeals Procedure” outlined in the University Undergraduate Catalog. The Nursing Program Director will provide the Nursing Department’s documentation to the Academic Dean.

PROCEDURES FOR APPEAL OF DISMISSAL FROM THE UNIVERSITY AND/OR TERMINATION OF FINANCIAL AID ELIGIBILITY
See “Appeal, Grievance, and Arbitration Procedures” in the Herzing University Undergraduate Catalog.

READMISSION/REENTRY
See “Re-Admission/Re-Entry” in the Herzing University Undergraduate Catalog.

CLINICAL POLICIES

CLINICAL PLACEMENTS
Clinical placements are designed to meet psychomotor use of the nursing process and critical thinking required as course outcomes. Clinical placements are typically within a 75-mile radius of the student’s home campus and are determined by best opportunity for learning success and clinical site availability. Students are not placed for assignment on clinical unites on which they are employed, and, where possible, in facilities where employed. The student may not have worked another job eight (8) hours prior to the start of an academic clinical experience as the sum total for hours for safe practice may be exceeded.

STUDENT RESPONSIBILITY IN THE LAB

Lab Preparation
The nursing lab has a lab coordinator on each campus. Faculty teaching courses with a lab component plan lab experiences and are assisted by the lab coordinator.

• **Lab Instruction:** The course instructor will collaborate with the lab coordinator to develop a schedule of open lab hours in addition to scheduled lab classes to allow for student practice time. All faculty will have expectations that students will complete 2 practice checks with an instructor/lab coordinator prior to the final skills check-off. The course instructors monitor for completion of skills check-offs. The lab coordinator will assist with skills check-offs. The lab coordinator will assist with skills check-offs as time permits.
• **Lab Cleaning and Maintenance:** Students have the responsibility to help maintain the labs as a safe and clean environment. Assistance with lab clean up after use is expected.

• **Ordering of Supplies:** Faculty request supplies. If there are items student(s) feel are needed, he/she should share with the instructor. Our goal is to assure students have what is needed to meet the course objectives.

• **Simulation Lab:** The course instructor, in collaboration with the lab coordinator, will plan and set up the simulations for their classes and participate with the running and debriefing of the simulation. Students are evaluated on the announced objectives for the experience. Preparation is essential. Faculty will assist with the evaluation of students in collaboration with the lab coordinator. All simulations have a debriefing experience. Students are encouraged to form small groups and do practice simulations also. These times should be scheduled with the laboratory coordinator.

**Lab Hours**
Lab hours are reviewed each semester and scheduled to meet the needs of the students. The laboratory schedule is posted for student convenience. Students may also check with the lab coordinator for additional lab time.

**DRESS CODE**
The Nursing Program at Herzing University Kenosha has an official uniform that is worn at all clinical facilities as required. Uniforms are expected to be kept clean, in good repair, and pressed for the clinical experience. Substitution of other clothing or uniform types is permitted when requested by the clinical site and/or agency. Students must present a professional appearance whenever they are in the skills lab and/or clinical facilities; therefore, uniforms are to be worn to class in the nursing lab and at the clinical sites.

The required uniform consists of:
- Two official Herzing scrub sets with the embroidered Herzing logo and one lab jacket. Uniforms are provided by Herzing and will be issued to all students at the time of the first lab. Student are responsible for providing stockings or socks, and shoes. Students are able to wear a long sleeve white shirt under their scrub top.
- White shoes with closed heels and toes, and rubberized soles.
- White or dark socks.
- Name badges (student ID), which will be worn in all clinical settings.
- Lab coat, which will be worn on clinical units to do preparation prior to clinical experiences.
- Alternate uniforms (as defined by the agency) generally require the following:
  - Business casual dress clothing
  - Closed toed shoes
  - No visible cleavage
  - If wearing dresses, no shorter than just above knee level
  - Name badge worn in clinical setting
  - Lab coat may be optional

**EQUIPMENT REQUIREMENTS**
For both classroom practice and clinical experiences use each nursing student is expected to have the following:
- Watch with a second hand
- Stethoscope with bell and diaphragm capabilities
- Black ink pen

**PROFESSIONAL APPEARANCE**
In order to comply with infection control policies and enhance the comfort of patients/clients, the student must be clean, neat, and in compliance with the Nursing Program at Kenosha and agency dress code when
reporting for clinical experiences. Non-compliance with the professional appearance practices may result in dismissal from the clinical setting for the day.

- **Jewelry:** Wedding or engagement rings and a maximum of two stud earrings per ear are allowed. No dangling earrings, hoops, necklaces, facial piercings, or tongue piercings are allowed to be worn. The student should bring a large safety pin for pinning jewelry to clothing when rings must be taken off for certain clinical areas (i.e. surgery, OB delivery, nursery, etc.).
- **Hair:** Hair is to be clean, neat, pulled back and secured so that hair does not come in contact with the patient/client or the sterile field. Men must be shaven or have neatly trimmed beards and/or mustaches.
- **Nails:** Nails are to be kept short, clean, and in good repair without polish. No artificial nails or nail enhancements are permitted (this includes artificial nail tips, appliques, acrylic gels, and any additional items applied to nail surface).
- **Body Art:** Any tattoos or other form of body art should be covered by the uniform.

All students in clinical settings must wear their Herzing University student ID and whatever other identification the facility may require at all times. If a student arrives without the appropriate name/ID badge, they will not be allowed to participate in clinical or to provide patient/client care. This will count as a clinical absence and hours must be made up. See below for clinical absence policy.

**ABSENCES AND TARDINESS**

Students are expected to be at clinical on time according to their schedule. However, emergencies do happen. The following policy is in effect:

First occurrence: If 15 minutes or less from stated clinical start time—written warning. If greater than 15 minutes from stated clinical start time—student will not be allowed to participate in clinical or to provide patient/client care; counts as a clinical absence—**hours must be made up and paper required. See No Call/No Show policy below for instructor notification requirements.**

Second occurrence: Any tardiness after first occurrence—student will not be allowed to participate in clinical or to provide patient/client care; counts as a clinical absence—*hours must be made up and completion of an instructor specified activity will be required.*

There are no clinical absences permitted. This means that any missed time must be made up either at the clinical site or in the lab. This time is made up at the discretion of the instructor. The student who misses clinical jeopardizes achievement of the course objectives and may receive an unsatisfactory clinical grade. An unsatisfactory clinical grade results in failure of the course. Should an emergency arise, the student is expected to contact the professor immediately.

Herzing University Kenosha does not provide make-up opportunities for students who take elective vacations or time off during the semester. These absences may result in failure of the course.

**NO CALL/NO SHOW**

Any student who does not show up for clinical and who does not call the instructor within 15 minutes after the stated start time of clinical will be automatically failed from clinical. No call/no show is an automatic clinical failure.

Extenuating circumstances will be reviewed and considered by the instructor and the Program Director.

**DISMISSAL FROM CLINICAL**

Students will be dismissed from clinical if any of the following occur:

- Being unprepared for the clinical experience
• Being inappropriately dressed for the clinical experience
• Demonstrating unsafe behaviors
• Delivering unsafe care to assigned patient(s)/client(s)
• Exhibiting inappropriate professional behaviors
• Violations of the facility or Herzing University Kenosha policies, expectations, or standards

REQUIRED NURSING ABILITIES
Students accepted into the nursing program will need the cognitive ability, emotional stability, physical ability, and endurance to complete the nursing program and practice professional nursing. The nursing student cannot pose a significant risk or direct threat to the health or safety of themselves or others. The nursing student must be able to: exercise safe judgments based on assessment data, remain visibly calm in emergency situations, effectively respond to the evaluation process, be flexible, and demonstrate honesty and integrity.

Specific functions, abilities, and physical requirements for the nursing student are:
• Delivers nursing care that may involve standing, sitting, kneeling, bending, pushing and pulling, carrying, lifting, walking, reaching, and twisting. The ability to lift at least 50 pounds is essential to assist clients with ambulation, transfers, position changes, and to transport clients within the health care setting. Students with injuries may be required to submit a health care provider’s statement regarding their ability to perform the above duties. Manual dexterity is essential in the performance of many nursing tasks (i.e. preparation of certain medications, administration of treatments such as dressing changes and intravenous fluids, obtaining vital signs, etc.) and CPR certification without restrictions is required.
• Follows written and verbal directions.
• Communicates knowledge both verbally and in writing (electronically or hand-written). This includes the ability to read, write, hear, and see. Students must be able to speak clearly enough to participate in individual and group discussions in a variety of settings. They must be able to use the computer without restrictions.
• Observes and interprets client data and incorporates that data into the plan of care. This includes assessment and analysis of the physiological, psychosocial, spiritual, and cultural needs of the client. The ability to see, hear, feel, and smell is essential to the collection of data.
• Implements and evaluates nursing care based on the plan of care for a group of clients in all settings in which nursing care is provided. This includes the ability to utilize standard nursing equipment.
• Provides education for clients and their families, including discharge planning. There are additional educational tasks the nursing student performs which involve teaching peers and others.

This description of the essential abilities of the nursing student is meant to include the major areas of responsibility and is not intended to be limited to the above information. If a student believes he/she needs a reasonable accommodation to be able to perform these essential functions, please contact the Nursing Program Clinical Coordinator.

Please note that although we consider pregnancy to be a normal event, for the student’s safety, the Nursing Department requires a statement from the student’s healthcare provider providing permission to continue the clinical experience or delineate any special needs or restrictions.

Students who need other assistance for test taking, class work and/or clinical work accommodations should follow the procedures outlined in the Herzing University Undergraduate Catalog. Any illness, injury, or condition in which physician or practitioner intervention was sought requires a signed release statement with limitations or restrictions listed before attendance at clinical.
TRANSPORTATION TO CLINICAL SITES
The Nursing Program at Herzing University Kenosha uses a variety of clinical facilities for student learning experiences. The facilities are located in various areas of the community and require students to provide transportation to/from the facility. Students are responsible for their transportation to/from health care agencies for clinical experiences. Under no circumstances are students allowed to transport patients/clients in their private vehicles.

SAFE PRACTICE GUIDELINES:

SUPERVISION OF A STUDENT IN CLINICAL
A faculty member, clinical lab personnel, or preceptor will be available to a nursing student at all times to provide guidance and evaluation of student’s performance. Preceptors are used for specialized clinical experiences and are selected according to University policy to meet particular course objectives and enhance the variety of clinical experiences for the student.

SAFE NURSING PRACTICE DEFINITION
Safe nursing practice is essential to all clinical courses. Safe nursing practice is defined as the application of scientific principles and nursing theory in performing nursing care. Care is provided in a reasonable and prudent manner providing for the welfare and protecting the well-being of the patient/client. Safe practices imply that the student can demonstrate awareness of the potential effect of actions and decisions. Such actions and decisions shall not endanger the integrity of the patient/client.

UNSAFE NURSING PRACTICE
• An act or behavior of the type which puts the patient/client or staff at risk for injury or harm.
• An act or behavior which violates the Code for Nurses of the American Nurses’ Association (www.nursingworld.org).
• An act or behavior which threatens or has the potential to threaten the physical, emotional, mental, or environmental safety of the patient/client, a family member or substitute familial person, another student, a faculty member, or other health care provider.
• An act or behavior which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

UNSAFE PRACTICE PROCEDURES
Safe practice is an essential requirement for progression to the next course and will be judged by the clinical support personnel. A student who engages in unsafe practices will receive an unsatisfactory grade for the clinical portion of the course, resulting in a grade of “F” for the course. Documentation of unsafe practices will be formulated by faculty and discussed with, and signed by, the student(s). Faculty will determine if the student is to be dismissed for the day or the remaining portion of the course. In addition, unsafe practices may result in release of the student from the Nursing Program at Herzing University Kenosha.

PROFESSIONAL STUDENT CONDUCT
The Nursing Department Leadership and faculty will implement policies related to student conduct that incorporates the standards for safe nursing care, including, but not limited to the following:
• A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient/client, and the patient’s/client’s response to that care.
• A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
A student shall not falsify any patient/client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.

A student shall implement measure to promote a safe environment for each patient/client.

A student shall delineate, establish, and maintain professional boundaries with each patient/client.

At all times when a student is providing direct nursing care to a patient/client the student shall:

- Provide privacy during examination or treatment and in the care of personal or bodily needs; and
- Treat each patient/client with courtesy, respect, and with full recognition of dignity and individuality.

A student shall practice within the appropriate scope of practice as set forth in the Board of Nursing standards for the registered nurse (or practical nurse).

A student shall use universal blood and bodily fluid precautions.

A student shall not:

- Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient/client; or
- Engage in behavior toward a patient/client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

A student shall not misappropriate a patient’s/client’s property or:

- Engage in behavior to seek or obtain personal gain at the patient’s/client’s expense;
- Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient’s/client’s expense;
- Engage in behavior that constitutes inappropriate involvement in the patient’s/client’s personal relationships; or
- Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient/client personal relationships.

A student shall not:

- Engage in sexual conduct with a patient/client;
- Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
- Engage in any verbal behavior that is seductive or sexually demeaning to a patient/client;
- Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient/client.

A student shall not self-administer or otherwise take into the body any dangerous drug in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a Schedule I controlled substance.

A student shall not habitually or excessively use controlled substances, other habit-forming drugs, alcohol, or other chemical substances to an extent that ability to practice is impaired.

A student shall have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.

A student shall have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.

A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability. (As required...
by Federal and State law, appropriate and reasonable accommodations will be made to students with qualifying disabilities if requested according to procedures set forth in the Herzing Undergraduate Student Handbook).

• A student shall not assault or cause harm to a patient/client or deprive a patient/client of the means to summon assistance.

• A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.

• A student shall not obtain or attempt to obtain money or anything of value from a patient.

• A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

• A student shall not aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the Board, or administration of medications as a medication aide without a certificate issued by the Board.

• A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

• A student shall not assist suicide.

• A student shall not submit or cause to be submitted, any false, misleading, or deceptive statements, information, or document to Herzing University Kenosha, its administrators, faculty or preceptors, or to the board.

• A student shall maintain the confidentiality of patient information. The student shall communicate patient/client information with other members of the health care team for health care purposes only, shall access patient/client information only for purposes of patient/client care or for otherwise fulfilling the student’s assigned clinical responsibilities, and shall not disseminate patient/client information for purposes other than patient/client care or for otherwise fulfilling the student’s assigned clinical responsibilities through social media, texting, emailing, or any other form of communication.

• To maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient/client has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient/client information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

• For the purposes of professional boundaries; provision of direct patient/client care; physical, verbal, mental, or emotional abuse; misappropriation of the patient’s/client’s property; engage in sexual misconduct; or consent to sexual activity, a student shall not use social media, texting, emailing, or other forms of communications with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student’s assigned clinical responsibilities.

• A student shall not violate the policies and guidelines of the clinical agency to which they are assigned.

SUBSTANCE ABUSE
Herzing University Kenosha requires that nursing students at all times be capable of providing safe and effective patient care. To that end, the University is committed to a substance-free workplace and environment. This means that nursing students must not be impaired by any substances during any part of the Nursing Program, including classroom work, lab assignments, and clinical settings in which the nursing students participate. See “Drug and Alcohol Policy” in the Herzing University Undergraduate Student Handbook for additional information. Therefore, any situation where a student’s ability or performance is impaired by drugs or alcohol will be dealt with in the following manner within the Nursing Department:

• The student will be removed from the clinical site, lab, or classroom.

• The student will be required to obtain drug testing at the testing facility identified by the
• Nursing Department.
• If the results are positive, the student will be released from the nursing program for at least 1 semester to allow time for treatment and reflection.
• The student may apply to return to the program after 1 semester’s absence. A statement for the health care provider stating that the student is without mental or physical impairment that would inhibit safe nursing care is required.
• If allowed to return, the student will be placed based on space available and repeat the drug screen.
• A second repeat of the substance abuse policy will result in permanent release from the Nursing Program at Herzing University Kenosha.
• The student is afforded the right of challenge under the procedure set forth in the Herzing University Undergraduate Catalog. Student conduct hearings at Herzing University are bound by the published guidelines in the Herzing University Undergraduate Catalog.

Reasons to suspect impairment include, but are not limited to the following:
• Alcohol on the breath or odor of alcohol
• Flushed face and/or bloodshot eyes
• Tremors of the hands
• Unsteady gait
• Patterned absenteeism
• Frequent breaks or disappearance during clinical day
• Repeated tardiness
• Memory lapses, difficulty concentrating, confusion
• Lack of coordination/dexterity
• Slurred or incoherent speech
• Deterioration of appearance
• Dilation or constricted pupils
• Anger, hostility, irritability, mood swings, agitation
• Presence of drug paraphernalia
• Drowsiness and sleepiness

STUDENT ORGANIZATIONS AND DEPARTMENT COMMITTEES:

DEPARTMENT OF NURSING COMMITTEES
Student representation is expected on committees within the Nursing Program. These include:
• Curriculum Committee
• Program Evaluation Committee
• Faculty Retention & Recruitment Committee
• Nursing Department Advisory Board

STUDENT NURSES ASSOCIATION (SNA)
The Herzing University Kenosha Chapter of the Wisconsin Student Nursing Association (WSNA) is an officially recognized organization of Herzing University and the Nursing Program. The SNA is the official representative of the nursing student body and coordinates, within the policies of Herzing University, events and activities. Members function under the charter of the organization and the leadership of elected officers. Advisors are elected/appointed from the Nursing Program faculty. The faculty advisors are expected to be in attendance at the meetings of the organization. The advisor’s role is to provide clarity, to interpret Nursing Program and University policies/procedures, and to provide general consultation. The purpose of SNA is to provide networking and mentoring opportunities for the nursing student to foster their developing professional role. The organization
promotes active engagement at the local, state, and national levels to contribute to advances in nursing education, promote advocacy for health care, and provide service opportunities.

CONFIDENTIALITY STATEMENT:

STATEMENT OF CONFIDENTIALITY
All information that a student learns about a client/patient while providing care is private and confidential. This information is not to be shared with anyone except an instructor and those members of the health team directly involved with the care of the client/patient. The right of privacy is paramount; therefore, confidential information about the client acquired from any source is to be safeguarded. With the nurse-client relationship based on trust, the client’s welfare and the reputation can be jeopardized by inappropriate disclosure and the nurse-client relationship destroyed. Students are expected, without exception, to observe the patient’s/client’s right to privacy. Serious consequences such as release from the Nursing Program may result if the student fails to maintain this privacy. Students are reminded that confidentiality has legal and ethical implications and that an inappropriate break of confidentiality may expose the student and University to liability.

The Herzing University Undergraduate Catalog can be found at https://www.herzing.edu/resources.

SECTION 6

Herzing University Kenosha LPN program intends to admit students beginning March 2018. The schematic shows the steps in the admission process that will be undertaken:

- **Enroll**
  - Upon receipt of Authorization to Admit Students approval from WBON, enrollment can begin (Anticipated May, 2018)

- **ACEN**
  - Apply for Candidacy Status Spring 2019
  - Anticipated site visit Fall 2019

- **WBON**
  - Submit Application for Initial Approval from WBON after graduation of first class (anticipated Spring, 2019)
SECTION 7

The curriculum includes clinical experiences in a variety of long-term/acute rehab, specialty, and community care settings to ensure that the student demonstrates competencies in the role of the practical nurse upon graduation from the PN program. The current curriculum plan has 405 clinical hours utilizing 8 affiliations which the clinical experience focus varies. The 7 clinical affiliations for the HUK-PN program are listed in Table Section 7-1. Table Section 7-2 demonstrates the alignment of courses to clinical sites and partnership agreements. Copies of Form #1004, clinical contracts, LPN job descriptions, and Memoranda of Understanding (MOU) forms or emails communication for each clinical site is located in Appendix 7.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Facilities</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookside Care Center</td>
<td>Skilled Nursing and Acute Rehab</td>
<td>3506 Washington Road Kenosha, WI 53144</td>
</tr>
<tr>
<td>Rogers Memorial Behavior Health Systems - West Allis</td>
<td>Mental Health (child-adolescent and adult)</td>
<td>11101 W Lincoln Ave. West Allis, WI 53227</td>
</tr>
<tr>
<td>The Grove by the Lake</td>
<td>Mental Health, Skilled Nursing, and Acute Rehab</td>
<td>2534 Elim Ave Zion, IL 60099</td>
</tr>
<tr>
<td>Kenosha Estates</td>
<td>Skilled Nursing, Acute Rehab</td>
<td>1703 60th St Kenosha, WI 53140</td>
</tr>
<tr>
<td>Royal Family Kids Camp Racine</td>
<td>Pediatrics</td>
<td>Address is undisclosed</td>
</tr>
<tr>
<td>Family Pediatrics</td>
<td>Pediatrics</td>
<td>3601 30th Ave Suite 101 Kenosha, WI 53144</td>
</tr>
<tr>
<td>Manor Care</td>
<td>Skilled Nursing, Acute Rehab</td>
<td>3100 Washington Rd. Kenosha, WI 53144</td>
</tr>
</tbody>
</table>

Table Section 7-2: Courses - Clinical Sites – Partnership Agreements

<table>
<thead>
<tr>
<th>Clinical Course</th>
<th>Clinical Site</th>
<th>MOU or Emails (included)</th>
<th>Clinical Contract (included)</th>
<th>LPN Job Description (included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NP120 Fundamentals of Nursing</td>
<td>• Brookside • Manor Care • The Grove by the Lake • Kenosha Estates</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NP125 Medical Surgical Nursing I</td>
<td>• Brookside • Manor Care • The Grove by the Lake • Kenosha Estates</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NP225 Medical Surgical Nursing II</td>
<td>• Brookside • Manor Care • The Grove by the Lake • Kenosha Estates</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NP230 Nursing Specialty</td>
<td>• Royal Family Kids Camp Racine (Pediatric) • The Grove by the Lake (Mental Health Floor) • Roger’s (Mental Health) • Family Pediatrics</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NP270 Practical Experience</td>
<td>• Brookside • Manor Care • The Grove by the Lake • Kenosha Estates</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
In addition to clinical sites, the laboratory facilities at the Kenosha campus provides students with three nursing laboratories - one designated a high fidelity simulation lab, one traditional nursing lab, and a skills lab. The traditional nursing lab contains low to moderate fidelity simulation mannequins with four beds for use as either medical-surgical, emergency room, or intensive care. In the simulation lab, the students have access to a simulated hospital environment with a high fidelity mannequin to enhance learning. Kenosha is in the process of purchasing a high fidelity OB mannequin to provide state of the art simulation experience for OB students.

Additional resources include laptop computers for use in classrooms that are not computer labs, two uniforms and a lab coat for all students; laboratory bags which provide the student with their own stethoscope, pen light, etc. needed for continual practice; class pins; and payment for NCLEX-PN testing.
Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53708-8366

1400 E. Washington Avenue
Madison, WI 53703

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

E-Mail: dsps@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): Metzger, Michelle
WI RN License #: 187968-30

School of Nursing Employed By: Herzing University Kenosha

Type of Nursing Program(s) (ADN, PN, BSN, etc.): BSN, LPN

Position: X Educational Administrator

Faculty Appointment Effective Date: 10/3/2016

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

<table>
<thead>
<tr>
<th>Name of Institution</th>
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<th>Graduation Date</th>
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</tbody>
</table>

#1114 (Rev. 12/14)
Ch. N 1.08 Wis. Admin. Code
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

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location City/State</th>
<th>Graduation Date</th>
<th>Degree Earned or # of Credits</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sentinel University</td>
<td>Aurora, CO</td>
<td>anticipated 2018</td>
<td>DNP</td>
<td>Educational Leadership</td>
<td></td>
</tr>
<tr>
<td>Holy Names University</td>
<td>Oakland, CA</td>
<td>2013</td>
<td>MSN, MBA</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Simpson University</td>
<td>Redding, CA</td>
<td>2010</td>
<td>BSN</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>From Month/Year</th>
<th>To Month/Year</th>
<th>Part-time or Full-Time</th>
<th>Employer/School</th>
<th>Location City/State</th>
<th>Position/Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/2016</td>
<td>Present</td>
<td>Full-Time</td>
<td>Herzing University</td>
<td>Kenosha, WI</td>
<td>Nursing Education Administrator</td>
</tr>
<tr>
<td>01/2014</td>
<td>04/2016</td>
<td>Full-Time</td>
<td>Herzing University</td>
<td>Kenosha, WI</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

Beth Gilbertson
Educational Administrator

Signature
(262) 671-0675

Academic Dean
Title
February 22, 2018
Date
bgilbertson@herzing.edu
Email Address
MICHELLE DAWN METZGER, RN, MSN, MBA

507 Russell Ave | (530) 200-5296 | Winthrop Harbor, IL 60096 | mdmetzger11@aol.com

NURSING PROGRAM ADMINISTRATION

FACULTY GOVERNANCE | STUDENT EXPERIENCE | RELATIONSHIP BUILDING

Demonstrated success in progressive leadership positions within the Nursing Program. Offer an in-depth understanding of the evolving health care environment leveraging 19 years of combined nursing experience, as a Registered Nurse, Patient Care Manager, and Nursing Manager.

DEDICATED NURSING PROFESSIONAL skilled in optimal patient care and support with experience gained in a variety of medical units, including ICU, emergency, and rehabilitation settings. Highly knowledgeable in critical care line management.

- Awarded 13 patient stars for outstanding patient care and professional expertise as well as numerous “on the spot” awards from medical staff.

PROVEN LEADER adept at preparing future nursing leaders to promote health, healing, and social justice through clinical practice and development of nursing knowledge. Empower faculty and staff, promote strong faculty governance, and ensure excellent student experience.

EFFECTIVE COMMUNICATOR accomplished at building strong internal/external relationships and collaborating with diverse groups.

CAREER HISTORY

HERZING UNIVERSITY Kenosha, WI
Program Chair of Nursing April 2016 – Present
- Oversee program administration, instruction, curriculum, assessments, student satisfaction and retention, and professionalism. Collaborate with Academic Dean to achieve program goals.
- Teach courses, such as Advanced Medical Surgical, Leadership, Pathophysiology, and clinical rotations.
- Provide strategic direction to faculty, initiate curriculum development activities, and guide course development. Advise faculty on student-related issues.
- Establish high level of faculty morale, promote positive attitudes, and conduct regular meetings with teaching faculty. Direct faculty development. Assure high academic standards.
- Oversee student satisfaction and retention within program. Develop action plans for improving student retention and satisfaction; implement student evaluation methods.
- Conduct faculty recruiting, interviewing, selection, and hiring.
- Monitor quality of instruction; conduct disciplinary measures when appropriate.
- Establish class schedules, enforce University rules, and assure grades and records are accurately submitted.
- Determine needed technology resources, materials, textbooks, and supplies required for instruction.

HERZING UNIVERSITY Kenosha, WI
Associate Professor 2014 – 2016
- Course lead for Adult Medical Surgical, Nursing Leadership, Pathophysiology, and Nursing Informatics.
- Directed clinical assignments; mentored students at preceptor-based assignments.
- Developed instructional plans. Facilitated student learning, provided effective instruction, and conducted evaluations of student learning.
- Created, evaluated, and provided grades for diverse lessons and assignments.

ST. CATHERINE’S HOSPITAL Pleasant Prairie, WI
Registered Nurse, ICU 2016 – Present
- Provide per diem nursing services within the ICU.
VISTA MEDICAL CENTER
Waukegan, IL
Patient Care Manager, Emergency Room
2014 – 2015
– Served as Support Director of Emergency Room.
– Provided clinical support to Nursing staff.

FROEDTERT HOSPITALS
Milwaukee, WI
Assistant Nurse Manager
2013 – 2014
– Led direct reports of 25 staff.
– Oversaw hiring of staff and elevations.
– Managed day-to-day operations within the Ortho Trauma unit.
– Conducted staff meetings; collaborated with Manager and Director.

ENLOE MEDICAL CENTER
Chico, CA
Registered Nurse, Emergency Room
2008 – 2013
– Awarded 13 patient stars for outstanding patient care and professional expertise.
– Recipient of numerous “on the spot” awards from staff.
– Recruited to float pool, including MRI Transport.
– Coordinated MRI schedule with MRI unit and ground ambulance support.
– Managed work schedule in tandem with relief MRI transport nurses.
– Served as ER new staff preceptor and participating member of focus group.
– Attended HERT training with Center of Domestic Preparedness.

MERCY MEDICAL CENTER
Redding, CA
Registered Nurse, ICU
2003 – 2009
– Administered complex ICU care for surgical, medical, neurological, cardiac, and trauma patients.
– Acted as preceptor for night shift and intermittently served as relief Charge RN.
– Provided support with insertion of Art, Swan, and Central Lines, ICP monitoring, and ventricular drains.
– Extensively worked with ventilators and delivered in-depth care to organ donor patients.
– Titrated vasopressin drugs and performed continuous veno-venous hemofiltration/hemodialysis.

NORTHERN CALIFORNIA REHAB
Redding, CA
Registered Nurse
2008
– Provided intricate nursing care to long-term rehabilitation patients. Designated as relief Charge Nurse on night shift for a 45-bed unit.
– Accountable for staffing and management of new hires and coordinated patient transfers to hospital.
– Closely cared for medical and surgical patients requiring ventilator weaning.
– Assisted LVN’s in administration of IV medications.

SANTA CLARA VALLEY MEDICAL CENTER
San Jose, CA
Registered Nurse / Nursing Assistant
1997 – 2003
– Participated as nursing assistant in the medical ICU and advanced to staff RN following nursing school graduation.
– As relief Charge Nurse, managed staffing processes, maintained unit flow, and assisted physicians.
– Monitored Art, Swan, Central lines and ventilators for medical and neurology ICU patients.
– Monitored ICP and ventricular drains.

EDUCATION

AMERICAN SENTINEL UNIVERSITY (currently enrolled)
Doctorate of Nursing Practice Degree in Educational Leadership
Expected Graduation: June 2018
HOLY NAMES UNIVERSITY
Master of Science in Nursing (MSN)
Master of Business Administration (MBA)  
Oakland, CA
May 2013
May 2013

SIMPSON UNIVERSITY
Bachelor of Science in Nursing (BSN)  
Redding, CA
2010

Licensure
Wisconsin Registered Nurse #187968-30
Illinois Registered Nurse #041401432
California Registered Nurse #5848454
California Public Health Nurse #79568

Affiliations
American Nurses Association
American Association of Critical Care

Certifications
ACLS Certification
BLS Certification
CCRN Certification
**BOARD OF NURSING**

**FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD**

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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): Haggarty, Kristine

WI RN License #: 122717-30

School of Nursing Employed By: Herzing University Kenosha

Type of Nursing Program(s) (ADN, PN, BSN, etc.): BSN, LPN

Position: Educational Administrator  Faculty

Appointment Effective Date: 10/3/2016

---

**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.

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<tr>
<th>Name of Institution</th>
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<th>Graduation Date</th>
<th>Degree Earned or # of Credits</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Phoenix</td>
<td>Phoenix, AZ</td>
<td>2015</td>
<td>MSN</td>
<td>Nursing</td>
<td>Healthcare Education</td>
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<tr>
<td>Indiana University</td>
<td>Indiana, PA</td>
<td>1994</td>
<td>BSN</td>
<td>Nursing</td>
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</tr>
</tbody>
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EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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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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<th>Part-time or Full-Time</th>
<th>Employer/School</th>
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</tbody>
</table>

Michelle Metzger, RN, MSN, MBA

Educational Administrator

Signature

(262) 671-0675

Telephone Number

Nursing Educational Administrator

Title

February 22, 2018

mmetzger@herzing.edu

Email Address
Boards of Nursing

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.

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Faculty/EA Name (Last, First): Henry, Michele

School of Nursing Employed By: Herzing University Kenosha

Type of Nursing Program(s) (ADN, PN, BSN, etc.): BSN, LPN

Position: Educational Administrator

Appointment Effective Date: 10/3/2016

FACULTY APPOINTMENTS (complete Section A below).

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<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia University</td>
<td>Mequon, WI</td>
<td>2015</td>
<td>MSN</td>
<td>Nursing Education</td>
<td></td>
</tr>
<tr>
<td>University of Iowa</td>
<td>Iowa City, IA</td>
<td>1987</td>
<td>BSN</td>
<td>Nursing</td>
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</table>
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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B. NURSING INSTRUCTION EXPERIENCE*

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</table>

Michelle Metzger, RN, MSN, MBA

Educational Administrator

Signature

(262) 671-0675

Telephone Number

Nursing Educational Administrator

Title

February 22,2018

Email Address

mmetzger@herzing.edu
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.

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<table>
<thead>
<tr>
<th>Faculty/EA Name (Last, First):</th>
<th>Zapencki, David</th>
<th>WI RN License #:</th>
<th>172866-30</th>
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<tr>
<td>School of Nursing Employed By:</td>
<td>Herzing University Kenosha</td>
<td>Type of Nursing Program(s) (ADN, PN, BSN, etc.):</td>
<td>BSN, LPN</td>
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</table>

Position:  

Educational Administrator  

Faculty

Appointment Effective Date: 10/3/2016

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

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<th>Degree Earned or # of Credits</th>
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<td>Salt Lake City, UT</td>
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<td>Western Governors University</td>
<td>Salt Lake City, UT</td>
<td>2016</td>
<td>BSN</td>
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<td>Gateway Technical College</td>
<td>Kenosha, WI</td>
<td>2014</td>
<td>ADN</td>
<td>Nursing</td>
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Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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Michelle Metzger, RN, MSN, MBA

Educational Administrator

Signature

(262) 671-0675

Telephone Number

Nursing Educational Administrator

Title

February 22, 2018

mmetzger@herzing.edu

Email Address
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.

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Faculty/EA Name (Last, First): Dixon, Tonya

WI RN License #: 165845-30

School of Nursing Employed By: Herzing University Kenosha

Type of Nursing Program(s) (ADN, PN, BSN, etc.): BSN, LPN

Position: X Educational Administrator

Appointment Effective Date: 10/3/2016

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

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<th>Major</th>
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<td>Curriculum and Instruction</td>
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<td>Saint Xavier University</td>
<td>Chicago, IL</td>
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<td>MSN</td>
<td>Nursing</td>
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<td>Saint Xavier University</td>
<td>Chicago, IL</td>
<td>2006</td>
<td>MBA</td>
<td>Business Administration</td>
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<tr>
<td>Saint Xavier University</td>
<td>Chicago, IL</td>
<td>2005</td>
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<td>Public Health</td>
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<td>National Louis University</td>
<td>Wheeling, IL</td>
<td>2002</td>
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<td>Health Care Management</td>
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Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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</table>

Michelle Metzger, RN, MSN, MBA

Educational Administrator

(262) 671-0675

Nursing Educational Administrator

Title

February 22, 2018

mmetzger@herzing.edu
Wisconsin Department of Safety and Professional Services  
Mail To: P.O. Box 8366  
Madison, WI 53708-8366  
FAX #: (608) 266-2602  
Phone #: (608) 266-2112  
1400 E. Washington Avenue  
Madison, WI 53703  
E-Mail: dsp@wisconsin.gov  
Website: dsp.wisconsin.gov  

BOARD OF NURSING  
FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD  

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Faculty/EA Name (Last, First): Jessica Kapustin  
WI RN License #: 146973

School of Nursing Employed By: Herzing University

Type of Nursing Program(s) (ADN, PN, BSN, etc.): BSN, LPN

Position: ___ Educational Administrator  
X Faculty

Appointment Effective Date: 9/5/2017


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.

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<td>Olivet Nazarene</td>
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<td>2009</td>
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<td>Olivet Nazarene</td>
<td>Bourbonnais/IL</td>
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#1114 (Rev. 12/14)  
Ch. N 1.08 Wis. Admin. Code  

Committed to Equal Opportunity in Employment and Licensing
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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</table>

Michelle Mettger RN, MSN, MBA, Program Chair

Educational Administrator

Signature: 2012-20, MSN, MBA

Title: Program Chair

Date: 9/8/18

Telephone Number: (262) 671-3075

Email Address: mmmettger@henryford.edu

Page 2 of 2
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Faculty/EA Name (Last, First): Watkins, Molly WI RN License #: 135211-30
School of Nursing Employed By: Herzing University Kenosha
Type of Nursing Program(s) (ADN, PN, BSN, etc.): BSN, LPN

Position: X Educational Administrator

Appointment Effective Date: 10/3/2016

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<td>Harper College</td>
<td>Palatine, IL</td>
<td>1998</td>
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</tbody>
</table>

Michelle Metzger, RN, MSN, MBA
Educational Administrator
Signature: [Signature]
(262) 671-0675
Telephone Number

Nursing Educational Administrator
Title
February 22, 2018
mmetzger@herzing.edu
Email Address
# HERZING UNIVERSITY
## COURSE SYLLABUS

### FACULTY CONTACT INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>DAY</th>
<th>OFFICE HOURS (CENTRAL TIME)</th>
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<tr>
<td>PHONE NUMBER</td>
<td>Click here to enter text.</td>
<td>00:00 am – 00:00 am</td>
</tr>
<tr>
<td>HERZING E-MAIL</td>
<td>Click here to enter text.</td>
<td>00:00 am – 00:00 am</td>
</tr>
</tbody>
</table>

### Instructional Delivery Method
- **On Campus**

### Class Location

### Semester

### Course Code
- **NP 100**

### Course Title
- **Growth and Development**

### Course Description

This course is a survey of normative human life span development. Emphasis is on selected theoretical perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Significant milestones, and developmental tasks will be emphasized.

### Credit Hours

<table>
<thead>
<tr>
<th></th>
<th>Lecture Hours</th>
<th>Laboratory Hours</th>
<th>Clinical Hours</th>
<th>Total Contact Hours</th>
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<tbody>
<tr>
<td>1 Semester Credit Hours</td>
<td>15</td>
<td>0</td>
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<td>15</td>
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</tbody>
</table>

### Study Time

Lecture, Lab, or Internship/Externship/Clinical/Practicum hours as indicated on the syllabus represent scheduled hours spent engaged in learning activities. Students should expect to spend a minimum of two additional hours engaged in learning activities outside of class for each one hour identified as lecture; students should expect to spend one hour engaged in learning activities outside of class for each two hours of scheduled laboratory time. Learning activities outside of class support the achievement of one or more course learning objectives and may be spent reading textbook material, completing homework assignments, preparing for lab assignments, engaging in drill and practice exercises, working on case studies, completing workbook activities, or conducting library research. Additional study time outside of scheduled Internship/Externship/Clinical hours is typically not expected.

The total amount of time that students spend engaged in learning activities is consistent, regardless of instructional delivery method. For example, students enrolled in a three credit lecture course should expect to spend 45 hours in scheduled class time and an additional 90 hours engaged in learning activities outside of the classroom. Online or blended students should expect to spend the equivalent total of 135 hours engaged in learning activities if they are enrolled in the same course.

Determination of the amount of time that a student should expect to spend engaged in learning activities is based upon faculty judgment regarding the average student. The amount of time spent engaged in learning activities is expected to vary among students, based upon previous knowledge of the content, learning style, learning ability, difficulty of the course, and student motivation.
The timeframes provided below are estimates based upon the average student.

<table>
<thead>
<tr>
<th>Guided by Low Engagement in Learning Activities</th>
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</thead>
<tbody>
<tr>
<td>Lower level reading (10-20 pages)</td>
<td>1 hour</td>
</tr>
<tr>
<td>Higher level reading (10-20 pages)</td>
<td>2 hours</td>
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<tr>
<td>Construction of 1 page paper (250 words)</td>
<td>2 hours</td>
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<tr>
<td>Development of 10 minute speech</td>
<td>2 hours</td>
</tr>
<tr>
<td>Watch video lecture</td>
<td>1 hour</td>
</tr>
<tr>
<td>Read, research and respond to discussion board posting</td>
<td>1 hour</td>
</tr>
<tr>
<td>Preparation for unit examination</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Course Length: 8 Weeks

Prerequisites: None

Corequisites: None

Upon successful completion of this course, students should be able to:
1. Explain physical, cognitive, and psychosocial changes of a diverse population that occur across the lifespan.
2. Apply selected developmental theories to the population across the lifespan.
3. Distinguish between normal and abnormal patterns of development.

Program Learning Outcomes Supported:

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Course Learning Objective Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.</td>
<td>2</td>
</tr>
<tr>
<td>2. Using a systems approach; ensure nursing judgement and collaboration in caring for diverse patients and families.</td>
<td>1</td>
</tr>
<tr>
<td>3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.</td>
<td>3</td>
</tr>
<tr>
<td>4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.</td>
<td>2</td>
</tr>
</tbody>
</table>


Optional Textbook(s): NONE

Additional Learning Material(s): Evolve: https://evolve.elsevier.com. Resources for your e-book can be found here. Simulation will be included as permitted by the respective Board of Nursing. E-book page numbers subject to change based upon publisher updates. Please check with instructor for updated page numbers as needed.
| Unit 1 | Topic(s): Healthy People 2020: What healthy people 2020 is, leading health indicators, determinants of health, health status, progress and goals yet to be achieved, leading causes of death by age group, life expectancy at birth by country, issues and goals related to phases of the life cycle, prenatal and infant health, childhood health, adolescent and young adult health, older adult health, geriatric adult health, role of the health-care worker in achieving healthy people 2020 goals, world health Government Influences on Health Care: Health-care legislation, hospitals and nursing schools, the multidisciplinary health-care team, nurse practice acts, patient's bill of rights, the patient care partnership: understanding expectations, rights, and responsibilities, the government's role in health care, united states department of health and human services, direct services, financing, medicare and medicaid, policy setting, the rising costs of health care, health care delivery systems, private health insurance, health promotion, health-care reform, resurgence of self-care, the future of health care. 
**Reading:** Chapters 1 & 2  
Textbook/E-Book: p. 1-12, 13-26 |
| --- | --- |
| Unit 2 | Topic(s): Cultural Considerations Across the Lifespan & in Health & Illness: Definition, variations of selected cultural groups, culture and pregnancy, culture and the child, culture and the adolescent, culture and the adult, culture and the older adult, culture and health beliefs, culture and illness, culture and death, culture and teaching, culture and food, complementary and alternative therapies and culture. 
The Influence of Family on Developing a Lifestyle: Definition, family structure, effect of family on growth and development of the child, ten potential challenges in dual-career families, various types of family structures, size of family, spacing of siblings, divorce, responses to divorce by age group, stepchildren and foster children, chronic illness, use of child-care services, understanding chronic illness at various ages, understanding families through theories, family systems theory, the family stage, developmental theories, growth and development of the family, developmental tasks of the family life cycle, the growth and development of a parent, role of the health-care worker, growth and development of the family, childrearing styles, effect of culture on the family, influence of electronic media and technology, teaching parents how to manage media, the growth of social networking sites, resources for Internet safety, effects of a disaster on family and development, support systems, role of the health-care team, effect of community on family and development, healthy lifestyle habits, family-centered health care. 
**Reading:** Chapters 3 & 4  
Textbook/E-Book: p. 27-38, 37-56 |
<table>
<thead>
<tr>
<th>TOPICS AND LEARNING ACTIVITIES</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
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<tr>
<td><strong>Assessment(s):</strong> Quiz #1</td>
<td>1,3</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>Assessment(s):</strong> Exam #1</td>
<td>1,3</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td><strong>Topic(s):</strong> Theories of Development: Definition, importance of understanding developmental theories, lifespan considerations, psychoanalytic theory (Freud), defense mechanisms for coping, Freud's stages of psychosexual development, psychodynamic theory (Jung), stages of the life cycle: a psychosocial theory (Erikson), Erikson's stages of the life cycle, stages of parenting behaviors, cognitive theory (Piaget), Piaget's four stages of development, hierarchy of needs (Maslow), behaviorist theory (Watson), behaviorist theory of personality (Pavlov and Skinner), social-learning theories of personality (Bandura and Mischel), theory of moral development (Kohlberg), Kohlberg's stages of moral development, development of self-image (Cooley and Mead), developmental tasks of the older adult (Peck), developmental stages of retirement (Atchley).</td>
<td>1,3</td>
<td></td>
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<tr>
<td><strong>Prenatal Influences of Health Development:</strong> The human genome project, heredity, genetic counseling, gene therapy, screening procedures and therapies, fetal development, embryonic and fetal development, twins, the prenatal phase, critical periods, exercise during pregnancy, health promotion, toxins, maternal adaptations during the prenatal phase, the birth process, the newborn infant, the transition to motherhood, postnatal exercise, fathers or significant others, siblings, grandparents: the influence of culture, developmental tasks and responses of the neonate, parent teaching, development of intelligence, neurological reflexes of infancy, play activities and neonatal development.</td>
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<tr>
<td><strong>Reading:</strong> Chapters 5 &amp; 6</td>
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<tr>
<td><strong>Textbook/E-Book:</strong> p. 87-71, 72-83</td>
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<td><strong>Assessment(s):</strong> Quiz #2</td>
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<td><strong>Assessment(s):</strong> Exam #2</td>
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<tr>
<td><strong>Unit 4</strong></td>
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<tr>
<td><strong>[class date]</strong></td>
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<tr>
<td><strong>Topic(s):</strong> The Infant: Definition, cultural considerations, developmental tasks, trust versus mistrust: intelligence, understanding cause and effect, memory, emotional development, attachment, temperament, language development, motor development, physical activity, autonomy, the development of locomotion,prehension, and perception, physical activity guidelines for infants, sleep patterns, health promotion, role of play in fostering growth and development, health maintenance, nutrition, cultural considerations: breastfeeding, teeth, immunizations, parent teaching, accident prevention, safety, alert. Early Childhood: Definition, developmental tasks, physiological changes, nutrition, psychosocial development, language development and communication skills for the toddler, the preschooler, cognitive development, literacy milestones, when a child with a communication disorder needs help, moral development, discipline, the...</td>
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<tr>
<td>TOPICS AND LEARNING ACTIVITIES</td>
<td>Course Learning Objective Supported</td>
<td>Points Possible</td>
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<td>------------------------------------------------------------</td>
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<tr>
<td>Operant theory of effective discipline techniques,</td>
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<td>sexuality, sexual behavior in early childhood, physical</td>
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<td>activity, play, day care, teaching techniques, safety and</td>
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<td>accident prevention, how to prevent hazards caused by the</td>
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<td>behavioral characteristics of toddlers, immunizations,</td>
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<tr>
<td>health promotion.</td>
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<tr>
<td><strong>Child Immunizations</strong>: Schedule of immunizations</td>
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<tr>
<td><strong>Reading</strong>: Chapters 7, 8, &amp; Appendix A</td>
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<tr>
<td>Textbook/E-Book: p. 94-110, 111-130, 257-261</td>
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<td>Assessment(s): Quiz #3</td>
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<td>Assessment(s): Exam #3</td>
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<td><strong>Unit 5 [class date]</strong></td>
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<tr>
<td>Topic(s): Middle Childhood: Definition, physiological</td>
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<td>growth and development and health maintenance of school-age</td>
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<td>children, cognitive development, mastery of tasks necessary</td>
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<td>for school success, cognitive deficits and their effect on</td>
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<td>school performance, moral behavior includes three phases,</td>
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<td>families, sexuality, sex education of the school-age child,</td>
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<td><strong>Adolescence</strong>: Definition, health promotion,</td>
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<td>developmental tasks, physiological changes, physical</td>
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<td>activity, three phases in the growth and development of the</td>
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<td>responsibility, culture and the adolescent, peer</td>
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<td><strong>Adolescent Immunizations</strong>: Schedule of immunizations</td>
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<tr>
<td><strong>Reading</strong>: Chapters 9, 10, Appendix A</td>
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<tr>
<td>Textbook/E-Book: p. 131-150, 151-165, 257-261</td>
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<td>Assessment(s): Quiz #4</td>
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<td>Assessment(s): Exam #4</td>
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<td><strong>Unit 6 [class date]</strong></td>
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<td>Topic(s): Young Adulthood: Definition, developmental</td>
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<td>tasks, physiological changes, health promotion, physical</td>
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<td>self-examination, stress/coping/domestic violence, men's</td>
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<td>health, psychosocial development, intimacy, cognitive</td>
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<td>ability, moral reasoning, sexuality, marriage, parenting,</td>
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<td>teaching techniques.</td>
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<tr>
<td><strong>Middle Adulthood</strong>: Definition, developmental tasks,</td>
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<tr>
<td>challenges, midlife crisis, sandwich generation, sexuality,</td>
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<td>reproductive health, women's health, men's health, Box 12-2</td>
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<td>essential health screenings, physical activity, teaching</td>
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<td>techniques.</td>
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<td><strong>Late Adulthood</strong>: Definition, challenges and problems,</td>
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<td>psychosocial development, psychosocial issues,</td>
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<td>screenings, sexuality, memory loss, emotional health,</td>
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<tr>
<td>clinical disease, physical activity, teaching techniques.</td>
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<tr>
<td><strong>Adult Immunizations</strong>: Schedule of Immunizations</td>
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<tr>
<td>TOPICS AND LEARNING ACTIVITIES</td>
<td>Course Learning Objective Supported</td>
<td>Points Possible</td>
<td>DUE DATE</td>
</tr>
<tr>
<td>-------------------------------</td>
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<tr>
<td><strong>Unit 7</strong></td>
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</table>
| Reading: Chapters 11, 12, 13, & Appendix A  
Assignment: Development Project Due  
Assessment(s): Quiz #5  
Assessment(s): Exam #5 | 1,2,3  
1,3  
1,3 | 200  
20  
80 |         |
| **Topic(s): Advance Old Age & Geriatrics: Definition, theories of the aging process, physiological changes: bones and cartilage, blood vessels, lungs, kidneys and bladder, metabolism, digestion, teeth, skin, eyes, ears, nervous system; sexuality, factors that influence sexuality, the impact of illness on sexuality, psychological changes, developmental tasks, lifespan considerations, role of the health care worker.** | 1,3 |         |         |
| **Planning for the End of Life:** Death as part of the life cycle, cultural considerations, lifespan considerations, signs and symptoms of death, the process of dying, psychological responses of the dying patient, behaviors and stages of dying, family behaviors related to the dying process, therapeutic communication, dying rituals of various cultures, options for end of life care, acute care of dying patient, hospice care, ethical and legal issues, advance directives, assisted suicide and euthanasia, role of the health care worker in end of life, death of a child, developmental concepts of death and dying, table 15-4, physical care after death.  
**Loss Grief & Bereavement:** Normal losses during the life cycle, responses to loss, tasks associated with death, grief, grief process, culture, religion and death, normal grief responses, common death rituals of selected cultures, common religious practices related to death, dysfunctional grieving, role of the health care worker, communicating with the bereaved, tasks of the family, grief early in the life cycle: pregnant women, infants, children, adolescents, young adults; the healing process, reintegration and adjustment, mastering tasks leading towards grief healing, helping grieving survivors, condolence. | 1,3 | 20  
80 |         |
| **Reading:** Chapters 14, 15, & 16  
Assessment(s): Quiz #6  
Assessment(s): Exam #6 | 1,3  
1,3 | 20  
80 |         |
<p>| <strong>Unit 8</strong>                    | Assessment(s): Final Exam | 1,3 | 200 |</p>
<table>
<thead>
<tr>
<th>Grade Summary</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment</td>
<td>200</td>
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<tr>
<td>Development Project</td>
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<tr>
<td>6 Quizzes (20 points x 6)</td>
<td>120</td>
</tr>
<tr>
<td>6 Exams (80 points each x 6)</td>
<td>480</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td>Totals</td>
<td>1000</td>
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<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Quality Points</th>
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<tr>
<td>A</td>
<td>90.00% - 100.00%</td>
</tr>
<tr>
<td>B</td>
<td>80.00% - 89.99%</td>
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<tr>
<td>C</td>
<td>76.00% - 79.99%</td>
</tr>
<tr>
<td>F</td>
<td>0.00% - 75.99%</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
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</tbody>
</table>

POLICIES

UNIVERSITY POLICIES, SUCH AS ATTENDANCE PHILOSOPHY, NOTIFICATION OF ABSENCE, EXTENUATING CIRCUMSTANCES, ACCOMMODATION REQUESTS, ACADEMIC DISHONESTY, GRADING AND GRADING SYMBOLS, AND STUDENT CONDUCT ARE INCLUDED IN THE UNIVERSITY CATALOG. STUDENTS SHOULD REFERENCE THE CATALOG FOR THE COMPLETE LISTING OF POLICIES.

NOTE: IN SOME CASES, PROGRAM AND/OR COURSE SPECIFIC INFORMATION MAY BE APPENDED TO THE SYLLABUS. IN THESE INSTANCES, STUDENTS MUST CONSIDER THE SYLLABUS TO BE INCLUSIVE OF ANY APPENDED INFORMATION, AND AS SUCH, STUDENTS MUST ADHERE TO ALL COURSE REQUIREMENTS AS DESCRIBED IN THE DOCUMENT IN ITS ENTIRETY.
# HERZING
## UNIVERSITY
### COURSE SYLLABUS

<table>
<thead>
<tr>
<th>FACULTY CONTACT INFORMATION</th>
<th>DAY</th>
<th>OFFICE HOURS (CENTRAL TIME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTOR</td>
<td></td>
<td>00:00 am – 00:00 am</td>
</tr>
<tr>
<td>PHONE NUMBER</td>
<td></td>
<td>00:00 am – 00:00 am</td>
</tr>
<tr>
<td>HERZING E-MAIL</td>
<td></td>
<td>00:00 am – 00:00 am</td>
</tr>
</tbody>
</table>

**Instructional Delivery Method**: On Campus

**Class Location**: 

**Semester**: 

**Course Code**: NP 110

**Course Title**: Pharmacology for Nursing with Lab

**Course Description**: The basic concepts of pharmacology will be taught related to actions, therapeutic effects, and adverse effects of traditional and nontraditional medications. Students will demonstrate collection of data, clinical judgment, and integration of knowledge to administer medication safely. The student will use the knowledge gained from this course for safe pharmacological interventions, dosage calculation, medication administration techniques, and documentation.

**Credit Hours and Contact Hours**: 2 Semester Credit Hours

<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Laboratory Hours</th>
<th>Clinical Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.5</td>
<td>15</td>
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<td>37.5</td>
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</table>

**Study Time**: Lecture, Lab, or Internship/Externship/Clinical/Practicum/Extracurricular hours as indicated on the syllabus represent scheduled hours spent engaged in learning activities. Students should expect to spend a minimum of two additional hours engaged in learning activities outside of class for each one hour identified as lecture; students should expect to spend one hour engaged in learning activities outside of class for each two hours of scheduled laboratory time. Learning activities outside of class support the achievement of one or more course learning objectives and may be spent reading textbook material, completing homework assignments, preparing for lab assignments, engaged in drill and practice exercises, working on case studies, completing workbook activities, or conducting library research. Additional study time outside of scheduled Internship/Externship/Clinical hours is typically not expected.

The total amount of time that students spend engaged in learning activities is consistent, regardless of instructional delivery method. For example, students enrolled in a three credit lecture course should expect to spend 45 hours in scheduled class time and an additional 90 hours engaged in learning activities outside of the classroom. Online or blended students should expect to spend the equivalent total of 135 hours engaged in learning activities if they are enrolled in the same course.

Determination of the amount of time that a student should expect to spend engaged in learning activities is based upon faculty judgment regarding the average student. The amount of time spent engaged in learning activities is expected to vary among students, based upon previous knowledge of the content, learning style, learning ability, difficulty of the course, and student motivation.
The timeframes provided below are estimates based upon the average student.

<table>
<thead>
<tr>
<th>Guide to Student Engagement in Learning Activities</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower level reading (10-20 pages)</td>
<td>1 hour</td>
</tr>
<tr>
<td>Higher level reading (10-20 pages)</td>
<td>2 hours</td>
</tr>
<tr>
<td>Construction of 1 page paper (250 words)</td>
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</tr>
<tr>
<td>Development of 10 minute speech</td>
<td>2 hours</td>
</tr>
<tr>
<td>Watch video lecture</td>
<td>1 hour</td>
</tr>
<tr>
<td>Read, research and respond to discussion board posting</td>
<td>1 hour</td>
</tr>
<tr>
<td>Preparation for unit examination</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Course Length:

8 Weeks

Prerequisites:

None

Corequisites:

None

Upon successful completion of this course, students should be able to:

1. Discuss basic pharmacokinetics and pharmacodynamics for clients across the lifespan.
2. Document appropriate collection of data for safe administration of pharmaceutical agents.
3. Apply math principles to calculate medication dosages across the lifespan.
4. Demonstrate appropriate techniques for medication administration to include oral, rectal, parenteral, topical, and injectable medications.

Program Learning Outcomes Supported:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach; ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Course Learning Objective Supported</th>
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</thead>
<tbody>
<tr>
<td>1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>2. Using a systems approach; ensure nursing judgement and collaboration in caring for diverse patients and families.</td>
<td>2</td>
</tr>
<tr>
<td>3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.</td>
<td>2, 4</td>
</tr>
<tr>
<td>4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.</td>
<td>1</td>
</tr>
</tbody>
</table>

Required Textbook(s):

Clinical Skills Essentials Package Evolve

Optional Textbook(s):

NONE

Additional Learning Materials:

Evolve: [https://evolve.elsevier.com](https://evolve.elsevier.com) Resources for your e-book can be found here.
Simulation will be included as permitted by the respective Board of Nursing.
E-book page numbers subject to change based upon publisher updates. Please check with instructor for updated page numbers as needed.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics and Learning Activities</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>[class date]</strong></td>
<td>Topic(s): Drug Regulation, Actions, and Responses: Drug therapy overview, drug names, drug categories, drug regulations, pharmacodynamics, pharmacokinetics, life span considerations, memory jogger, drug alerts, drug interactions. <strong>Safety Preparing and Giving Drugs:</strong> Rights of safe drug administration, types and interpretation of drug orders, drug errors, principle of administering drug, giving enteral drugs, giving parenteral drugs, giving percutaneous drugs, memory jogger, drug alerts. <strong>Anti-Inflammatory Drugs:</strong> Inflammation, review of related physiology and pathophysiology, types of anti-inflammatory drugs, memory jogger, drug alerts, do not confuse, clinical pitfalls, common side effects. <strong>Drugs for Pain Control:</strong> Pain, review of related physiology and pathophysiology, general issues related to analgesic drug therapy, opioids, non-opioids, memory jogger, drug alerts, clinical pitfalls, do not confuse, common side effects. <strong>Reading:</strong> Workman Chapters 1, 2, 6, &amp; 7; Morris Chapters 1, 2, 3, 4, 5. <strong>Textbook/E-Book:</strong> Workman p. 2-22, 27-41, 33-99, 101-112; Morris p. 6-9, 11-20, 28-39, 44-49, 55-64. <strong>Lab:</strong> Reading MAR, types of orders, routes of medication administration, rights of medication administration, medication errors, documenting medication administration, medication administration systems, administering topical medications: creams, lotions, transdermal patches, aerosol sprays, &amp; powder. <strong>Math in Lab:</strong> Roman numerals, fractions, decimals, ratio &amp; proportion, percentages.</td>
<td>1</td>
<td>2, 4</td>
</tr>
<tr>
<td>2</td>
<td><strong>[class date]</strong></td>
<td>Topic(s): Anti-Infectives: Antibacterial Drugs: Review of related physiology &amp; pathophysiology, antibacterial therapy, general issues in antibacterial therapy, types of antibacterial drugs, antibacterial drug resistance, memory jogger, drug alerts, memory jogger, drug alert, common side effects, do not confuse, clinical pitfalls, cultural awareness. <strong>Anti-Infectives: Antiviral Drugs:</strong> Viral Infection, review of related physiology and pathophysiology for common viruses, general issues in antiviral therapy, antiviral drugs, retroviral infection, review of related physiology and pathophysiology, general issues in antiretroviral therapy, types of antiretroviral drugs, memory jogger, drug alert, do not confuse, common side effects, clinical pitfalls cultural awareness. <strong>Anti-Infectives: Antitubercular Drugs:</strong> Tuberculosis, review of related physiology &amp; pathophysiology, types of drugs for tuberculosis, fungal infection, review of related physiology and pathophysiology, types of antifungal drugs, memory jogger, clinical pitfalls, drug alert, common side effects, do not confuse. <strong>Drugs that Effect the Immune System:</strong> Overview of the immune system &amp; immunity, immunosuppressive therapy, memory jogger, drug alert. <strong>Reading:</strong> Workman Chapters 8, 9, 10, &amp; 11; Morris Chapters 6 &amp; 7. <strong>Textbook/E-Book:</strong> Workman p. 114-134, 137-155, 157-169, 173-189, 346; Morris p. 74-80, 86-88.</td>
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<tr>
<td>TOPICS AND LEARNING ACTIVITIES</td>
<td>Course Learning Objective Supported</td>
<td>Points Possible</td>
<td>DUE DATE</td>
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<tr>
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<td>Assessment(s): Exam #1</td>
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<td>80</td>
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<tr>
<td>Lab: Administering ear (child/adult) &amp; eye (eye drops, eye ointment), nasal (atomizer &amp; drops) buccal, sublingual, &amp; inhalation (MDI, spacers, diskus, handihaler) medications, and document</td>
<td>2,4</td>
<td></td>
<td></td>
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<tr>
<td>Math in Lab: Metric system, apothecary system, household system</td>
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<tr>
<td>Assessment(s): Math Exam #1</td>
<td>3</td>
<td>25</td>
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</tbody>
</table>

| Unit 3 | Topic(s): Drug Therapy for Diabetes: Overview, review of related physiology and pathophysiology, types of drugs for diabetes, drug alerts, mixing insulin, teaching self-injection, older adult considerations, non-insulin, antidiabetic drugs, teaching patient tip, memory jogger, drug alert, clinical pitfalls, common side effects, do not confuse, older adult considerations. Drug Therapy for Thyroid & Adrenal Gland Problems: Hypothyroidism review of related physiology and pathophysiology, types of thyroid hormone replacement drugs, hyperthyroidism review of related physiology and pathophysiology, types of thyroid suppressing drugs, adrenal gland hypofunctioning, adrenal gland hyperfunctioning, memory jogger, common side effects, clinical pitfalls, drug alert do not confuse. Drug Therapy for Asthma & Other Respiratory Problems: Overview, review of related physiology and pathophysiology, types of drugs for asthma and COPD, other serious respiratory disorders, types of drug therapy for pulmonary artery hypertension, memory jogger, do not confuse, common side effects, drug alert, clinical cues. Drug Therapy for Osteoporosis, Arthritis, & Skeletal Muscle Relaxation: Osteoporosis review of related physiology and pathophysiology types of drugs to manage or slow osteoporosis, arthritis review of related physiology and pathophysiology, types of drugs to manage arthritis, muscle spasm review of related physiology and pathophysiology, skeletal muscle relaxants, memory jogger, do not confuse, common side effects, drug alert. Reading: Workman Chapters 13, 14, 21, & 30; Morris Chapters 8 & 9 Textbook/E-Book: Workman p. 210-225, 229-237, 340-353, 469-476; Morris p. 92-120 Assessment(s): Quiz #2 Assessment(s): Exam #2 Lab: Administering oral medication, tablets, liquids, crushing tablets, splitting tablets, single dose, multiple doses, & 30 day medication cards, and document Math in Lab: Converting between systems, additional conversions useful in the health care setting Assessment(s): Math Exam #2 | 1 | 20 |
| | 1 | 80 |
| | 2,4 | | |
| | 3 | | |
| | 3 | 25 | | |

<p>| Unit 4 | Topic(s): Drugs that affect Urine Output: Diuretics review of related physiology and pathophysiology, general issues in diuretic therapy, types of diuretics, overactive bladder review of related physiology and pathophysiology, types of drugs for overactive bladder, memory jogger, drug alert, common side | 1 | | |</p>
<table>
<thead>
<tr>
<th>Topics and Learning Activities</th>
<th>Course Learning Objectives Supported</th>
<th>Points Possible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects, clinical pitfall, do not confuse.</td>
<td></td>
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</tr>
<tr>
<td><strong>Drug Therapy for Hypertension</strong>: Arteriosclerosis and atherosclerosis; review of related physiology and pathophysiology, general issues for antihypertensive therapy, types of antihypertensive drugs, memory jogger, clinical pitfalls, drug alert, do not confuse, common side effects.</td>
<td>1</td>
<td>20</td>
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</tr>
<tr>
<td><strong>Drug Therapy for Heart Failure</strong>: Heart failure review of related physiology and pathophysiology, treatment for heart failure, general issues for heart failure therapy, types of drugs used to treat heart failure, memory jogger, clinical pitfalls, drug alert, common side effects.</td>
<td>1</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td><strong>Drug Therapy for Dysrhythmias</strong>: Dysrhythmia related physiology and pathophysiology, general issues related to antidysrhythmia therapy, types of antidysrhythmia drugs, drugs for tachydysrhythmias, unclassified antidysrhythmia drugs, memory jogger, clinical pitfalls, drug alert, common side effects, do not confuse.</td>
<td>2,4</td>
<td></td>
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<tr>
<td><strong>Reading</strong>: Workman Chapters 15, 16, 17, &amp; 18; Morris Chapters 10 &amp; 11</td>
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<td><strong>Assessment(s)</strong>: Quiz #3</td>
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<tr>
<td><strong>Assessment(s)</strong>: Exam #3</td>
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<td>3</td>
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</tr>
<tr>
<td><strong>Lab</strong>: Intradermal, subcutaneous, &amp; intramuscular medication administration sites, types of syringes, insulin syringes, insulin pen, and document</td>
<td></td>
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<tr>
<td><strong>Math in Lab</strong>: Medication administration, understanding &amp; interpreting medication orders</td>
<td></td>
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</tr>
<tr>
<td><strong>Assessment(s)</strong>: Math Exam #3</td>
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<tr>
<td><strong>Unit</strong> 5</td>
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<tr>
<td><strong>Topic(s)</strong>: <strong>Drug Therapy for High Blood Lipids</strong>: Overview, review of related physiology and pathophysiology, coronary artery disease, familial hyperlipidemia, general issues for antihyperlipidemic therapy, types of lipid-lowering drugs, statins, bile acid sequestrants, cholesterol absorption inhibitors, fibrates, niacinic acid agents, memory jogger, drug alert, do not confuse, common side effects clinical pitfalls.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Drugs That Affect Blood Clotting</strong>: Overview, review of related physiology and pathophysiology, clot formation, thrombosis, embolus, general issues for anticoagulant therapy, types of drugs that affect blood clotting, anticoagulant drugs, drugs that improve blood clotting, memory jogger, drug alert, clinical pitfalls, common side effects, do not confuse.</td>
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<td></td>
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</tr>
<tr>
<td><strong>Drug Therapy for Gastrointestinal Problems</strong>: Overview, nausea and vomiting, review of related physiology and pathophysiology, types of drugs for nausea and vomiting, antiemetic drugs, constipation, review of related physiology and pathophysiology, types of drugs for constipation, laxatives, lubricants, and stool softeners, diarrhea, review of related physiology and pathophysiology, types of drug for diarrhea, antimotility, absorbant/absorbent, and antisecretory drugs, memory jogger, drug alert, clinical pitfalls, do not confuse, common side effects.</td>
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</tr>
<tr>
<td><strong>Drug Therapy for Gastric Ulcers and Reflux</strong>: Overview, review of related physiology and pathophysiology.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>


5 | Course Goal | Last Date of Revision | 71
<table>
<thead>
<tr>
<th>TOPICS AND LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>gastroesophageal reflux disease, general issues for drugs for PUD and GERD, Types of drugs</td>
</tr>
<tr>
<td>for PUD and GERD, histamine H2 blockers, proton pump inhibitors, antacids, cytoprotective</td>
</tr>
<tr>
<td>drugs, promotility drugs, other drugs used to treat ulcers, antibiotics for H. pylori</td>
</tr>
<tr>
<td>Infection, memory jogger, clinical pitfalls, drug alert, do not confuse, common side</td>
</tr>
<tr>
<td>effects.</td>
</tr>
<tr>
<td>Reading: Workman Chapters 19, 20, 22, &amp; 23; Morris 13, 15, &amp; 17</td>
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<tr>
<td>292-317</td>
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<tr>
<td>Assessment(s): Quiz #4</td>
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<tr>
<td>Assessment(s): Exam #4</td>
</tr>
<tr>
<td>Lab: intradermal, subcutaneous, &amp; intramuscular medication administration techniques,</td>
</tr>
<tr>
<td>ampule, vials, mixing medications in same syringe, mixing insuling, types of insulin, and</td>
</tr>
<tr>
<td>document.</td>
</tr>
<tr>
<td>Review Skills</td>
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<tr>
<td>Math in Lab: Reading medication labels, dosage calculation, oral medications</td>
</tr>
<tr>
<td>Assessment(s): Math Exam #4</td>
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<tr>
<td>Topic(s): Drug Therapy with Nutritional Supplements: Review of related physiology and</td>
</tr>
<tr>
<td>pathophysiology, vitamins, minerals, types of nutiritional supplements, enteral nutritional</td>
</tr>
<tr>
<td>supplements, memory jogger, common side effects, drug alert.</td>
</tr>
<tr>
<td>Drug Therapy for Seizure: Review of related physiology and pathophysiology, causes of</td>
</tr>
<tr>
<td>seizures, types of seizures, treatment of seizures, types of antiepileptic drugs, general</td>
</tr>
<tr>
<td>issues related to drug therapy for seizures, first-line drugs for partial and generalized</td>
</tr>
<tr>
<td>seizures, first-line drugs for absence seizures, second-line, alternative drugs for seizures,</td>
</tr>
<tr>
<td>drug alert, memory jogger, clinical pitfalls, do not confuse, common side effects.</td>
</tr>
<tr>
<td>Drug Therapy for Alzheimer's and Parkinson's Diseases: Alzheimer's disease, review of</td>
</tr>
<tr>
<td>related physiology and pathophysiology, types of drugs for Alzheimer's disease, cholinesterase/</td>
</tr>
<tr>
<td>acetylcholinesterase and memantine, Parkinson's disease, review of related physiology and</td>
</tr>
<tr>
<td>pathophysiology, types of drugs for Parkinson's disease, dopaminergic/dopamine agonists, COMT</td>
</tr>
<tr>
<td>inhibitors, MAO-B inhibitors, anticholinergics, memory jogger, do not confuse, common side</td>
</tr>
<tr>
<td>effects, drug alerts.</td>
</tr>
<tr>
<td>Drug Therapy for Psychiatric Problems: General issues related to drug therapy for psychiatric</td>
</tr>
<tr>
<td>problems, depression, review of related physiology and pathophysiology, types of drugs for</td>
</tr>
<tr>
<td>depression, antidepressants, anxiety, review of related physiology and pathophysiology,</td>
</tr>
<tr>
<td>types of drugs for anxiety, antianxiety drugs, psychosis, review of related physiology</td>
</tr>
<tr>
<td>and pathophysiology, types of drugs for psychosis, antipsychotics, clinical pitfalls, drug</td>
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<td>alert, memory jogger, do not confuse, common side effects.</td>
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<tr>
<td>Reading: Workman Chapters 24, 26, &amp; 27; Morris 18, 19, 20, &amp; 21</td>
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Unit 6 [class date]
<table>
<thead>
<tr>
<th>Unit</th>
<th>[class date]</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
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<tr>
<td></td>
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<td>Assignment(s): Assignment Due</td>
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<td>Assessment(s): Quiz #5</td>
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<td>Assessment(s): Exam #5</td>
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<td>80</td>
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<tr>
<td></td>
<td></td>
<td>Lab: Rectal suppository, vaginal suppository/foam, and document, Reconstitution of Powder</td>
<td>2,4</td>
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<tr>
<td></td>
<td></td>
<td>Math in Lab: Parenteral medications, reconstitution of solutions, insulin, intravenous solutions &amp; equipment</td>
<td>3</td>
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<td></td>
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<td>Assessment(s): Math Exam #5</td>
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<tr>
<td>8</td>
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<td>Topic(s): Drug Therapy for Insomnia: Insomnia, review of related physiology and pathophysiology, drugs for insomnia, clinical pitfall, common side effects, drug alert.</td>
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<tr>
<td></td>
<td></td>
<td>Drug Therapy for Eye Problems: Review of related physiology and pathophysiology, physiology, pathophysiology, general issues for local eye drug, types of drugs for glaucoma, memory jogger, clinical pitfall, drug alert, common side effects, do not confuse.</td>
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<tr>
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<td>Drug Therapy for Male Reproductive Problems: Benign prostatic hyperplasia, review of related physiology and pathophysiology, types of drugs for benign prostatic hyperplasia, male hormone replacement therapy, review of related physiology and pathophysiology, erectile dysfunction, review of related physiology and pathophysiology, memory jogger, common side effects, drug alert, do not confuse, clinical pitfall.</td>
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<tr>
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<td>Drug Therapy for Female Reproductive Issues: Review of related physiology and pathophysiology, menopause, types of premenopausal hormone replacement drugs, conjugated estrogens, contraception, types of drugs, memory jogger, do not confuse, common side effects, clinical pitfall, drug alert.</td>
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<td></td>
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<td>Lab: Administering medications through NG &amp; PEG tube, and document</td>
<td>2,4</td>
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<td>Math in Lab: Intravenous calculations, heparin calculations, pediatric &amp; adult based on weight.</td>
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<td>6 Quizzes (20 points X6)</td>
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<tr>
<th>Grade Scale</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90.00% - 100.00%</td>
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<tr>
<td>B</td>
<td>80.00% - 89.99%</td>
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<tr>
<td>C</td>
<td>76.00% - 79.99%</td>
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<tr>
<td>F</td>
<td>0.00% - 75.99%</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
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</table>

**POLICIES**

UNIVERSITY POLICIES, SUCH AS ATTENDANCE PHILOSOPHY, NOTIFICATION OF ABSENCES, EXTENUATING CIRCUMSTANCES, ACCOMMODATION REQUESTS, ACADEMIC DISHONESTY, GRADING AND GRADING SYMBOLS, AND STUDENT CONDUCT ARE INCLUDED IN THE UNIVERSITY CATALOG. STUDENTS SHOULD REFERENCED THE CATALOG FOR THE COMPLETE LISTING OF POLICIES.

NOTE: IN SOME CASES, PROGRAM AND/OR COURSE SPECIFIC INFORMATION MAY BE APPENDED TO THE SYLLABUS. IN THESE INSTANCES, STUDENTS MUST CONSIDER THE SYLLABUS TO BE INCLUSIVE OF ANY APPENDED INFORMATION, AND AS SUCH, STUDENTS MUST ADHERE TO ALL COURSE REQUIREMENTS AS DESCRIBED IN THE DOCUMENT IN ITS ENTIRETY.
# HERZING UNIVERSITY
## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>FACULTY CONTACT INFORMATION</th>
<th>OFFICE HOURS (CENTRAL TIME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTOR</td>
<td>Click here to enter text.</td>
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<tr>
<td>PHONE NUMBER</td>
<td>Click here to enter text.</td>
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<tr>
<td>HERZING E-MAIL</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Delivery Method</th>
<th>On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Location</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>NP 120</td>
</tr>
<tr>
<td>Course Title</td>
<td>Fundamentals of Nursing with Lab and Clinical</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course introduces the role of the practical nurse as a member of the interprofessional health care team, basic nursing concepts, and psychomotor nursing skills. Students learn skills necessary for maintaining patient safety and strategies for therapeutic communication. At the conclusion of this course, the student will demonstrate competency in performing basic nursing skills across the lifespan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Semester Credit Hours</th>
<th>Lecture Hours</th>
<th>Laboratory Hours</th>
<th>Clinical Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Hours</td>
<td>45</td>
<td>45</td>
<td>22.5</td>
<td>112.5</td>
</tr>
<tr>
<td>Study Time</td>
<td>Lecture, Lab, or Internship/Externship/Clinical/Practicum hours as indicated on the syllabus represent scheduled hours spent engaged in learning activities. Students should expect to spend a minimum of two additional hours engaged in learning activities outside of class for each one hour identified as lecture; students should expect to spend one hour engaged in learning activities outside of class for each two hours of scheduled laboratory time. Learning activities outside of class support the achievement of one or more course learning objectives and may be spent reading textbook material, completing homework assignments, preparing for lab assignments, engaged in drill and practice exercises, working on case studies, completing workbook activities, or conducting library research. Additional study time outside of scheduled Internship/Externship/Clinical hours is typically not expected.</td>
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</table>

The total amount of time that students spend engaged in learning activities is consistent, regardless of instructional delivery method. For example, students enrolled in three credit lecture course should expect to spend 45 hours in scheduled class time and an additional 90 hours engaged in learning activities outside of the classroom. Online or blended students should expect to spend the equivalent total of 135 hours engaged in learning activities if they are enrolled in the same course.

Determination of the amount of time that a student should expect to spend engaged in learning activities is based upon faculty judgment regarding the average student. The amount of time spent engaged in learning activities is expected to vary among students, based upon previous knowledge of the content, learning style, learning ability, difficulty of the course, and student motivation.
The timeframes provided below are estimates based upon the average student.

<table>
<thead>
<tr>
<th>Guide to Student Engagement in Learning Activities</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Lower level reading (10-20 pages)</td>
<td>1 hour</td>
</tr>
<tr>
<td>Higher level reading (10-20 pages)</td>
<td>2 hours</td>
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<tr>
<td>Construction of 1 page paper (250 words)</td>
<td>2 hours</td>
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<tr>
<td>Development of 10 minute speech</td>
<td>2 hours</td>
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<tr>
<td>Watch video lecture</td>
<td>1 hour</td>
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<tr>
<td>Read, research and respond to discussion board posting</td>
<td>1 hour</td>
</tr>
<tr>
<td>Preparation for unit examination</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Course Length

8 Weeks

Prerequisites

None

Corequisites

None

Course Learning Objectives

Upon successful completion of this course, students should be able to:

1. Practice safe, moral, relationship-centered care that promotes optimal patient and family health outcomes.
2. Examine the role of the practical nurse in relation to the scope of practice.
3. Demonstrate safe and appropriate basic nursing care.
4. Document subjective and objective data appropriately and accurately.

Program Learning Outcomes Supported

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Course Learning Objective Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.</td>
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<tr>
<td>3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.</td>
<td>2,3</td>
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<tr>
<td>4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.</td>
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Required Textbook(s)


Clinical Skills Essentials Package Evolve
### TOPICS AND LEARNING ACTIVITIES

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<tr>
<td>Unit 3</td>
<td>Topic(s): Promoting Urinary Elimination: Review of Structure &amp; Function of Urinary System, Changes with Aging, Normal Urinary Elimination, Alterations in Urinary Elimination, Complementary and Alternative Therapies, Urine Specimen Collections, Abnormalities in Urinalysis, Clean Catch Specimen, Specimen from Inwelling Catheter, Sterile Catheterized Specimen, 24 Hour Urine, Urinary Collection Bag, Strained Specimen, Older Adult</td>
<td>1</td>
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<tr>
<td>TOPICS AND LEARNING ACTIVITIES</td>
<td>Course Learning Objective Supported</td>
<td>Points Possible</td>
<td>DUE DATE</td>
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<tr>
<td>Mobility/Toileting/Safety, Preventing Urinary Infections, Assisting with Urinal/Bedpan, Helping with Urirnation, Catheterization, Condom Catheter, Performing Urinary Catheterization, Types of Urinary Catheters, Documentation, Home Care Catheterization, Older Adult Considerations with Catheterizations, Preventing Catheter Related Urinary Tract Infections, Care of Indwelling Catheter, Suprapubic Catheter, Self Catheterization, Bladder Irrigation, Types of Incontinence, Continence Training, Kegel Exercises, Urinary Diversions Care, Documentation. Promoting Bowel Elimination: Review of Structure &amp; Function of Gastrointestinal System, Normal/Abnormal Characteristics of Stool, Hypoactive Bowel/Constipation, Promoting Bowel Elimination, Medications cause Constipation, Life Span Considerations, Hyperactive Bowel/ Diarrhea, Fecal Incontinence, Ambulation/Privacy/Toileting Practices Affecting Bowels, Rectal Suppositories, Enemas, Fecal Management Systems, Fecal Impaction, Bowel Training for Incontinence, Digital Removal of Stool, Ostomy Types, Continent Ostomy, Ostomy Care, Education on Ostomy Care/Diet, Skin Care, Stoma Color, Applying Ostomy Device, Irrigating Colostomy. <strong>Reading:</strong> Williams Chapters 29, 30 Textbook/E-Book: Williams p. 542-571, 572-592 Assessment(s): Quiz #2 Assessment(s): Exam #2 Lab: Urine Specimens, Timed Urine, Urine Dipsticks, Cath Irrigation, Condom Cath, Suprapubic Catheter, Bedpan/Fracture/Urinal/Briefs, Insert/Remove Involting, Straight Cath, Cath Care, Stool Specimen, Enema, Colostomy, Occult Blood, Documentation</td>
<td>1,3 1,3,4</td>
<td>1,3,4</td>
<td>20 80</td>
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**Unit 4 [class date]**

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<thead>
<tr>
<th>Unit</th>
<th>Topics and Learning Activities</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE Date</th>
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<tr>
<td>5</td>
<td>Diabetes Mellitus, Dysphagia, Nasogastric/Enteral Tubes, PEG/J-Tube, HIV/AIDS, Assisted Feeding, Feeding Tubes &amp; Pumps, TPN/PPN. <strong>Reading:</strong> Williams Chapters 24, 26, 27 Textbook/E-Book: Williams p. 408-433, 459-483, 484-507 <strong>Assessment(s):</strong> Quiz #3 <strong>Assessment(s):</strong> Exam #3 <strong>Lab:</strong> Throat Culture, Assisting a Patient with Feeding, Inserting/Removing NG Tube, Feeding Pump, Administering Nasogastric or Percutaneous Endoscopic Gastrostomy Tube Feeding, Nasogastric Irrigation, Reading Nutritional Label, Oral Hydration, Calculating Intake and Output, Documentation</td>
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<td>6</td>
<td><strong>Topic(s):</strong> Providing Wound Care &amp; Treating Pressure Injuries: Types of Wounds and the Healing Process, Phases of Wound Healing, Factors Affecting Wound Healing (Age, Nutrition, Lifestyle, Medications, Infection, Chronic Illnesses), Complications of Wound Healing (Hemorrhage, Infection, Dehiscence, Evisceration), Treatment of Wounds, Wound Closure, Drains, Drainage Devices, Debridement, Dressings, Binders, Negative Pressure Wound Therapy, Treatment of Pressure Injuries or Vascular Ulcers, Wound Cleansing, Irrigation, Packing, Home Care Considerations, Patient Education Wound Care, Elder Adult Considerations, Suture/Staple Removal, Ear, Eye, Vaginal Irrigations, Heat/Cold Therapy, Promoting Musculoskeletal Function: Systemic Effect of Immobilization, Psychosocial Effects of Immobilization, Types of Immobilization, Splint, Traction, casts, External Fixators, Devices used to Prevent Problems of Immobility, Specialty Beds, Pressure Relief Devices, Continuous Passive Motion Machine, Fracture/Cast Care, Neurovascular Assessment, Bandage Techniques, Paraplegic, Quadriplegic, Brace/Splints/Prostheses. <strong>Reading:</strong> Williams Chapters 38, 39 Textbook/E-Book: Williams p. 760-788, 789-812 <strong>Assignment(s):</strong> Assignment Due <strong>Assessment(s):</strong> Quiz #4 <strong>Assessment(s):</strong> Exam #4 <strong>Lab:</strong> Sterile Field, Sterile Dressing Change, Wound Irrigation, Wet to Dry Dressing, Closed Wound Drainage, Hydrocolloid Dressing, Removing Sutures or Staples, Irrigating the Eye/Ear Cast Care, Care of Traction, Continuous Passive Motion Machine, Elastic Bandage, Steri-Strips, Drains, Documentation</td>
<td>1,3</td>
<td>200</td>
<td>80</td>
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<tr>
<td>Topic(s)</td>
<td>Course Learning Objective Supported</td>
<td>Points Possible</td>
<td>DUE DATE</td>
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</table>
### TOPICS AND LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab: Starting an IV, Starting the Primary Intravenous Infusion, Hanging a New Solution using an Existing Piggy-Back Tubing, Saline Flush, Changing Intravenous Tubing, Adding Medication to an Intravenous Solution, Discontinuing an Intravenous Infusion or PRN Lock, Documentation, Blood Draw, Blood and Blood Products, Central Venous Access Devices, Total Parenteral Nutrition</td>
<td>1,2,3</td>
<td>200</td>
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</tbody>
</table>

**Unit 8** [class date] **Assessment(s):** Final Exam

### Grade Summary

<table>
<thead>
<tr>
<th>Grade Summary</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment</td>
<td>200</td>
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<tr>
<td>6 Quizzes (20 points X 6)</td>
<td>120</td>
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<tr>
<td>6 Exams (80 points each X 6)</td>
<td>480</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td>Lab</td>
<td>P/F</td>
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<tr>
<td>Clinical</td>
<td>P/F</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>1000</strong></td>
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### Grade Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90.00% - 100.00%</td>
<td>4.0</td>
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<tr>
<td>B</td>
<td>80.00% - 89.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>76.00% - 79.99%</td>
<td>2.0</td>
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<tr>
<td>F</td>
<td>0.00% - 75.99%</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
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</table>

### Policies

UNIVERSITY POLICIES, SUCH AS ATTENDANCE PHILOSOPHY, NOTIFICATION OF ABSENCES, EXTENUATING CIRCUMSTANCES, ACCOMMODATION REQUESTS, ACADEMIC DISHONESTY, GRADING AND GRADING SYMBOLS, AND STUDENT CONDUCT ARE INCLUDED IN THE UNIVERSITY CATALOG. STUDENTS SHOULD REFERENCE THE CATALOG FOR THE COMPLETE LISTING OF POLICIES.

NOTE: IN SOME CASES, PROGRAM AND/OR COURSE SPECIFIC INFORMATION MAY BE APPENDED TO THE SYLLABUS. IN THESE INSTANCES, STUDENTS MUST CONSIDER THE SYLLABUS TO BE INCLUSIVE OF ANY APPENDED INFORMATION, AND AS SUCH, STUDENTS MUST ADHERE TO ALL COURSE REQUIREMENTS AS DESCRIBED IN THE DOCUMENT IN ITS ENTIRETY.
**LPN PROGRAM**

Clinical Performance Evaluation Tool
NP 120 Fundamentals of Nursing with Lab and Clinical

**Grading Scale:**
1. 5 = Independent (pass)
2. 4 = Supervised (pass)  See detailed explanation of grading scale at the end.
3. 3 = Assisted (pass)
4. 2 = Marginal (fail)
5. 1 = Dependent (fail)
6. X = Unable to Evaluate

Student Name_________________________ Instructor Name_________________________

Term_________________________ Cohort_________________________

**Clinical Objectives:** There are specific clinical learning objectives that must be met to successfully pass this course. These are part of the broader expected universal expected behaviors listed on the last pages, which must be met to signify the student has mastered the program outcomes. A passing grade must be received in all objectives and outcomes by final evaluation in order to pass the course.

<table>
<thead>
<tr>
<th>This clinical evaluation tool is designed based upon program outcomes, NLN Core Competencies, and six Integrating Concepts.</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.</td>
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<tr>
<td>4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.</td>
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<tr>
<td><strong>NLN PN Core Competencies:</strong></td>
<td></td>
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<tr>
<td>Spirit of Inquiry, Professional Identity, Nursing Judgement, Human Flourishing</td>
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<tr>
<td><strong>NLN PN Integrating Concepts:</strong></td>
<td></td>
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<tr>
<td>Safety, Quality, Teamwork/Collaboration, Relationship-Centered Care, Systems-Based Care, Personal/Professional Development</td>
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</table>

| Course Description: | | |
| This course introduces the role of the practical nurse as a member of the interprofessional health care team, basic nursing concepts, and psychomotor nursing skills. Students learn skills necessary for maintaining patient safety and strategies for therapeutic communication. At the conclusion of this course, the student will demonstrate competency in performing basic nursing skills across the lifespan. | | |

**Upon completion of this course, the PN student will be able to:**

| **Safety** | | |
| Program Outcomes 1,2,3; Course Learning Objectives 1,2,3 | | |
| Demonstrate safe medication administration. | | |
| Explain principles of safety, including safe use of equipment, safe environment, recognizing patient safety needs, and reducing safety risks. |
| Utilize information management as it pertains to health records, nursing science, and evidence-based practice. |
| Practice clinical skills and procedures correctly. |
| Give examples of coordinating care. |
| Communicate using SBAR with the interdisciplinary team. |
| Identify the scope of practice that governs LPN practice. |
| Recall microbiology concepts related to infection control. |

**Quality**

**Program Outcomes 1,2,3; Course Learning Objectives 1,3,4**

- Recognize concepts of teaching and learning to improve quality of health care.
- Identify relevant health care data that needs collected and organized.
- Assists in the identification of health needs and problems.
- Explain basic nursing care concepts while maintaining integrity in addressing the physiological, psychological, cultural and spiritual needs of patients.
- Discuss the importance of communication with patients, families and significant individuals.
- Give examples of when to document nursing care within health information system.
- Recall examples of health promotion and maintenance.
- Recognizes personal capabilities and knowledge base when making decisions about safe care delivery.
- Recognize a clinical example of nursing judgement.
- Translate the importance of patient/family satisfaction as a key determinant of quality into practice.
- Recognize evidenced-based care.

**Teamwork/Collaboration**

**Program Outcomes 1,2; Course Learning Objectives 1,2**

- Select appropriate team members to notify of changes in patient status.
- Collaborate with patients, families, other members of the health care team, and other individuals significant to the patient.
- Identify clinical experts when situations are beyond expertise and scope of practice.
- Make use of data collection and care planning to collaborate with the health care team.
- Recognize members of the health care team in meeting the needs of patients and their families.
- Compare health care team members for expert knowledge about patient care needs.

**Relationship-Centered Care**

**Program Outcomes 1,2,4; Course Learning Objectives 1,2,3**

- Define verbal and non-verbal communication principles to improve relationship-centered interactions.
- Implement and contribute to the plan of care for a patient with multiple medical conditions.
- Identify pharmacological interventions related to patient diagnosis and condition.
- Relates healing, health maintenance, health promotion, disease prevention, and rehabilitation to clients across the lifespan and the continuum of health care environments.
- Define the LPN role in encouraging patient self-advocacy.
- Provide caring, compassionate, culturally competent, and evidence-based care while using the nursing process in the health care setting.

**Systems-Based Care**

**Program Outcomes 1,2,3; Course Learning Objectives 2,3**

- Recognize the patient's right to minimal exposure to risk through systems thinking.
- Contributes to the interdisciplinary health care team in addressing the patients physiological, psychological, cultural, and spiritual needs.
- Report data to assist in the formulation of health care goals/outcomes, in collaboration with patients, their families, and health care team members.
- Practices collaboratively as a member of the interprofessional health care team to support the unique contributions of the LPN to a robust nursing workforce.
| Interpret the Nursing Code of Ethics, Standards of Practice, and policies and procedures of the clinical agency and Herzing University. |
| Recognizes that both individuals and systems are responsible for patient safety. |
| Demonstrates competencies with emerging clinical technologies. |

**Personal/Professional Development**

**Program Outcomes 2, 3, 4; Course Learning Objectives 3**

- List personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice.
- Interpret self-reflection to assess personal level of competence, adequacy of knowledge base, and areas needing improvement to grow professionally.
- Recognize responsibility for own learning and accept constructive guidance.
- Demonstrate a persistent sense of curiosity to think creatively.
- Interact with team members, faculty, and fellow students in a positive, professional manner.
- Attend clinical on time, dressed professionally, prepared, and ready to work.
- Demonstrate respectful appropriate behavior.

**Additional experiences not expected but available: (eg. IV)**
Midterm Comments (Strengths and Weaknesses)

Instructor:

Student:

Remediation strategy for any unsatisfactory areas:

Student Signature ___________________________ Date ____________
Instructor Signature ___________________________ Date ____________

Final Comments:

Instructor:

Student:

Student Signature ___________________________ Date ____________
Instructor Signature ___________________________ Date ____________
# Grading Scale Explanation

<table>
<thead>
<tr>
<th>Scale Label</th>
<th>Quality Of Performance</th>
<th>Assistance</th>
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</table>
| Independent 5 | Safe at all times  
Proficient  
Coordinated  
Confident  
Competent  
Occasional expenditure of excess energy within realistic time frame  
Consistently demonstrates synthesis of theory | Functions with occasional rare supporting cues |
| Supervised 4 | Safe at all times  
Efficient  
Coordinated  
Confident  
Competent  
Functions with some expenditure of excess energy within a reasonable time period  
Relates theory to practice with occasional direction | Functions with occasional supportive cues |
| Assisted 3 | Safe with occasional guidance required  
Sometimes inefficient  
Sometimes uncoordinated  
Occasionally confident  
Skillful in most behaviors but does expend excessive energy  
Functions within delayed time period  
Recognizes theory to practice with frequent direction | Occasional physical and supportive ones |
| Marginal 2 | Requires constant supervision for safe performance  
Unskilled  
Inefficient  
Lacks confidence  
Expends considerable expenditure of excessive energy  
Functions only in prolonged time period  
Occasionally recognizes the relationship of theory to practice with constant direction | Continuous verbal and physical cues required |
| Dependent 1 | Unsafe even with close supervision  
Unskilled  
Inefficient  
Lacks confidence, coordination  
Constantly expends excessive energy  
Unable to function within a prolonged time period  
Unable to relate theory to practice | Continuous verbal and physical cues |

# Universal Expected Behaviors

1. Implements patient care within a timely manner.
2. Organizes time, resources, and self in the delivery of care.
3. Maintains safe client environment.
4. Is cost conscious while delivering care.
5. Uses nursing and other appropriate theories.
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<tr>
<td>o</td>
<td>Integrating traditional and complementary health care practices per the plan of care.</td>
<td></td>
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<tr>
<td>o</td>
<td>Communication shows sensitivity to sociocultural needs of client.</td>
<td></td>
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<tr>
<td>o</td>
<td>Elicits and clarifies patient preferences and values.</td>
<td></td>
</tr>
</tbody>
</table>
### Course Syllabus

#### Faculty Contact Information

<table>
<thead>
<tr>
<th>Faculty Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Phone Number</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Herzing Email</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

#### Office Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Office Hours (Central Time)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>00:00 am – 00:00 am</td>
</tr>
</tbody>
</table>

#### Instructional Delivery Method

- On Campus

#### Class Location

- Semester

#### Course Code

- NP 126

#### Course Title

- Medical-Surgical Nursing I for LPNs

#### Course Description

This course explores the care of adults using a body systems approach. Focus is placed on nursing interventions and developing knowledge required to provide quality nursing care in a safe manner. Content areas include musculoskeletal, urinary, respiratory, integumentary, neurologic, gastrointestinal, reproductive, and sensory systems. Furthermore, nutrition, communication, fluids & electrolytes, end of life, cultural diversity, and legal/ethical issues are integrated throughout the systems. The clinical component of this course allows the student a hands-on experience in providing relationship-centered care for patients with different disease processes in the healthcare system. Microbiology concepts related to safety and infection control are emphasized.

#### Credit Hours

<table>
<thead>
<tr>
<th>Contact Hours</th>
<th>Lecture Hours</th>
<th>Laboratory Hours</th>
<th>Clinical Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>135</td>
<td>45</td>
<td>0</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

#### Study Time

- Lecture, Lab, or Internship/Externship/Clinical/PRACTicum hours as indicated on the syllabus represent scheduled hours spent engaged in learning activities. Students should expect to spend a minimum of two additional hours engaged in learning activities outside of class for each one hour identified as lecture; students should expect to spend one hour engaged in learning activities outside of class for each two hours of scheduled laboratory time. Learning activities outside of class support the achievement of one or more course learning objectives and may be spent reading textbook material, completing homework assignments, preparing for lab assignments, engaged in drill and practice exercises, working on case studies, completing workbook activities, or conducting library research. Additional study time outside of scheduled Internship/Externship/Clinical hours is typically not expected.

- The total amount of time that students spend engaged in learning activities is consistent, regardless of instructional delivery method. For example, students enrolled in a three-credit lecture course should expect to spend 45 hours in scheduled class time and an additional 90 hours engaged in learning activities outside of the classroom. Online or blended students should expect to spend the equivalent total of 135 hours engaged in learning activities if they are enrolled in the same course.
<table>
<thead>
<tr>
<th>Guide to Student Engagement in Learning Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Determination of the amount of time that a student should expect to spend engaged in learning activities is based upon faculty judgment regarding the average student. The amount of time spent engaged in learning activities is expected to vary among students, based upon previous knowledge of the content, learning style, learning ability, difficulty of the course, and student motivation.</td>
<td></td>
</tr>
<tr>
<td>The timeframes provided below are estimates based upon the average student.</td>
<td></td>
</tr>
<tr>
<td><strong>Lower level reading (10-20 pages)</strong></td>
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<tr>
<td><strong>Higher level reading (10-20 pages)</strong></td>
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<tr>
<td><strong>Construction of 1 page paper (250 words)</strong></td>
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<tr>
<td><strong>Development of 10 minute speech</strong></td>
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<tr>
<td><strong>Watch video lecture</strong></td>
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</tr>
<tr>
<td><strong>Read, research and respond to discussion board posting</strong></td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Preparation for unit examination</strong></td>
<td>2 hours</td>
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**Course Length**

8 Weeks

**Prerequisites**

NP110: Pharmacology for Nurses with Lab

NP120: Fundamentals of Nursing with Lab

**Corequisites**

N/A

**Course Learning Objectives**

- Upon successful completion of this course, students should be able to:
  1. Apply the practical nurse scope of practice to the care of the adult patient.
  2. Determine important concepts including nutrition, communication, and cultural diversity for patients with different medical disorders.
  3. Demonstrate microbiology principles that affect infection control.
  4. Identify elements in a systems based environment appropriate in caring for the adult population during wellness, acute, and chronic illnesses.
  5. Verify pharmacologic therapy for clients based on an understanding of expected pharmacologic actions, safe administration methods, and data collection for patients.

**Program Learning Outcomes Supported**

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

**Course Learning Objective Supported**

1, 2, 3, 6

**Required Textbook(s)**


**Optional Textbook(s)**

NONE
<table>
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<tr>
<th>Unit 1</th>
<th>Topic(s): The Musculoskeletal System: A/P review, musculoskeletal disorders, age related changes, nursing process, diagnostic tests and procedures, laboratory tests for musculoskeletal disorders, consequences of immobility, teaching ambulation with assistive devices, common problems related to the musculoskeletal system, common therapeutic measures, health promotion, older adult care, safety alert, clinical cues. Care of patients with Musculoskeletal &amp; Connective Tissue Disorders: Sprains/strains, bunion, carpet tunnel, dislocation, rotator cuff tear, fractures, traction, fixation, casts, complications of fractures, inflammatory disorders, osteoarthritis, RA, nursing care, hip/knee replacement, gout, osteoporosis, surgical intervention, amputation, management of knee replacement, health promotion, older adult care, safety alert, clinical cues. Topic(s): Care of Preoperative &amp; Intraoperative: Surgery introduction, categories of surgical procedures, terminology, technology advances, transfusion for procedures and cultural considerations, preoperative assessment (data collection), commonly ordered preoperative lab tests, surgical risk factors, complications, patient and family teaching, preoperative considerations and teaching, checklist, the surgical team and suite, nursing roles in the OR, anesthesia, intraoperative complications, cultural considerations, older adult care, safety alert, clinical cues, legal and ethical considerations. Care of Postoperative Surgical Patients: Post anesthesia care unit (PACU), postoperative patient assessment, postoperative nursing interventions and care (health promotion), wound healing and care, prevent postoperative complications, teaching and discharge instructions and teaching, assignment considerations, home care considerations, clinical cues cultural considerations, older adult care, safety alert. Reading: deVit Chapters 31, 32, 4, 5 Textbook/E-Book: deVit p. 719-721, 721-734, 736-747, 747-763, 60-77, 80-92, 94-99</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td></td>
<td>Topic(s): Care of Patients with Pain: Pain theories, classification of pain, sources and processes of pain, pain perception, acute vs. chronic pain, assessment pain, pain scales, focused assessment questions, documentation for pain, management of pain, commonly used pain medications, nursing responsibilities for administering medications for pain, nonpharmacologic pain treatment approaches, community care options for pain treatment, older adult care point, safety alert, cultural considerations, clinical cues, legal &amp; ethical</td>
<td>1,2,4,5</td>
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(class date)
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<th>TOPICS AND LEARNING ACTIVITIES</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Chronic Illness/Rehabilitation: Overview of chronic illness &amp; immobility, prevention of the common hazards of immobility, rehabilitation programs, rehabilitation team/role of LPN in rehabilitation team, functional independence measure scoring, categories home care, the LPN role in home care, nursing care plan for an immobilized resident, assignment considerations, The Joint Commission's National Patient Safety Goals, problems and disorders that increase the risk of falls, Fall Risk Assessment, interventions to help prevent falls, measures helpful to prevent the need for security devices, principles related to use of security and safety devices, use of common assistive-adaptive devices, restraints, Functional Independence Measure scoring categories, older adult care point, safety alert, clinical cues, legal &amp; ethical considerations.</td>
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<tr>
<td>Topic(s): The Urinary System: Disorders of the urologic system, causes, prevention, and diagnostics tests and procedures, common diagnostic tests for urologic disorders, focused assessment box, data collection for the urinary system, common causes of variations in the color of urine, terminology related to urine output and flow, nursing diagnosis, planning, and implementation for common urologic problems, care of urinary catheters and intake &amp; output, principles of urinary catheter and tube care, urinary incontinence, drugs commonly used to treat urinary incontinence and retention, urinary retention, patient teaching, health promotion, examples of potentially nephrotoxic substances, clinical cues, older adult care point, legal and ethical considerations, focused assessment, patient teaching Kegel exercises.</td>
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<td>Care of Patients with Disorders of the Urinary System: Cystitis, drugs commonly used to treat urinary tract infections, urethritis, pyelonephritis, acute and chronic glomerulonephritis, nephrotic syndrome, hydronephrosis, renal stenosis, renal stones, urologic system cancers, renal failure acute &amp; chronic, common drugs used to treat chronic renal failure, nursing management of patient with kidney failure or disease, dietary restrictions of a patient with renal failure, community care, safety alert, older adult care point, patient teaching, clinical cues, health promotion, legal and ethical.</td>
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<tr>
<td>Reading: deWit Chapters 7, 8, 33, 34 Textbook/E-Book: deWit p. 124-131, 133-141, 178-180, 183-194, 769-784, 787-809, 810-814, Microbiology for Nurses Due Assessment(s): Quiz #1 Assessment(s): Exam #1 Simulation: Medication Administration</td>
<td>3</td>
<td>5</td>
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</table>

| Unit | Topics(s): The Gastrointestinal System: Anatomy and physiology of GI system, organs and structures, functions of GI system, effects of aging on the GI system, structures and locations of accessory organs, functions | 1,2,4 | |

Last Date of Progress: 93
<table>
<thead>
<tr>
<th>TOPICS AND LEARNING ACTIVITIES</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>of gallbladder, liver, and pancreas, effects of aging on the accessory organs of digestion, the GI system, diagnostic tests for GI issues, nursing management, common problems related to GI system, anorexia, gas, constipation, diarrhea, bowel training, patient teaching, health promotion, cultural considerations, older adult care points, clinical cues.</td>
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<tr>
<td><strong>Care of Patients with Disorders of the Upper Gastrointestinal System:</strong> Eating disorders, anorexia nervosa, bulimia nervosa, obesity, bariatric surgery, upper GI disorders, stomatitis, dysphagia, cancer of the oral cavity, cancer of the esophagus, hiatal hernia, GERD, gastroenteritis, gastritis, peptic ulcer, surgical treatment, gastric cancer, common therapies for disorders of the GI system, decompression, enteral nutrition, TPN, older adult care points, clinical cues, safety alert, patient teaching, cultural considerations.</td>
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<tr>
<td><strong>Topic(s): Care of Patients with Disorders of the Lower Gastrointestinal System:</strong> Disorders of the abdomen and bowel, IBS, diarrhea or constipation, diverticula, intestinal obstruction, abdominal and inguinal hernia, nursing management, bowel ischemia, inflammatory bowel disease, ulcerative colitis and crohn's disease, appendicitis, peritonitis, malabsorption, cancer of the colon, ostomy surgery and care, colostomy, leukostomy, preoperative nursing care, nursing management, anorectal disorders, hemorrhoids, pilonidal sinus, anorectal abscess and fistula, community care, clinical cues, safety alert, older adult care points, cultural considerations, health promotion, patient teaching.</td>
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<tr>
<td><strong>Care of Patients with Disorders of the Gallbladder, Liver, and Pancreas:</strong> Disorders of the gallbladder, cholelithiasis, cholecystitis, disorders of the liver, hepatitis, cirrhosis, liver transplantation, cancer of the liver, disorders of pancreas, acute pancreatitis, chronic pancreatitis, cancer of the pancreas, community care, cultural considerations, older adult care points, patient teaching, clinical cues, health promotion, home care considerations, safety alerts.</td>
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<tr>
<td>Reading: deWit Chapters 27, 28, 29, 30 Textbook/E-Book: deWit p. 624-641, 644-654, 658-666, 667-673, 676-691, 694-708, 710-716 Assessment(s): Quiz #2, Exam #2</td>
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<td><strong>Unit 4</strong></td>
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<tr>
<td><strong>Topic(s): The Respiratory System:</strong> Causes of respiratory disease, respiratory disorders, prevention, risk factors for respiratory disease, care of older adults and respiratory disease, diagnostic procedures and labs tests, history taking/data collection, sputum characteristics and possible causes, normal lung sounds, physical clinical appearance, common respiratory patient care problems, altered breathing patterns, older adult care points, health promotion, clinical cues.</td>
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<tr>
<td><strong>Care of Patients with Disorders of the Upper Respiratory System:</strong> Disorders of the nose and sinuses.</td>
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<td>Unit 5</td>
<td>TOPICS AND LEARNING ACTIVITIES</td>
<td>Course Learning Objective Supported</td>
<td>Points Possible</td>
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<td>upper respiratory infections and rhinitis, sinusitis, epistaxis, pharyngitis, tonsillitis, obstruction and trauma, airway obstruction and respiratory arrest, obstructive sleep apnea, nasal fracture, cancer of the larynx, health promotion for cancer of the larynx, endotracheal intubation and tracheostomy, care of a tracheostomy, home health care, older adult care points, clinical cues, patient teaching, health promotion, home teaching, rehabilitation, community care, safety alert.</td>
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<td></td>
<td>Care of Patients with Disorders of the Lower Respiratory System: Acute bronchitis, influenza, health promotion, pneumonia, atelectasis, fungal infections, tuberculosis, restrictive pulmonary disorders, obstructive pulmonary disorders, emphysema, chronic bronchitis, asthma, lung cancer, pulmonary embolism, primary pulmonary hypertension, pneumothorax, hemothorax, pulmonary edema, respiratory failure, intrathoracic surgery, oxygen therapy, mechanical ventilation, older adult care points, legal &amp; ethical considerations, safety alert, clinical cues, health promotion, cultural considerations.</td>
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<td></td>
<td>Topic(s): Fluid and Electrolytes: Distribution and regulation of body fluids, movement of fluid and electrolytes, fluid imbalance, deficient fluid volume, nausea and vomiting, edema, home care, osmolality, electrolyte imbalances.</td>
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<td></td>
<td>Reading: deWit Chapters 12, 13, 14, 3</td>
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<td>Assessment(s): Quiz #3</td>
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<td>Assessment(s): Exam #3</td>
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<td>Topic(s): The Sensory System: Eye and Ear: The eye, eye disorders, eye injury, diagnostic test for eye problems, assessment/data collection, eye disease, abnormalities of lid positions, clinical signs and symptoms of eye diseases, eye medication, the ear, hearing loss, conductive versus sensorineural hearing loss, diagnostic test and exams, data collection, communication with a person who is hearing impaired, caring for a hearing aid, instilling otic medication, dizziness and vertigo, tinnitus, rehabilitation for hearing loss, older adult care, safety alert, clinical cues, health promotion.</td>
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<td>1,2,4,5</td>
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<td></td>
<td>Care of Patients with Disorders of the Eyes and Ears: Common disorders of the eye, errors of refraction, uveitis, dry eye, corneal disorders, eye trauma, planning, cataract, glaucoma, open angle glaucoma, narrow-angle glaucoma, retinal detachment, retinopathy, macular degeneration, preoperative care, postoperative care, common disorders of the ear, external otitis, impacted cerumen and foreign bodies, otitis media, labyrinthitis, meniere disease, acoustic neuroma, otosclerosis and hearing loss, nursing care of patients having ear surgery, preoperative care/postoperative care, older adult</td>
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</tr>
<tr>
<td>TOPICS AND LEARNING ACTIVITIES</td>
<td>Course Learning Objective Supported</td>
<td>Points Possible</td>
<td>DUE DATE</td>
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<tr>
<td>considerations, safety alert, cultural considerations, clinical cues, health promotion</td>
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<tr>
<td><strong>Topic(s): End of Life:</strong> psychological process of death, fear, palliative care, anticipatory guidance, terminal hydration, end stage symptom management, grieving, spiritual beliefs and practices regarding death, dyspnea, death rattle, delirium.</td>
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<tr>
<td><strong>Topic(s): The Integumentary System:</strong> Age related changes in skin and its structures, integumentary system, risk factors for skin tears in older adults, measures to prevent skin tears</td>
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<tr>
<td><strong>Reading:</strong> deWit Chapters 25, 26, 41; Williams Chapter 15</td>
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<tr>
<td><strong>Textbook/E-Book:</strong> deWit p. 574-588, 590-594, 597-603, 604-605, 609-615, 616-621,172-175, 967-968; Williams p. 245-280</td>
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<td><strong>Assessment(s):</strong> Quiz #4</td>
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<td><strong>Assessment(s):</strong> Exam #4</td>
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<tr>
<td><strong>Topic(s): Care of Patients with Integumentary Disorders and Burns:</strong> Inflammatory infections, dermatitis, acne, psoriasis, Stevens-Johnson syndrome, bacterial infections, viral infections, herpes simplex, herpes zoster, fungal infections, lineae pedis, parasitic infections, pediculosis and scabies, noninfectious disorders of skin, skin cancer, best practice for the prevention of pressure ulcers, burns, first aid for minor burns, pain management, debridement, grafting, management of burns, community care, older adult care points, safety alert, clinical cues, health promotion, patient teaching, nutritional considerations.</td>
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<tr>
<td><strong>Topic(s): Care of Women Reproductive Disorders:</strong> Sexual maturation, menopause &amp; health risks, health promotion, managing menopause, aging related concerns, normal menstruation, normal breast, menstrual dysfunction, contraception, legal &amp; ethical morning after pill, infertility, art procedures, health screening &amp; assessment/breast self-examination, the pelvic exam, diagnostic procedures, culture &amp; women's health, gynecologic surgical procedure, cystocele/rectocele/enterocele/uterine prolapse, polycystic ovarian syndrome, dysfunctional uterine bleeding, fibroids, hysterectomy, endometriosis, comparison of bacterial vaginosis &amp; yeast infection, toxic shock syndrome, cancer of the reproductive tract, disorders of the breasts, risk factors for breast cancer, patient teaching older adults, older adult care points, clinical cues, cultural considerations, health promotion, legal &amp; ethical considerations, patient teaching.</td>
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<tr>
<td><strong>Care of Men with Reproductive Disorders:</strong> Age related changes, fertility, contraception, PSA, diagnostic tests, erectile dysfunction, treatment options for erectile dysfunction, ejaculation disorders, infertility, hydrocele, varicocele, testicular torsion, priapism, benign prostatic hyperplasia, surgical interventions for male urogenital problems, inflammation &amp; infections of the male</td>
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<p>| Unit 6 | [class date] | | |</p>
<table>
<thead>
<tr>
<th>TOPICS AND LEARNING ACTIVITIES</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>reproductive tract, cultural considerations, cancer of the male reproductive tract, safety alert, older adult care points, clinical cues, health promotion, patient teaching. <strong>Care of Patients with Sexually Transmitted Infections:</strong> Sexually transmitted infections, PID, candidiasis, bacterial vaginosis, risk factors for transmission of STIs, cultural considerations, prevention of HPV, reporting STIs, common diagnostic tests, common STIs, health promotion, prevention of STIs, clinical cues, cultural considerations. <strong>Reading:</strong> deWit Chapters 42, 38, 39, 40 Textbook/E-Book: deWit p. 970-998, 885-898, 897-901, 904-919, 924-940, 943-952, 954 <strong>Assignment(s):</strong> Assignment Due <strong>Assessment(s):</strong> Quiz #5 <strong>Assessment(s):</strong> Exam #5</td>
<td>2</td>
<td>195</td>
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<tr>
<td><strong>Topics:</strong> Neurologic System: Functions of the divisions of the brain, cranial nerves &amp; their functions, neurotransmitters that affect transmission of nerve impulses, autonomic effects on various organs of the body, aging related changes, causative factors involved in neurologic disorders, classification of common neurologic disorders, prevention of neurologic disorders, evaluation of neurologic status, common neurologic patient care problems, quick assessment of cranial nerves, diagnostic tests for neurologic disorders, Glasgow coma scale, pupillary abnormalities and possible causes, safety alert, clinical cues, patient teaching. <strong>Care of Patients with Head and Spinal Cord Injuries:</strong> Traumatic brain injuries, decreasing levels of consciousness, increased intracranial pressure, guidelines for patients with increased intracranial pressure, injuries of the spine and spinal cord, level of spinal cord damage, function present, &amp; activities possible, stages of grief and associated behaviors, drugs commonly used to treat head and spinal cord injuries, back pain and ruptured intervertebral disk, older adult care points, legal &amp; ethical considerations, safety alert, clinical cues. <strong>Topic(s):</strong> Care of Patients with Brain Disorders: Seizure disorder and epilepsy and medications commonly used, transient ischemic attack, cerebrovascular accident and drugs commonly used, brain tumor, infectious and inflammatory disorders of the nervous system, bacterial meningitis, viral meningitis, encephalitis, headaches, cluster headaches, cranial nerve disorders, TIC, Bell Palsy, clinical cues, safety alert, patient teaching, health promotion, cultural considerations, safety alerts, nutrition considerations. <strong>Care of Patients with Peripheral and Degenerative Neurologic Disorders:</strong> Parkinson's disease and nursing implications and commonly used drugs, multiple sclerosis, Alzheimer disease, amyotrophic lateral sclerosis, Guillain-Barre syndrome, Huntington disease</td>
<td>1,2</td>
<td>20</td>
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</table>

| Unit 7 | [class date] | 2 | 80 |
TOPICS AND LEARNING ACTIVITIES

<table>
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<tr>
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<tbody>
<tr>
<td>myasthenia gravis, signs and symptoms of cholinergic crisis and myasthenia crisis, restless leg syndrome, safety alert, patient teaching, clinical cues. Care of Patients with Cognitive Disorders: Overview of cognitive disorders, delirium, dementia, Alzheimer disease, behavioral patterns in mild, moderate, and severe Alzheimer disease, ten warning signs of Alzheimer disease, vascular dementia, restraints, alternatives to and guidelines for the use of restraints, suggestions for families caring for a person with Alzheimer disease, community care, older adult care points, health promotion, legal &amp; ethical considerations, safety alert, clinical cues, cultural considerations Reading: deWit Chapters 21, 22, 23, 24, 47 Textbook/E-Book: deWit p. 472-497, 500-521, 524-549, 553-568, 1092-1106 Assessment(s): Quiz #6 Assessment(s): Exam #6</td>
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<td>Assessment(s): Final Exam</td>
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<td>Assignment</td>
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<td>Microbiology for Nurses</td>
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<td>6 Exams (80 points eachX6)</td>
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<td>6 Quizzes (20 pointsX6)</td>
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<td>Final Exam</td>
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Grade Scale

<table>
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<tr>
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<td>A</td>
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<tr>
<td>B</td>
<td>80.00% - 89.99%</td>
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<tr>
<td>C</td>
<td>76.00% - 79.99%</td>
</tr>
<tr>
<td>F</td>
<td>0.00% - 75.99%</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

POLICIES

UNIVERSITY POLICIES, SUCH AS ATTENDANCE PHILOSOPHY, NOTIFICATION OF ABSENCES, EXTINGUISHING CIRCUMSTANCES, ACCOMMODATION REQUESTS, ACADEMIC DISHONESTY, GRADING AND GRADING SYMBOLS, AND STUDENT CONDUCT ARE INCLUDED IN THE UNIVERSITY CATALOG. STUDENTS SHOULD REFERENCE THE CATALOG FOR THE COMPLETE LISTING OF POLICIES.
NOTE: IN SOME CASES, PROGRAM AND/OR COURSE SPECIFIC INFORMATION MAY BE APPENDED TO THE SYLLABUS. IN THESE INSTANCES, STUDENTS MUST CONSIDER THE SYLLABUS TO BE INCLUSIVE OF ANY APPENDED INFORMATION, AND AS SUCH, STUDENTS MUST ADHERE TO ALL COURSE REQUIREMENTS AS DESCRIBED IN THE DOCUMENT IN ITS ENTIRETY.
**LPN PROGRAM**

Clinical Performance Evaluation Tool  
NP 125 Medical Surgical Nursing I for LPNs

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Independent (pass)</td>
<td>See detailed explanation of grading scale at the end.</td>
</tr>
<tr>
<td>4</td>
<td>Supervised (pass)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Assisted (pass)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Marginal (fail)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Dependent (fail)</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Unable to Evaluate</td>
<td></td>
</tr>
</tbody>
</table>

Student Name__________________________________________  Instructor Name__________________________________________

Term____________________  Cohort__________________________

**Clinical Objectives:** There are specific clinical learning objectives that must be met to successfully pass this course. These are part of the broader expected universal expected behaviors listed on the last pages, which must be met to signify the student has mastered the program outcomes. A passing grade must be received in all objectives and outcomes by final evaluation in order to pass the course.

<table>
<thead>
<tr>
<th>This clinical evaluation tool is designed based upon program outcomes, NLN Core Competencies, and six Integrating Concepts.</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NLN PN Core Competencies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirit of Inquiry, Professional Identity, Nursing Judgement, Human Flourishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NLN PN Integrating Concepts:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety, Quality, Teamwork/Collaboration, Relationship-Centered Care, Systems-Based Care, Personal/Professional Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description:</th>
<th>S</th>
<th>F</th>
<th>S</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course explores the care of adults using a body systems approach. Focus is placed on nursing interventions and developing knowledge required to provide quality nursing care in a safe manner. Content areas include musculoskeletal, urinary, respiratory, integumentary, neurologic, gastrointestinal, reproductive, and sensory systems. Furthermore, nutrition, communication, fluids &amp; electrolytes, end of life, cultural diversity, and legal/ethical issues are integrated throughout the systems. The clinical component of this course allows the student a hands-on experience in providing relationship-centered care for patients with different disease processes in the health care system. Microbiology concepts related to safety and infection control are emphasized.</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upon completion of this course, the PN student will be able to:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

100
<table>
<thead>
<tr>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Outcomes 1,2,3; Course Learning Objectives 1,2,3,5</td>
</tr>
<tr>
<td>Integrate safe medication administration.</td>
</tr>
<tr>
<td>Implementing principles of safety, including safe use of equipment,</td>
</tr>
<tr>
<td>safe environment, recognizing patient safety needs, and reducing</td>
</tr>
<tr>
<td>safety risks.</td>
</tr>
<tr>
<td>Utilize information management as it pertains to health records,</td>
</tr>
<tr>
<td>nursing science, and evidence-based practice.</td>
</tr>
<tr>
<td>Perform clinical skills and procedures correctly.</td>
</tr>
<tr>
<td>Demonstrate coordination of care.</td>
</tr>
<tr>
<td>Communicate using SBAR with the interdisciplinary team.</td>
</tr>
<tr>
<td>Explain the scope of practice that govern LPN practice.</td>
</tr>
<tr>
<td>Interpret microbiology concepts related to infection control.</td>
</tr>
<tr>
<td>Quality</td>
</tr>
<tr>
<td>Program Outcomes 1,2,3; Course Learning Objectives 2</td>
</tr>
<tr>
<td>Explain concepts of teaching and learning to improve quality of</td>
</tr>
<tr>
<td>health care.</td>
</tr>
<tr>
<td>Predict relevant health care data that needs collected and organized.</td>
</tr>
<tr>
<td>Discuss health needs and problems.</td>
</tr>
<tr>
<td>Apply basic nursing care concepts while maintaining integrity in</td>
</tr>
<tr>
<td>addressing the physiological, psychological, cultural and spiritual</td>
</tr>
<tr>
<td>needs of patients.</td>
</tr>
<tr>
<td>Paraphrase the importance of communication with patients, families</td>
</tr>
<tr>
<td>and significant individuals.</td>
</tr>
<tr>
<td>Perform documentation of nursing care within health information</td>
</tr>
<tr>
<td>system.</td>
</tr>
<tr>
<td>Interpret health promotion and maintenance behaviors.</td>
</tr>
<tr>
<td>Match personal capabilities and knowledge base when making decisions</td>
</tr>
<tr>
<td>about safe and holistic care delivery.</td>
</tr>
<tr>
<td>Clarify a nursing judgement decision.</td>
</tr>
<tr>
<td>Make use of the importance of patient/family satisfaction as a key</td>
</tr>
<tr>
<td>determinant of quality in practice.</td>
</tr>
<tr>
<td>Prevent complications through the selection of evidenced-based care.</td>
</tr>
<tr>
<td>Teamwork/Collaboration</td>
</tr>
<tr>
<td>Program Outcomes 1,2; Course Learning Objectives 1,4</td>
</tr>
<tr>
<td>Summarize appropriate team members to notify of changes in patient</td>
</tr>
<tr>
<td>status.</td>
</tr>
<tr>
<td>Collaborate with patients, families, other members of the health</td>
</tr>
<tr>
<td>care team, and other individuals significant to the patient.</td>
</tr>
<tr>
<td>Utilize clinical experts when situations are beyond expertise and</td>
</tr>
<tr>
<td>scope of practice.</td>
</tr>
<tr>
<td>Take part in data collection and care planning to collaborate with</td>
</tr>
<tr>
<td>the health care team.</td>
</tr>
<tr>
<td>Compare members of the health care team in meeting the needs of</td>
</tr>
<tr>
<td>patients and their families.</td>
</tr>
<tr>
<td>Select health care team members for expert knowledge about patient</td>
</tr>
<tr>
<td>care needs.</td>
</tr>
<tr>
<td>Relationship-Centered Care</td>
</tr>
<tr>
<td>Program Outcomes 1,2,4; Course Learning Objectives 2,4,5</td>
</tr>
<tr>
<td>Summarize verbal and non-verbal communication principles to improve</td>
</tr>
<tr>
<td>relationship-centered interactions.</td>
</tr>
<tr>
<td>Implement and contribute to the plan of care for a patient with</td>
</tr>
<tr>
<td>multiple medical conditions.</td>
</tr>
<tr>
<td>Compare pharmacological interventions related to patient diagnosis</td>
</tr>
<tr>
<td>and condition.</td>
</tr>
<tr>
<td>Explain healing, health maintenance, health promotion, disease</td>
</tr>
<tr>
<td>prevention, and rehabilitation to clients across the lifespan and</td>
</tr>
<tr>
<td>the continuum of health care environments.</td>
</tr>
<tr>
<td>Demonstrate the LPN role in encouraging patient self-advocacy.</td>
</tr>
<tr>
<td>Provide caring, compassionate, culturally competent, and evidence-</td>
</tr>
<tr>
<td>based care while using the nursing process in the health care setting.</td>
</tr>
<tr>
<td>Systems-Based Care</td>
</tr>
<tr>
<td>Program Outcomes 1,2,3; Course Learning Objectives 1,2,4</td>
</tr>
<tr>
<td>Explain the patient's right to minimal exposure to risk through</td>
</tr>
<tr>
<td>systems thinking.</td>
</tr>
<tr>
<td>Contribute to the interdisciplinary health care team in addressing</td>
</tr>
<tr>
<td>patient physiological, psychological, cultural, and spiritual needs.</td>
</tr>
</tbody>
</table>

101
Report data to assist in the formulation of health care goals/outcomes, in collaboration with patients, their families, and health care team members.

Practice collaboratively as a member of the interprofessional health care team to support the unique contributions of the LPN to a robust nursing workforce.

Apply the Nursing Code of Ethics, Standards of Practice, and policies and procedures of the clinical agency and Herzing University.

Explain that both individuals and systems are responsible for patient safety.

Make use of competencies with emerging clinical technologies.

<table>
<thead>
<tr>
<th>Personal/Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcomes 2,3,4; Course Learning Objectives 2</strong></td>
</tr>
<tr>
<td>Explain personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice.</td>
</tr>
<tr>
<td>Use self-reflection to assess personal level of competence, adequacy of knowledge base, and areas needing improvement to grow professionally.</td>
</tr>
<tr>
<td>Show responsibility for own learning and accept constructive guidance.</td>
</tr>
<tr>
<td>Develop a persistent sense of curiosity to think creatively.</td>
</tr>
<tr>
<td>Interact with team members, faculty, and fellow students in a positive, professional manner.</td>
</tr>
<tr>
<td>Attend clinical on time, dressed professionally, prepared, and ready to work.</td>
</tr>
<tr>
<td>Demonstrate respectful and appropriate behavior.</td>
</tr>
<tr>
<td><strong>Additional experiences not expected but available:</strong> (e.g., IV)</td>
</tr>
</tbody>
</table>

*Midterm Comments* (Strengths and Weaknesses)
Instructor:

Student:

Remediation strategy for any unsatisfactory areas:

Student Signature ___________________________ Date ____________
Instructor Signature ___________________________ Date ____________

Final Comments:

Instructor:

Student:

Student Signature ___________________________ Date ____________
Instructor Signature ___________________________ Date ____________

Grading Scale Explanation
<table>
<thead>
<tr>
<th>Scale Label</th>
<th>Quality Of Performance</th>
<th>Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Safe at all times</td>
<td>Functions with occasional rare supporting cues</td>
</tr>
<tr>
<td>5</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasional expenditure of excess energy within realistic time frame</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently demonstrates synthesis of theory</td>
<td></td>
</tr>
<tr>
<td>Supervised</td>
<td>Safe at all times</td>
<td>Functions with occasional supportive cues</td>
</tr>
<tr>
<td>4</td>
<td>Efficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functions with some expenditure of excess energy within a reasonable time period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relates theory to practice with occasional direction</td>
<td></td>
</tr>
<tr>
<td>Assisted</td>
<td>Safe with occasional guidance required</td>
<td>Occasional physical and supportive ones</td>
</tr>
<tr>
<td>3</td>
<td>Sometimes inefficiency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sometimes uncoordinated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasionally confident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skillful in most behaviors but does expend excessive energy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functions within delayed time period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes theory to practice with frequent direction</td>
<td></td>
</tr>
<tr>
<td>Marginal</td>
<td>Requires constant supervision for safe performance</td>
<td>Continuous verbal and physical cues required</td>
</tr>
<tr>
<td>2</td>
<td>Unskilled</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inefficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lacks confidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expends considerable expenditure of excessive energy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functions only in prolonged time period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasionally recognizes the relationship of theory to practice with constant direction</td>
<td></td>
</tr>
<tr>
<td>Dependent</td>
<td>Unsafe even with close supervision</td>
<td>Continuous verbal and physical cues</td>
</tr>
<tr>
<td>1</td>
<td>Unskilled</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inefficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lacks confidence, coordination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constantly expends excessive energy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unable to function within a prolonged time period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unable to relate theory to practice</td>
<td></td>
</tr>
</tbody>
</table>

**Universal Expected Behaviors**

1. Implements patient care within a timely manner.
2. Organizes time, resources, and self in the delivery of care.
3. Maintains safe client environment.
4. Is cost conscious while delivering care.
5. Uses nursing and other appropriate theories.
6. Apply comprehensive knowledge of health problems and cultural diversity in performing nursing interventions.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2. | Collects comprehensive data appropriate to the patient (individual, family, group, or population).
|   | Conducts thorough data collection techniques in an organized and timely manner.
|   | Analyzes all data collected to contribute to the plan of care.
|   | Prioritizes nursing diagnoses.
|   | Incorporates nursing knowledge and standards of care in the collection of data.
|   | Uses principles, established protocols, and practice standards to implement nursing care.
| 3. | Implements interventions based on data collection and nursing diagnoses from the plan of care.
|   | Understands outcome criteria that are measurable.
|   | Discusses the plan of care with the RN.
|   | Communicates care, consideration, and privacy to the client at all times.
|   | Uses language expected of a practical nurse when communicating with other professionals.
|   | Uses therapeutic communication strategies when communicating with patients.
| 4. | Prepares for clinical experience by acquiring the knowledge, skills, and equipment needed for patient care.
|   | Uses medical equipment according to policy and procedures.
|   | Respects equipment.
|   | Cleans equipment appropriately.
|   | Maintains proper storage of equipment.
|   | Understands the relationship of the data collected from technological equipment in relation to the patient’s condition.
|   | Uses technology to obtain and share data.
| 5. | Maintains confidentiality.
|   | Adheres to HIPAA standards.
|   | Allows for patient privacy.
|   | Treats patients in a dignified and respectful manner.
|   | Maintains professional boundaries.
|   | Practices standard safety precautions.
|   | Communicates appropriate and critical information to faculty and staff in a timely manner.
|   | Documents data collected, interventions, and response to interventions in a thorough and accurate manner.
| 6. | Assumes the functions of a patient advocate.
|   | Is honest and demonstrates personal integrity.
|   | Behaves and dresses professionally.
|   | Arrives in the clinical area on time and prepared for the day’s assignment.
|   | Demonstrates self-motivation for learning.
| 7. | Considers developmental, physical, psychological, sociocultural, and spiritual needs of the patient in nursing care.
|   | Provides relevant and sensitive health education.
|   | Integrating traditional and complementary health care practices per the plan of care.
|   | Communication shows sensitivity to sociocultural needs of client.
# HERZING UNIVERSITY
## COURSE SYLLABUS

### FACULTY CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Herzing E-Mail</td>
<td>Click here to enter text</td>
</tr>
</tbody>
</table>

### OFFICE HOURS (CENTRAL TIME)

<table>
<thead>
<tr>
<th>Day</th>
<th>00:00 am – 00:00 am</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructional Delivery Method</th>
<th>On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Location</td>
<td></td>
</tr>
</tbody>
</table>

| Semester |  |
|----------|  |

<table>
<thead>
<tr>
<th>Course Code</th>
<th>NP 230</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Nursing Specialties</th>
</tr>
</thead>
</table>

| Course Description | This course prepares the practical nursing student with entry level knowledge and skills needed to care for obstetric, neonatal, pediatric, and mental health patients. Learning experiences focus on the normal growth and development of the specialty patients and commonly encountered disorders. Coordination of care, documentation, medication administration, and legal and ethical issues, historical perspectives and emerging trends within the specialties will be emphasized. |

<table>
<thead>
<tr>
<th>4 Semester Credit Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Hours</td>
<td>45</td>
</tr>
<tr>
<td>Laboratory Hours</td>
<td>0</td>
</tr>
<tr>
<td>Clinical Hours</td>
<td>45</td>
</tr>
<tr>
<td>Total Contact Hours</td>
<td>90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study Time</th>
<th>Lecture, Lab, or Internship/Externship/Clinical/PRACTICUM hours as indicated on the syllabus represent scheduled hours spent engaged in learning activities. Students should expect to spend a minimum of two additional hours engaged in learning activities outside of class for each one hour identified as lecture; students should expect to spend one hour engaged in learning activities outside of class for each two hours of scheduled laboratory time. Learning activities outside of class support the achievement of one or more course learning objectives and may be spent reading textbook material, completing homework assignments, preparing for lab assignments, engaged in clinical and practice exercises, working on case studies, completing workbook activities, or conducting library research. Additional study time outside of scheduled internship/externship/clinical hours is typically not expected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total amount of time that students spend engaged in learning activities is consistent, regardless of instructional delivery method. For example, students enrolled in a three credit lecture course should expect to spend 45 hours in scheduled class time and an additional 90 hours engaged in learning activities outside of the classroom. Online or blended students should expect to spend the equivalent total of 135 hours engaged in learning activities if they are enrolled in the same course.</td>
<td></td>
</tr>
<tr>
<td>Determination of the amount of time that a student should expect to spend engaged in learning activities is based upon faculty judgment regarding the average student. The amount of time spent engaged in learning activities is expected to vary among students, based upon previous knowledge of the content, learning style, learning ability, difficulty of the course, and student motivation.</td>
<td></td>
</tr>
</tbody>
</table>

| Last Date of Revision | 106 |
The timeframes provided below are estimates based upon the average student:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower level reading (10-20 pages)</td>
<td>1 hr</td>
</tr>
<tr>
<td>Higher level reading (10-20 pages)</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Construction of 1 page paper (250 words)</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Development of 10 minute speech</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Watch video lecture</td>
<td>1 hr</td>
</tr>
<tr>
<td>Read, research and respond to discussion</td>
<td>1 hr</td>
</tr>
<tr>
<td>Preparation for unit examination</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>

Course Length

8 Weeks

Prerequisites

NP 125: Medical Surgical Nursing I for LPN's

Corequisites

N/A

Upon successful completion of this course, students should be able to:
1) Provide safe, quality, atraumatic, relationship-centered nursing care of the specialty patients and families.
2) Integrate nursing interventions as appropriate for the practical nurse in the care of the specialty patients and families.
3) Implement written, verbal and nonverbal communication strategies to communicate effectively with the specialty patients, their families, and other healthcare professionals.
4) Compare the legal and ethical factors associated with care for the specialty patients and their families.

Program Learning Outcomes Supported

| 1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice. |
| 2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families. |
| 3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse. |
| 4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth. |

<table>
<thead>
<tr>
<th>Course Learning Objective Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

Required Textbook(s)


Optional Textbook(s)

NONE

Additional Learning Material(s)

Evolve: https://evolve.elsevier.com  Resources for your e-book can be found here.

Simulation will be included as permitted by the respective Board of Nursing.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic(s): Mental health care, influence of war introduction of psychotherapeutic drugs, care settings, care team, values and morals, rights, ethics, care providers responsibilities, cognitive theories, psychotherapies, brain stimulation therapy, classification of psychotherapeutic drugs, client care guidelines principles of care, skills for mental health care, DSM-5, nursing process, assessment, mental status assessment, characteristics of communication, levels of communication, cultural communication, therapeutic skills, ethical &amp; legal aspects of care</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[class date]</td>
<td>Topic(s): Common childhood issues, environmental problems, homelessness, abuse and neglect, emotional problems, behavioral problems, problems with eating and elimination, developmental problems, therapeutic actions, psychosocial development, common problems of adolescence, mental health problems, therapeutic interventions, common problems, mental health problems, overview of aging, common problems, mental health problems, therapeutic interventions, clients with delirium, Alzheimer's disease, support systems, therapeutic interventions, caregiver support, types of anxiety, types of anxiety responses, anxiety through the life cycle, anxiety disorders, therapeutic interventions, hospitalization experience, therapeutic interventions, the nature of loss, loss behaviors, grief and mourning, therapeutic interventions, mood disorders, therapeutic intervention, common psychophysical problems, somatic symptom disorders, key interventions for clients with psychophysical problems, eating disorders, sleep-wake disorders, dissociative disorders, therapeutic intervention, ethical &amp; legal aspects of care</td>
<td>1,2,3,4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assignment:** Mental Status Assessment Project on clinical patient

**Assessment(s):** Quiz #1

**Assessment(s):** Exam #1

**Simulation:** Therapeutic interventions with the mental health client
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic(s)</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Topic(s): The cycle of assault, anger control disorders, interventions, abuse neglect and exploitation within the family, abuse neglect and exploitation within the community, mental health disorders relating to violence, therapeutic interventions, impact of suicide on society, dynamics of suicide, suicide through the life cycle, therapeutic interventions, sexual disorders, transgender, therapeutic intervention, personality disorders: cluster a, b, &amp; c, schizophrenia, therapeutic intervention, drug use and abuse, ethical &amp; legal aspects of care. Reading: Morrison-Valfe Chapters: 25, 26, 27, 29, 30, 31, 33 Textbook/E-Book: Morrison-Valfe p. 290-296, 300-311, 315-323, 347, 350, 356-359, 368, 392 Assessment(s): Quiz #2 Assessment(s): Exam #2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Topic(s): Nursing care of women with complications during labor &amp; birth, obstetric procedures: amniotocinfusion, induction or augmentation of labor.</td>
<td>1, 2, 3, 4</td>
<td>20</td>
<td></td>
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</table>

Unit [class date]
<table>
<thead>
<tr>
<th>TOPICS AND LEARNING ACTIVITIES</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Episiotomy and lacerations, forceps and vacuum extraction, cesarean birth, problems with powers of labor, problems with fetus, problems with pelvis/soft tissue, problems with psyche, abnormal duration of labor, pre-term labor, post-term pregnancy, emergencies in labor, the family after birth: cultural impact, postpartum assessment, cardiovascular changes, urinary changes, musculoskeletal changes, RHO (d) immune globulin, adaptations after C-section, emotional considerations for mom, dad, grandparents, siblings, care of the newborn, breastfeeding, bottle feeding, self-care and discharge education, nursing care of women with complications after birth: hemorrhage, blood clots, infection, mood disorders, the nurse's role in women's health care: STIs &amp; family planning, Term newborn: adjustment to extra-uterine life, assessment of term newborn, preventing infection, discharge planning-teaching. Preterm &amp; post-term newborns and discharge of preterm, the newborn with a perinatal injury or congenital malformation: birth defects, malformations present at birth, perinatal injuries—ASO incompatibility, neonatal abstinence, infant of diabetic mother, ethical &amp; legal aspects of care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 6</strong></td>
<td><strong>Topic(s):</strong> Adapting care to the pediatric patient: child's experience, pain, nurse's role, confidentiality, &amp; discharge planning, the child's experience of hospitalization by age, health care adaptations for the child &amp; family: informed consent, &amp; safety, Pediatric assessment, procedures/treatments, medication administration, Pediatric sensory or neurological condition: ears &amp; eyes, Reye's syndrome, infections, seizures, cerebral palsy, cognitive impairment, &amp; head injuries, Pediatric musculoskeletal condition: trauma, osteomyelitis, muscular dystrophy, SCFE, leg-vein pressure, sarcomas, scoliosis, &amp; child abuse, Pediatric respiratory disorder: infections, asthma, cystic fibrosis, bpd, &amp; SIDS; the child with a cardiovascular disorder: congenital heart defects &amp; acquired heart disease Pediatric condition of the blood, blood-forming organs, or lymphatic system: blood, anemias, sickle cell, hemophilia, &amp; leukemia; Pediatric gastrointestinal condition: esophageal</td>
<td>1,2,4</td>
<td></td>
</tr>
<tr>
<td>Reading: Leifer Chapters 8,9,10,11,12,13,14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment(s):</strong></td>
<td>Perinatal Unfolding Case Studies: Unfolding case study: labor</td>
<td>1,2</td>
<td>25</td>
</tr>
<tr>
<td>Perinatal Unfolding Case Studies: Unfolding case study: postpartum complications</td>
<td>1,2</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment(s):</strong> Quiz #4</td>
<td>1,2</td>
<td>20</td>
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</tr>
<tr>
<td>Exam #4</td>
<td>1,2</td>
<td>80</td>
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### TOPICS AND LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atresia, pyloric stenosis, Hirschsprung's disease, gastroenteritis, GER, diarrhea/constipation, fluid and electrolyte imbalance, appendicitis, thrush, &amp; poisoning, ethical &amp; legal aspects of care</td>
<td>1,2</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td><strong>Reading:</strong> Leifer Chapters 21, 22, 23, 24, 25, 26, 27, 28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment(s): Quiz #5</td>
<td>1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment(s): Exam #5</td>
<td></td>
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</tr>
</tbody>
</table>

#### Unit 7

[Class date]

**Topic(s):** Pediatric: chronic illness & death and dying; the child with a genitourinary condition: hypospadias, UTI, nephrotic syndrome, glomerulonephritis; Pediatric skin condition: dermatitis, impetigo, fungal infections, lice/scabies, & burns; Pediatric with a metabolic condition diabetes; Pediatric Communicable diseases, infection/immunity, immunizations, bioterrorism, STIs; the child with an emotional or behavioral condition: autism, ADHD, anorexia/bulimia, depression/suicidio, ethical & legal aspects of care

**Reading:** Leifer Chapters 27, 29, 30, 31, 32, 33


**Assignment(s):** Pediatric Case Study Assignment

**Assessment(s):** Quiz #5

**Assessment(s):** Exam #5

<table>
<thead>
<tr>
<th>Grade Summary</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mental Health Status Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Perinatal Unfolding Case Studies (X2)</td>
<td>50</td>
</tr>
<tr>
<td>Pediatric Case Study Assignment</td>
<td>50</td>
</tr>
<tr>
<td>6 Quizzes (20 points X 6)</td>
<td>120</td>
</tr>
<tr>
<td>6 Exams (80 points each X 6)</td>
<td>480</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Clinical</td>
<td>P/F</td>
</tr>
<tr>
<td>Totals</td>
<td>1000</td>
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</table>

#### Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90.00% - 100.00%</td>
</tr>
<tr>
<td>B</td>
<td>80.00% - 89.99%</td>
</tr>
<tr>
<td>C</td>
<td>76.00% - 79.99%</td>
</tr>
<tr>
<td>F</td>
<td>0.00% - 75.99%</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

### Policies

University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, grading and grading symbols, and student conduct.
ARE INCLUDED IN THE UNIVERSITY CATALOG. STUDENTS SHOULD REFERENCE THE CATALOG FOR THE COMPLETE LISTING OF POLICIES.

NOTE: IN SOME CASES, PROGRAM AND/OR COURSE SPECIFIC INFORMATION MAY BE APPENDED TO THE SYLLABUS. IN THESE INSTANCES, STUDENTS MUST CONSIDER THE SYLLABUS TO BE INCLUSIVE OF ANY APPENDED INFORMATION, AND AS SUCH, STUDENTS MUST ADHERE TO ALL COURSE REQUIREMENTS AS DESCRIBED IN THE DOCUMENT IN ITS ENTIRETY.
LPN PROGRAM
Clinical Performance Evaluation Tool
NP 230 Nursing Specialty

Grading Scale:  5 = Independent (pass)  See detailed explanation
4 = Supervised (pass)  of grading scale at the end.
3 = Assisted (pass)
2 = Marginal (fail)
1 = Dependent (fail)
X = Unable to Evaluate

Student Name ___________________________ Instructor Name ___________________________

Term ___________________ Cohort ___________________

Clinical Objectives: There are specific clinical learning objectives that must be met to successfully pass this
course. These are part of the broader expected universal expected behaviors listed on the last pages, which
must be met to signify the student has mastered the program outcomes. A passing grade must be received in
all objectives and outcomes by final evaluation in order to pass the course.

| This clinical evaluation tool is designed upon program outcomes, NLN Core |
| Competencies, and six Integrating Concepts. Program Outcomes |
| Midterm | Final |
| This course prepares the practical nursing student with entry level knowledge and skills needed to |
| care for obstetric, neonatal, pediatric, and mental health patient. Learning experiences focus on |
| the normal growth and development of the specialty patients and commonly encountered |
| disorders. Coordination of care, documentation, medication administration, and legal and ethical |
| issues, historical perspectives and emerging trends within the specialties will be emphasized. |
| Upon completion of this course, the PN student will be able to: |
| Safety Program Outcomes 1,2,3; Course Learning Objectives 1,2,3,4 |
| Integrate safe medication administration. |
| Implementing principles of safety, including safe use of equipment, safe environment, |
| recognizing patient safety needs, and reducing safety risks. |

| Safety |
| Midterm | Final |
| Midterm | Final |
| Midterm | Final |
| Midterm | Final |
| Midterm | Final |
Utilize information management as it pertains to health records, nursing science, and evidence-based practice.
Perform clinical skills and procedures correctly.
Demonstrate coordination of care.
Communicate using SBAR with the interdisciplinary team.
Explain the scope of practice that govern LPN practice.
Interpret microbiology concepts related to infection control.

**Quality**

Program Outcomes 1,2,3; Course Learning Objectives 1,3
Explain concepts of teaching and learning to improve quality of health care.
Predict relevant health care data that needs collected and organized.
Discuss health needs and problems.
Apply basic nursing care concepts while maintaining integrity in addressing the physiological, psychological, cultural and spiritual needs of patients.
Paraphrase the importance of communication with patients, families and significant individuals.
Perform documentation of nursing care within health information system.
Interpret health promotion and maintenance behaviors.
Match personal capabilities and knowledge base when making decisions about safe and holistic care delivery.
Clarify a nursing judgement decision.
Make use of the importance of patient/family satisfaction as a key determinant of quality in practice.
Prevent complications through the selection of evidence-based care.

**Teamwork/Collaboration**

Program Outcomes 1,2; Course Learning Objectives 3
Summarize appropriate team members to notify of changes in patient status.
Collaborate with patients, families, other members of the health care team, and other individuals significant to the patient.
Utilize clinical experts when situations are beyond expertise and scope of practice.
Take part in data collection and care planning to collaborate with the health care team.
Compare members of the health care team in meeting the needs of patients and their families.
Select health care team members for expert knowledge about patient care needs.

**Relationship-Centered Care**

Program Outcomes 1,2,4; Course Learning Objectives 1,2,3
Summarize verbal and non-verbal communication principles to improve relationship-centered interactions.
Implement and contribute to the plan of care for a patient with multiple medical conditions.
Compare pharmacological interventions related to patient diagnosis and condition.
Explain healing, health maintenance, health promotion, disease prevention, and rehabilitation to clients across the lifespan and the continuum of health care environments.
Demonstrate the LPN role in encouraging patient self-advocacy.
Provide caring, compassionate, culturally competent, and evidence-based care while using the nursing process in the health care setting.

**Systems-Based Care**

Program Outcomes 1,2,3; Course Learning Objectives 1,3
Explain the patient’s right to minimal exposure to risk through systems thinking.
Contribute to the interdisciplinary health care team in addressing patient physiological, psychological, cultural, and spiritual needs.
Report data to assist in the formulation of health care goals/outcomes, in collaboration with patients, their families, and health care team members.
Practice collaboratively as a member of the interprofessional health care team to support the unique contributions of the LPN to a robust nursing workforce.
Apply the Nursing Code of Ethics, Standards of Practice, and policies and procedures of the clinical agency and Herzing University.
| Explain that both individuals and systems are responsible for patient safety. |
| Make use of competencies with emerging clinical technologies. |
| **Personal/Professional Development** |
| **Program Outcomes 2,3,4; Course Learning Objectives 1** |
| Explain personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice. |
| Use self-reflection to assess personal level of competence, adequacy of knowledge base, and areas needing improvement to grow professionally. |
| Show responsibility for own learning and accept constructive guidance. |
| Develop a persistent sense of curiosity to think creatively. |
| Interact with team members, faculty, and fellow students in a positive, professional manner. |
| Attend clinical on time, dressed professionally, prepared, and ready to work. |
| Demonstrate respectful appropriate behavior. |
| Additional experiences not expected but available: (eg. IV) |
Midterm Comments (Strengths and Weaknesses)

Instructor:

Student:

Remediation strategy for any unsatisfactory areas:

Student Signature ___________________________ Date __________________
Instructor Signature ___________________________ Date __________________

Final Comments:

Instructor:

Student:

Student Signature ___________________________ Date __________________
Instructor Signature ___________________________ Date __________________
## Grading Scale Explanation

<table>
<thead>
<tr>
<th>Scale Label</th>
<th>Quality Of Performance</th>
<th>Assistance</th>
</tr>
</thead>
</table>
| Independent 5 | Safe at all times  
                    Proficient  
                    Coordinated  
                    Confident  
                    Competent  
                    Occasional expenditure of excess energy within realistic time frame  
                    Consistently demonstrates synthesis of theory | Functions with occasional rare supporting cues |
| Supervised 4 | Safe at all times  
                    Efficient  
                    Coordinated  
                    Confident  
                    Competent  
                    Functions with some expenditure of excess energy within a reasonable time period  
                    Relates theory to practice with occasional direction | Functions with occasional supportive cues |
| Assisted 3 | Safe with occasional guidance required  
                    Sometimes inefficiency  
                    Sometimes uncoordinated  
                    Occasionally confident  
                    Skillful in most behaviors but does expend excessive energy  
                    Functions within delayed time period  
                    Recognizes theory to practice with frequent direction | Occasional physical and supportive ones |
| Marginal 2 | Requires constant supervision for safe performance  
                    Unskilled  
                    Inefficient  
                    Lacks confidence  
                    Expends considerable expenditure of excessive energy  
                    Functions only in prolonged time period  
                    Occasionally recognizes the relationship of theory to practice with constant direction | Continuous verbal and physical cues required |
| Dependent 1 | Unsafe even with close supervision  
                    Unskilled  
                    Inefficient  
                    Lacks confidence, coordination  
                    Constantly expends excessive energy  
                    Unable to function within a prolonged time period  
                    Unable to relate theory to practice | Continuous verbal and physical cues |

### Universal Expected Behaviors

1. Implies patient care within a timely manner.
2. Organizes time, resources, and self in the delivery of care.
3. Maintains safe client environment.
4. Is cost conscious while delivering care.
5. Uses nursing and other appropriate theories.
1. **Apply comprehensive knowledge of health problems and cultural diversity in performing nursing interventions.**
   - Uses nursing judgment and decision-making skills to solve problems.
   - Engages in self-reflection and collegial dialogue with instructors and others about practice.
   - Conforms with Patient’s Bill of Rights
   - Follows the Code of Conduct.

2. **Collects comprehensive data appropriate to the patient (individual, family, group, or population).**
   - Conducts thorough data collection techniques in a organized and timely manner.
   - Analyzes all data collected to contribute to the plan of care.
   - Prioritizes nursing diagnoses.
   - Incorporates nursing knowledge and standards of care in the collection of data.
   - Uses principles, established protocols, and practice standards to implement nursing care.

3. **Implements interventions based on data collection and nursing diagnoses from the plan of care.**
   - Understands outcome criteria that are measurable.
   - Discusses the plan of care with the RN.
   - Communicates care, consideration, and privacy to the client at all times.
   - Uses language expected of a practical nurse when communicating with other professionals.
   - Uses therapeutic communication strategies when communicating with patients.

4. **Prepares for clinical experience by acquiring the knowledge, skills, and equipment needed for patient care.**
   - Uses medical equipment according to policy and procedures.
   - Respects equipment.
   - Cleans equipment appropriately.
   - Maintains proper storage of equipment.
   - Understands the relationship of the data collected from technological equipment in relation to the patient’s condition.
   - Uses technology to obtain and share data.

5. **Maintains confidentiality.**
   - Adheres to HIPAA standards.
   - Allows for patient privacy.
   - Treats patients in a dignified and respectful manner.
   - Maintains professional boundaries.
   - Practices standard safety precautions.
   - Communicates appropriate and critical information to faculty and staff in a timely manner.
   - Documents data collected, interventions, and response to interventions in a thorough and accurate manner.

6. **Assumes the functions of a patient advocate.**
   - Is honest and demonstrates personal integrity.
   - Behaves and dresses professionally.
   - Arrives in the clinical area on time and prepared for the day’s assignment.
   - Demonstrates self-motivation for learning.

7. **Considers developmental, physical, psychological, sociocultural and spiritual needs of the patient in nursing care.**
   - Provides relevant and sensitive health education.
# HERZING UNIVERSITY
## COURSE SYLLABUS

### FACULTY CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
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<tr>
<td>Herzing Email</td>
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<table>
<thead>
<tr>
<th>Day</th>
<th>Office Hours (Central Time)</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>00:00 am - 00:00 am</td>
</tr>
<tr>
<td></td>
<td>00:00 am - 00:00 am</td>
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### Instructional Delivery Method
On Campus

### Class Location

<table>
<thead>
<tr>
<th>Term</th>
<th>NP 235</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Medical-Surgical Nursing II for LPNs</td>
</tr>
<tr>
<td>Description</td>
<td>This course explores the care of adults using a body systems approach. Focus is placed on nursing interventions and developing knowledge required to provide quality nursing care in a safe manner. Content areas include cardiovascular, hematology, endocrine, and lymphatic systems. Furthermore, acid base balance, cancer, bioterrorism, disaster, and trauma are integrated throughout the course. The clinical component of this course allows the student a hands-on experience in providing relationship-centered care for patients with different disease processes in the health care system.</td>
</tr>
</tbody>
</table>

### 5 Semester Credit Hours

<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Laboratory Hours</th>
<th>Clinical Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>0</td>
<td>90</td>
<td>135</td>
</tr>
</tbody>
</table>

### Study Time

Lecture, Lab, or Internship/Externship/Clinical/Practicum hours as indicated on the syllabus represent scheduled hours spent engaged in learning activities. Students should expect to spend a minimum of two additional hours engaged in learning activities outside of class for each one hour identified as lecture; students should expect to spend one hour engaged in learning activities outside of class for each two hours of scheduled laboratory time. Learning activities outside of class support the achievement of one or more course learning objectives and may be spent reading textbook material, completing homework assignments, preparing for lab assignments, engaged in drill and practice exercises, working on case studies, completing workbook activities, or conducting library research. Additional study time outside of scheduled Internship/Externship/Clinical hours is typically not expected.

The total amount of time that students spend engaged in learning activities is consistent, regardless of instructional delivery method. For example, students enrolled in a three credit lecture course should expect to spend 45 hours in scheduled class time and an additional 90 hours engaged in learning activities outside of the classroom. Online or blended students should expect to spend the equivalent total of 135 hours engaged in learning activities if they are enrolled in the same course.

Determination of the amount of time that a student should expect to spend engaged in learning activities is based upon faculty judgment regarding the average student. The amount of time spent engaged in learning activities is expected to vary among students, based upon previous knowledge of the content, learning style, learning ability, difficulty of the course, and student motivation.
<table>
<thead>
<tr>
<th><strong>Guide to Student Engagement in Learning Activities</strong></th>
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</thead>
<tbody>
<tr>
<td>The timeframes provided below are estimates based upon the average student.</td>
</tr>
<tr>
<td>Lower level reading (10-20 pages)</td>
</tr>
<tr>
<td>Higher level reading (10-20 pages)</td>
</tr>
<tr>
<td>Construction of 1 page paper (250 words)</td>
</tr>
<tr>
<td>Development of 10 minute speech</td>
</tr>
<tr>
<td>Watch video lecture</td>
</tr>
<tr>
<td>Read, research and respond to discussion board posting</td>
</tr>
<tr>
<td>Preparation for unit examination</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Length</strong></th>
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<td>8 Weeks</td>
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<table>
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<tbody>
<tr>
<td>NP125: Medical Surgical Nursing</td>
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<table>
<thead>
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<table>
<thead>
<tr>
<th><strong>Course Learning Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, students should be able to:</td>
</tr>
<tr>
<td>1) Utilize safe, quality, relationship-centered care along with interprofessional collaboration to care for patients with medical disorders.</td>
</tr>
<tr>
<td>2) Apply professional knowledge to interventions as appropriate with cultural considerations.</td>
</tr>
<tr>
<td>3) Demonstrate basic knowledge of chemistry and physics and its applicability to nursing practice.</td>
</tr>
<tr>
<td>4) Verify pharmacologic therapy for clients based on an understanding of expected pharmacologic actions, safe administration methods, and data collection for patients.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Program Learning Outcomes Supported</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.</td>
</tr>
<tr>
<td>2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.</td>
</tr>
<tr>
<td>3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.</td>
</tr>
<tr>
<td>4. As a coordinator of care, generate systems and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Required Textbook(s)</strong></th>
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</thead>
<tbody>
<tr>
<td>All books utilized throughout the program</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Optional Textbook(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>
### TOPICS AND LEARNING ACTIVITIES

| Unit 1 | **Laboratory Values:** Complete blood count: RBC, WBC's, platelets, hemoglobin, hematocrit, sedimentation rate, ferritin. *Serum electrolytes:* sodium, potassium, chloride, calcium, magnesium, phosphorus. *Urinalysis:* Volume, specific gravity, pH, glucose, protein, uric acid, glomerular filtration rate. *Chemistry:* glucose, blood urea nitrogen (BUN), serum creatinine, albumin, pre-albumin. *Coagulation Studies:* Prothrombin time (PT), international normalized ratio (INR), activated partial thromboplastin time (aPTT), DIC. *Lipoproteins and triglycerides:* total cholesterol, low density lipoprotein (LDL), high density lipoprotein (HDL), SGOT, SGPT, triglycerides. *Cardiac enzymes:* troponin, C-reactive protein, creatinine kinase (CK-MB), BNP. *Thyroid Function Studies:* Thyroid stimulating hormone (TSH), thyroxine (T4), free thyroxine (T4). Blood glucose, glucose postprandial. *Kidney Function Tests:* GFR, serum creatinine, Blood urea nitrogen, *Urinalysis*  
**Assessment(s):** HESI Exam Remediation due before final  |

**Miscellaneous Diagnostic Tests:** MRI, CAT Scan, bone density, lumbar puncture, paracentesis, thoracentesis, blood cultures, standard precautions, procedure and patient care, venous puncture, blood studies, timing, transport, and processing of blood, diagnostic test for the immune and lymphatic systems, diagnostic tests for respiratory problems, diagnostic tests for hematologic system, common diagnostic tests for cardiovascular system, diagnostic tests for neurological disorders, diagnostic tests for eye problems, diagnostic tests for GI disorders, diagnostic tests for musculoskeletal disorders, diagnostic tests for urologic disorders, diagnostic tests for the endocrine system.  |

<table>
<thead>
<tr>
<th>Course Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80</td>
<td>1</td>
</tr>
</tbody>
</table>
### TOPICS AND LEARNING ACTIVITIES

| Common gynecologic diagnostic tests, diagnostic tests for male reproductive system. **Reading:** Pagana Textbook/E-Book: Diagnostic  |
| **Assessment(s):** Quiz #1, Exam #1  |
| **Simulation:** Head Injury  | 1 | 20 | 80  |

**Unit 3 [class date]**

<p>| Topic(s): Acid-Base Balance, and Intravenous Therapy: Acid-base system, acid-base imbalances, arterial blood gas analysis, metabolic acidosis, metabolic alkalosis, intravenous fluid therapy, community care, clinical cues, older adult care points, safety alert, legal &amp; ethical considerations, patient teaching. <strong>Topic(s): The Immune and Lymphatic System:</strong> Age related changes to the immune and lymphatic systems, protective mechanisms of the immune and lymphatic systems, Inflammatory response, immune response, immune and lymphatic system disorders, prevention of immune and lymphatic disorders, nursing management, common problems related to the immune and lymphatic systems, fever, immunosuppression, diagnostic tests for disorders of the immune and lymphatic systems, health promotion, older adult care points, clinical cues, legal and ethical considerations. <strong>Care of Patients with Immune and Lymphatic Disorders:</strong> Immune function and dysfunction, immune deficiency disorders, therapeutic immunosuppression, human immunodeficiency virus and acquired immunodeficiency syndrome, human immunodeficiency virus risk in patients older than 50, community education and care, autoimmune disorders and body systems affected, SLE, disorders of the lymphatic system, lymphoma, lymphedema, fibromyalgia, disorders of inappropriate immune response, allergy and hypersensitivity, anaphylactic reaction and shock, older adult care points, patient teaching, health promotion, nutritional considerations, legal &amp; ethical considerations, safety alert, clinical cues, cultural considerations. <strong>Topic(s): Care of Patients with Cancer:</strong> The impact of cancer, physiology of cancer, classifications of tumors, metastasis, causative factors, contributing factors, measures to prevent cancer, detection of cancer, nursing management, common therapies, problems, and nursing  | 1,2 |  |  |
| Unit 4 | Topic(s): Care of Patients with Hypertension and Peripheral Vascular Disease: Hypertension, hypertensive crises, arteriosclerosis and atherosclerosis, peripheral vascular disease, PAD, aneurysm, CAD, buerger disease, raynaud disease, venous disorders, venous thrombosis and phlebitis, superficial thrombophlebitis, DVT, chronic venous insufficiency, venous stasis ulcers &amp; community care, older adult care points, cultural considerations, safety alert, patient teaching, health promotion, clinical cues. | 1,2 |
| | Care of Patients with Cardiac Disorders: Disorders of the heart, heart failure, cardiac dysrhythmias, inflammation and infectious diseases of the heart, infective endocarditis, pericarditis, nursing management of infectious and inflammatory heart disease, cardiac valve disorder, mitral stenosis, mitral regurgitation, aortic stenosis, aortic regurgitation, treatment of valve disorders, common therapies and their nursing implications, oxygen, pharmacologic agents, dietary control &amp; community care, older adult care points, clinical cues, patient teaching, clinical cues, safety alert, health promotion. | 3 |
| | Care of Patients with Coronary Artery Disease &amp; Cardiac Surgery: Coronary artery disease, angina pectoris, acute coronary syndrome and myocardial infarction, cardiogenic shock, surgical and nonsurgical treatment options, percutaneous transluminal coronary angioplasty, transmyocardial laser revascularization, cardiac surgery, &amp; community care, older adult care points, cultural considerations, clinical cues, patient teaching, safety alert. | 3 | 5 |
| | Assignment: Physics for Nurses Assignment Due | 1 |
| | Reading: deWit Chapters 17, 18, 19, 20 | |
| | Assessment(s): Quiz #3 | 20 |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic(s): The Hematologic System: Blood components, function of plasma proteins/red blood cells/white blood cells/platelets, interaction of the lymphatic system with the vascular system, changes of the hematologic system with aging, causes of hematologic disorders, prevention of hematologic disorders, diagnostic tests and procedures, focused assessment common problems related to disorders of the hematologic system, excessive bleeding, excessive clotting, fatigue, anorexia, pain, infection, bone marrow failure, cultural considerations, clinical cues, older adult care points, health promotion. Care of Patients with Hematologic Disorders: Anemia, drugs for anemias, aplastic anemia, sickle cell disease, leukemia, thrombocytopenia, multiple myeloma, hemophilia, DIC, transfusions, transfusion reactions, LPN role, bone marrow transplant, oxygen therapy, iron therapy, vitamin B12 therapy, splenectomy, community care, clinical cues, older adult care points, safety alert, health promotion, legal &amp; ethical considerations, cultural considerations, nutrition considerations. Reading: deWit Chapters 15, 16 Textbook/E-Book: deWit p. 327-340, 343-351, 352-354, 355-362, 363-364 Assessment(s): Quiz #4 Assessment(s): Exam #4</th>
<th>Course Learning Objective Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Topic(s): The Endocrine System: Principal endocrine glands and hormones, effects of the thyroid hormones, functions of the parathyroid glands, functions of the adrenal glands, hormone function on the pancreas, effects of aging on the endocrine system, the endocrine system, endocrine system disorders, diagnostic tests &amp; procedures of the endocrine system, diagnostic tests for detecting and monitoring for DM, community care, health promotion, clinical cues, safety alert. Care of Patients with Pituitary, Thyroid, Parathyroid, and Adrenal Disorders: Pituitary disorders, pituitary tumors, hyperfunction of pituitary gland, hyperfunction of pituitary gland, diabetes insipidus, SIADH, thyroid disorders, goiter, hyperthyroidism, thyroidectomy, hypothyroidism, myxedema coma, thyroiditis, thyroid cancer, disorders of the parathyroid gland, hypoparathyroidism, &amp; hyperparathyroidism; adrenal disorders, Addison's disease, adrenal crisis, Cushing syndrome, community care, safety alert, older adult care points, patient teaching, nutrition considerations, clinical cues. Care of Patients with Diabetes and Hypoglycemia: Diabetes mellitus and hypoglycemia, types, etiology, signs/symptoms/diagnosis, management of diabetes, pt. teaching hypoglycemia, oral hypoglycemic agents, insulin, clinical cues, insulin pump, complications, diabetic ketoacidosis, hyperglycemic hyperosmolar state, hypoglycemia, long term problems, patient education.</td>
<td>1,2,4</td>
<td>1</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>TOPICS AND LEARNING ACTIVITIES</td>
<td>Course Learning Objective Supported</td>
<td>Points Possible</td>
<td>DUE DATE</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Hypoglycemia, nutrition considerations, cultural considerations, clinical cues, older adult care points, safety alerts, health promotion, patient teaching.</td>
<td>1</td>
<td>90</td>
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</tbody>
</table>
| **Reading:** deWit Chapters 35, 36, 37  
**Assignment:** Assignment Due  
**Assessment(s):** Quiz #5  
**Assessment(s):** Exam #5 |   |   |   |
| **Unit 7** [class date] | Topic(s): Care of Patients During Disasters, Bioterrorism Attacks, and Pandemic Infections: Disaster preparedness and response, hospital preparedness, triage, community preparedness, psychological responses to disaster, preparing for chemical, nuclear, or biologic disasters, & active shooter, health promotion, safety alert, patient teaching.  
Care of Patients with Emergencies, Trauma and Shock: Prevention of accidents, first aid and good Samaritan laws, psychological and social emergencies, emergency care, metabolic emergencies, injuries caused by extreme heat and cold, poisoning, bites and stings, choking emergencies, CPR, shock, & nursing management, safety alert, clinical cues, older adult care points, health promotion.  
**Additional Topics:** Informed consent, code status, delegation, prioritizing, continuity of care, quality/performance improvement, referral process, discharge education, supervision, emergency response plan, accident/error/injury prevention, incident reports, chemical dependency in nurses, advanced directives, crises interventions, medical emergencies, evidenced based practice, advocate, negligence, malpractice, client rights, client care assignments, community resources, resource management, concepts of management and supervision.  
**Reading:** deWit Chapters 43, 44  
**Assessment(s):** Quiz #6  
**Assessment(s):** Exam #6 | 1 | 80 |   |
| **Unit 8** [class date] | **Assignment(s):**  
HESI remediation due  
**Assessment(s):** Final Exam | 1 | 200 |   |
<table>
<thead>
<tr>
<th>Grade Summary</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>90</td>
</tr>
<tr>
<td>Chemistry for Nurses Assignment</td>
<td>5</td>
</tr>
<tr>
<td>Physics for Nurses Assignment</td>
<td>5</td>
</tr>
<tr>
<td>HESI Exam</td>
<td>80</td>
</tr>
<tr>
<td>HESI Remediation</td>
<td>20</td>
</tr>
<tr>
<td>Exam 3 X 200 points</td>
<td>600</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Clinical</td>
<td>P/F</td>
</tr>
<tr>
<td>Totals</td>
<td>1000</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90.00% - 100.00%</td>
</tr>
<tr>
<td>B</td>
<td>80.00% - 89.99%</td>
</tr>
<tr>
<td>C</td>
<td>76.00% - 79.99%</td>
</tr>
<tr>
<td>F</td>
<td>0.00% - 75.99%</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

POLICIES

UNIVERSITY POLICIES, SUCH AS ATTENDANCE PHILOSOPHY, NOTIFICATION OF ABSENCES, EXTENUATING CIRCUMSTANCES, ACCOMMODATION REQUESTS, ACADEMIC DISHONESTY, GRADING AND GRADING SYMBOLS, AND STUDENT CONDUCT ARE INCLUDED IN THE UNIVERSITY CATALOG. STUDENTS SHOULD REFERENCE THE CATALOG FOR THE COMPLETE LISTING OF POLICIES.

NOTE: IN SOME CASES, PROGRAM AND/OR COURSE SPECIFIC INFORMATION MAY BE APPENDED TO THE SYLLABUS. IN THESE INSTANCES, STUDENTS MUST CONSIDER THE SYLLABUS TO BE INCLUSIVE OF ANY APPENDED INFORMATION, AND AS SUCH, STUDENTS MUST ADHERE TO ALL COURSE REQUIREMENTS AS DESCRIBED IN THE DOCUMENT IN ITS ENTIRETY.
**LPN PROGRAM**

**Clinical Performance Evaluation Tool**
NP 235 Medical Surgical Nursing II for LPNs

Grading Scale:
- 5 = Independent (pass)
- 4 = Supervised (pass)
- 3 = Assisted (pass)
- 2 = Marginal (fail)
- 1 = Dependent (fail)
- X = Unable to Evaluate

See detailed explanation of grading scale at the end.

**Student Name_________________________ Instructor Name_________________________**

**Term_________________________ Cohort_________________________**

**Clinical Objectives:** There are specific clinical learning objectives that must be met to successfully pass this course. These are part of the broader expected universal expected behaviors listed on the last pages, which must be met to signify the student has mastered the program outcomes. A passing grade must be received in all objectives and outcomes by final evaluation in order to pass the course.

<table>
<thead>
<tr>
<th>This clinical evaluation tool is designed based upon program outcomes, NLN Core Competencies, and six Integrating Concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcomes</strong></td>
</tr>
<tr>
<td>1. Practica quality, safe, and relationship-centered care as guided by practical nurse scope of practice.</td>
</tr>
<tr>
<td>2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.</td>
</tr>
<tr>
<td>3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.</td>
</tr>
<tr>
<td>4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.</td>
</tr>
<tr>
<td><strong>NLN PN Core Competencies:</strong></td>
</tr>
<tr>
<td>Spirit of Inquiry, Professional Identity, Nursing Judgement, Human Flourishing</td>
</tr>
<tr>
<td><strong>NLN PN Integrating Concepts:</strong></td>
</tr>
<tr>
<td>Safety, Quality, Teamwork/Collaboration, Relationship-Centered Care, Systems-Based Care, Personal/Professional Development.</td>
</tr>
</tbody>
</table>

**Course Description:**
This course explores the care of adults using a body systems approach. Focus is placed on nursing interventions and developing knowledge required to provide quality nursing care in a safe manner. Content areas include cardiovascular, hematologic, endocrine, and lymphatic systems. Furthermore, acid base balance, cancer, bioterrorism, disaster, and trauma are integrated throughout the course. The clinical component of this course allows the student a hands-on experience in providing relationship-centered care for patients with different disease processes in the health care system.

Upon completion of this course, the PN student will be able to:

<table>
<thead>
<tr>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Outcomes 1,2,3; Course Learning Objectives 1,2,3,4</td>
</tr>
<tr>
<td>Integrate safe medication administration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>S</td>
<td>F</td>
</tr>
</tbody>
</table>

127
<table>
<thead>
<tr>
<th>Take part in principles of safety, including safe use of equipment, safe environment, recognizing patient safety needs, and reducing safety risks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize information management as it pertains to health records, nursing science, and evidence-based practice.</td>
</tr>
<tr>
<td>Integrate clinical skills and procedures correctly.</td>
</tr>
<tr>
<td>Demonstrate coordination of care.</td>
</tr>
<tr>
<td>Communicate using SBAR with the interdisciplinary team.</td>
</tr>
<tr>
<td>Apply the scope of practice that govern LPN practice.</td>
</tr>
<tr>
<td>Utilize microbiology concepts related to infection control.</td>
</tr>
</tbody>
</table>

**Quality**

**Program Outcomes 1,2,3; Course Learning Objectives 1**

| Demonstrate concepts of teaching and learning to improve quality of health care. |
| Identify relevant health care data that needs collected and organized. |
| Identify health needs and problems. |
| Take part in basic nursing care concepts while maintaining integrity in addressing the physiological, psychological, cultural and spiritual needs of patients. |
| Paraphrase the importance of communication with patients, families and significant individuals. |
| Perform documentation of nursing care within health information system. |
| Identify health promotion and maintenance behaviors. |
| Apply personal capabilities and knowledge base when making decisions about safe and holistic care delivery. |
| Practice a nursing judgment decision. |
| Distinguish the importance of patient/family satisfaction as a key determinant of quality in practice. |
| Prevent complications through the selection of evidenced-based care. |

**Teamwork/Collaboration**

**Program Outcomes 1,2; Course Learning Objectives 1**

| Choose appropriate team members to notify of changes in patient status. |
| Collaborate with patients, families, other members of the health care team, and other individuals significant to the patient. |
| Utilize clinical experts when situations are beyond expertise and scope of practice. |
| Justify data collection and care planning to collaborate with the health care team. |
| Utilize members of the health care team in meeting the needs of patients and their families. |
| Select health care team members for expert knowledge about patient care needs. |

**Relationship-Centered Care**

**Program Outcomes 1,2,4; Course Learning Objectives 1**

| Apply verbal and non-verbal communication principles to improve relationship-centered interactions. |
| Implement and contribute to the plan of care for a patient with multiple medical conditions. |
| Implement pharmacological interventions related to patient diagnosis and condition. |
| Perform healing, health maintenance, health promotion, disease prevention, and rehabilitation to clients across the lifespan and the continuum of health care environments. |
| Utilize the LPN role in encouraging patient self-advocacy. |
| Provide caring, compassionate, culturally competent, and evidence-based care while using the nursing process in the health care setting. |

**Systems-Based Care**

**Program Outcomes 1,2,3; Course Learning Objectives 1,2**

| Implement the patient's right to minimal exposure to risk through systems thinking. |
| Contribute to the interdisciplinary health care team in addressing patient physiological, psychological, cultural, and spiritual needs. |
| Report data to assist in the formulation of health care goals/outcomes, in collaboration with patients, their families, and health care team members. |
| Practice collaboratively as a member of the interprofessional health care team to support the unique contributions of the LPN to a robust nursing workforce. |
Apply the Nursing Code of Ethics, Standards of Practice, and policies and procedures of the clinical agency and Herzing University.
Utilize that both individuals and systems are responsible for patient safety.
Examine competencies with emerging clinical technologies.

<table>
<thead>
<tr>
<th>Program Outcomes 2,3,4; Course Learning Objectives 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice.</td>
</tr>
<tr>
<td>Use self-reflection to assess personal level of competence, adequacy of knowledge base, and areas needing improvement to grow professionally.</td>
</tr>
<tr>
<td>Demonstrate responsibility for own learning and accept constructive guidance.</td>
</tr>
<tr>
<td>Develop a persistent sense of curiosity to think creatively.</td>
</tr>
<tr>
<td>Interact with team members, faculty, and fellow students in a positive, professional manner.</td>
</tr>
<tr>
<td>Attend clinical on time, dressed professionally, prepared, and ready to work.</td>
</tr>
<tr>
<td>Demonstrate respectful appropriate behavior.</td>
</tr>
</tbody>
</table>

Additional experiences not expected but available: (eg. IV)

Midterm Comments (Strengths and Weaknesses)
Instructor:

Student:

Remediation strategy for any unsatisfactory areas:

Student Signature __________________________________________ Date ______________________
Instructor Signature _____________________________________ Date ______________________

Final Comments:

Instructor:

Student:

Student Signature __________________________________________ Date ______________________
Instructor Signature _____________________________________ Date ______________________
### Grading Scale Explanation

<table>
<thead>
<tr>
<th>Scale Label</th>
<th>Quality Of Performance</th>
<th>Assistance</th>
</tr>
</thead>
</table>
| Independent 5 | Safe at all times  
Profiicient  
Coordinated  
Confident  
Competent  
Occasional expenditure of excess energy within realistic time frame  
Consistently demonstrates synthesis of theory | Functions with occasional rare supporting cues   |
| Supervised 4 | Safe at all times  
Efficient  
Coordinated  
Confident  
Competent  
Functions with some expenditure of excess energy within a reasonable time period  
Relates theory to practice with occasional direction | Functions with occasional supportive cues         |
| Assisted 3  | Safe with occasional guidance required  
Sometimes inefficient  
Sometimes uncoordinated  
Occasionally confident  
Skillful in most behaviors but does expend excessive energy  
Functions within delayed time period  
Recognizes theory to practice with frequent direction | Occasional physical and supportive ones          |
| Marginal 2  | Requires constant supervision for safe performance  
Unskilled  
Inefficient  
Lacks confidence  
Expends considerable expenditure of excess energy  
Functions only in prolonged time period  
Occasionally recognizes the relationship of theory to practice with constant direction | Continuous verbal and physical cues required     |
| Dependent 1 | Unsafe even with close supervision  
Unskilled  
Inefficient  
Lacks confidence, coordination  
Constantly expends excessive energy  
Unable to function within a prolonged time period  
Unable to relate theory to practice | Continuous verbal and physical cues             |

### Universal Expected Behaviors

1. 
   - Implements patient care within a timely manner.
   - Organizes time, resources, and self in the delivery of care.
   - Maintains safe client environment.
   - Is cost conscious while delivering care.
   - Uses nursing and other appropriate theories.
<p>| | |</p>
<table>
<thead>
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</table>
| 2. | o Collects comprehensive data appropriate to the patient (individual, family, group, or population).  
   | o Conducts thorough data collection techniques in an organized and timely manner.  
   | o Analyzes all data collected to contribute to the plan of care.  
   | o Prioritizes nursing diagnoses.  
   | o Incorporates nursing knowledge and standards of care in the collection of data.  
   | o Uses principles, established protocols, and practice standards to implement nursing care. |
| 3. | o Implements interventions based on data collection and nursing diagnoses from the plan of care.  
   | o Understands outcome criteria that are measurable.  
   | o Discusses the plan of care with the RN.  
   | o Communicates care, consideration, and privacy to the client at all times.  
   | o Uses language expected of a practical nurse when communicating with other professionals.  
   | o Uses therapeutic communication strategies when communicating with patients. |
| 4. | o Prepares for clinical experience by acquiring the knowledge, skills, and equipment needed for patient care.  
   | o Uses medical equipment according to policy and procedures.  
   | o Respects equipment.  
   | o Cleans equipment appropriately.  
   | o Maintains proper storage of equipment.  
   | o Understands the relationship of the data collected from technological equipment in relation to the patient's condition.  
   | o Uses technology to obtain and share data. |
| 5. | o Maintains confidentiality.  
   | o Adheres to HIPAA standards.  
   | o Allows for patient privacy.  
   | o Treats patients in a dignified and respectful manner.  
   | o Maintains professional boundaries.  
   | o Practices standard safety precautions.  
   | o Communicates appropriate and critical information to faculty and staff in a timely manner.  
   | o Documents data collected, interventions, and response to interventions in a thorough and accurate manner. |
| 6. | o Assumes the functions of a patient advocate.  
   | o Is honest and demonstrates personal integrity.  
   | o Behaves and dresses professionally.  
   | o Arrives in the clinical area on time and prepared for the day's assignment.  
   | o Demonstrates self-motivation for learning. |
| 7. | o Considers developmental, physical, psychological, sociocultural and spiritual needs of the patient in nursing care.  
<p>| o Provides relevant and sensitive health education. |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Integrating traditional and complementary health care practices per the plan of care.</td>
</tr>
<tr>
<td></td>
<td>Communication shows sensitivity to sociocultural needs of client.</td>
</tr>
<tr>
<td></td>
<td>Elicits and clarifies patient preferences and values.</td>
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<td></td>
<td>Elicits and clarifies patient preferences and values.</td>
</tr>
</tbody>
</table>
# HERZING UNIVERSITY
## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>FACULTY CONTACT INFORMATION</th>
<th>DAY</th>
<th>OFFICE HOURS (CENTRAL TIME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTOR</td>
<td></td>
<td>00:00 am – 00:00 am</td>
</tr>
<tr>
<td>PHONE NUMBER</td>
<td></td>
<td>00:00 am – 00:00 am</td>
</tr>
<tr>
<td>HERZING E-MAIL</td>
<td></td>
<td>00:00 am – 00:00 am</td>
</tr>
</tbody>
</table>

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### Instructional Delivery Method
On Campus

### Class Location

---

### Semester

---

### Course Code
NP 275

### Course Title
LPN Practical Experience

### Course Description
This is the final clinical course, where the student will utilize nursing skills and nursing judgment to perform safe, moral, quality, and prudent patient care in the healthcare system. The role of the practical nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to the care of patients. The course will assist in the personal and professional development needed to transition from student to practical nurse.

### 3 Semester Credit Hours

<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Laboratory Hours</th>
<th>Clinical Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>135</td>
<td>135</td>
</tr>
</tbody>
</table>

### Study Time

- Lecture, Lab, or Internship/Externship/Practice hours as indicated on the syllabus represent scheduled hours spent engaged in learning activities. Students should expect to spend a minimum of two additional hours engaged in learning activities outside of class for each one hour identified as lecture; students should expect to spend one hour engaged in learning activities outside of class for each two hours of scheduled laboratory time. Learning activities outside of class support the achievement of one or more course learning objectives and may be spent reading textbook material, completing homework assignments, preparing for lab assignments, engaged in drill and practice exercises, working on case studies, completing workbook activities, or conducting library research. Additional study time outside of scheduled Internship/Externship/Practice hours is typically not expected.

- The total amount of time that students spend engaged in learning activities is consistent, regardless of instructional delivery method. For example, students enrolled in a three credit lecture course should expect to spend 45 hours in scheduled class time and an additional 90 hours engaged in learning activities outside of the classroom. Online or blended students should expect to spend the equivalent total of 135 hours engaged in learning activities if they are enrolled in the same course.

- Determination of the amount of time that a student should expect to spend engaged in learning activities is based upon faculty judgment regarding the average student. The amount of time spent engaged in learning activities is expected to vary among students, based upon previous knowledge of the content, learning style, learning ability, difficulty of the course, and student motivation.

---

1 | NP275

Last Date of Revision

135
### Course Objectives

Upon successful completion of this course, students should be able to:

1. Explain the characteristics of a safe and effective care environment.
2. Apply knowledge to a client's situational changes, including legal, ethical, and moral considerations.
3. Collaborate with other health care professionals in providing nursing care that supports patients and families' growth.
4. Prioritize patient care based on the NCLEX-PN client need categories.
5. Demonstrate professional nursing behaviors, nursing judgement, and personal/professional growth in the healthcare setting.

### Program Learning Outcomes Supported

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Course Learning Objective Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.</td>
<td>1,3,4</td>
</tr>
<tr>
<td>2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.</td>
<td>3,5</td>
</tr>
<tr>
<td>3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.</td>
<td>2,5</td>
</tr>
<tr>
<td>4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.</td>
<td>3,5</td>
</tr>
</tbody>
</table>

### Required Textbook(s)

All books utilized throughout the program:

<p>| Additional Learning Material(s) | Evolve: <a href="https://evolve.elsevier.com">https://evolve.elsevier.com</a>. Resources for your e-book can be found here. Simulation will be included as permitted by the respective Board of Nursing. |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Assessments</th>
<th>Course Learning Objectives Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>MUST COMPLETE A TOTAL OF AT LEAST 135 HOURS OF PRECEPTING IN A HEALTH CARE FACILITY TO SUCCESSFULLY COMPLETE THE COURSE. OVERALL, UNSATISFACTORY PERFORMANCE REPORTED BY A PRECEPTOR WILL BE EVALUATED BY THE INSTRUCTOR, AND MAY RESULT IN A COURSE FAILURE. Assessment(s): Students will attend clinical experiences in their nursing uniform and will be prepared to function as a nurse on their respective clinical units. Minimally, a pen, badge, personal stethoscope, and note pad are required.</td>
<td>1, 2, 3, 4, 5</td>
<td>P/F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Assessment(s): Practicum hours Simulation: Caring for multiple patients</td>
<td>1, 2, 3, 4, 5</td>
<td>P/F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>[class date]</td>
<td>Assessment(s): Discussion Board/Reflective Journaling: Nursing process Discussion Board Case Study: Annual Exam Visit Assessment(s): Practicum hours</td>
<td>2</td>
<td>100</td>
<td></td>
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<tr>
<td>4</td>
<td>[class date]</td>
<td>Assessment(s): Discussion Board/Reflective Journaling: Nursing care concepts Discussion Board Case Study: Coughing Assessment(s): Practicum hours</td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>[class date]</td>
<td>Assessment(s): Discussion Board/Reflective Journaling: Safe and effective care environment and coordinated care Discussion Board Case Study: Coordinated Care Assessment(s): Practicum hours</td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>[class date]</td>
<td>Assessment(s): Discussion Board/Reflective Journaling: Legal, ethical, historical, and emerging issues Discussion Board Case Study: Seizure Care Assessment(s): Practicum hours</td>
<td>1, 2</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>[class date]</td>
<td>Assessment(s): Discussion Board/Reflective Journaling: Religious, spiritual, cultural, gender identity, sexuality, and/or growth and development Discussion Board Case Study: Diabetic Care Assessment(s): Practicum Hours Log signed by Preceptor Student Evaluation by Preceptor/Faculty Herzing Satisfaction Survey by Preceptor Student Evaluation of Preceptor Clinical Site Evaluation by Student</td>
<td>1</td>
<td>100</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>[class date]</td>
<td>Assessment(s): All practicum hours must be completed prior to Monday of finals week.</td>
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<tr>
<td>Grade Summary</td>
<td>Points</td>
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<tr>
<td>Discussion Board Case Studies</td>
<td>500</td>
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<tr>
<td>100 points X 5 weeks</td>
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<tr>
<td>Discussion Board/Reflective</td>
<td>500</td>
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<td>Journaling</td>
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<tr>
<td>100 points X 5 weeks</td>
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<tr>
<td>Student Evaluation by</td>
<td>P/F</td>
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<tr>
<td>Preceptor/Faculty</td>
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<tr>
<td>Practicum Hours Log</td>
<td>P/F</td>
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<tr>
<td>Herzing Satisfaction</td>
<td>P/F</td>
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<tr>
<td>Survey by Preceptor</td>
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<tr>
<td>Student Evaluation of Preceptor</td>
<td>P/F</td>
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<tr>
<td>Clinical Site Evaluation by</td>
<td>P/F</td>
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<td></td>
<td></td>
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<tr>
<td>Student by Preceptor</td>
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<tr>
<td>Totals</td>
<td>1,000</td>
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</tbody>
</table>

**POLICIES**

UNIVERSITY POLICIES, SUCH AS ATTENDANCE PHILOSOPHY, NOTIFICATION OF ABSENCES, EXTENUATING CIRCUMSTANCES, ACCOMMODATION REQUESTS, ACADEMIC DISHONESTY, GRADING AND GRADING SYMBOLS, AND STUDENT CONDUCT ARE INCLUDED IN THE UNIVERSITY CATALOG. STUDENTS SHOULD REFER TO THE CATALOG FOR THE COMPLETE LISTING OF POLICIES.

**NOTE:** IN SOME CASES, PROGRAM AND/OR COURSE SPECIFIC INFORMATION MAY BE APPENDED TO THE SYLLABUS. IN THESE INSTANCES, STUDENTS MUST CONSIDER THE SYLLABUS TO BE INCLUSIVE OF ANY APPENDED INFORMATION, AND AS SUCH, STUDENTS MUST ADHERE TO ALL COURSE REQUIREMENTS AS DESCRIBED IN THE DOCUMENT IN ITS ENTIRETY.
**LPN PROGRAM**

Clinical Performance Evaluation Tool  
NP 275 LPN Practical Experience

Grading Scale:  
5 = Independent (pass)  
4 = Supervised (pass)  
3 = Assisted (pass)  
2 = Marginal (fail)  
1 = Dependent (fail)  
X = Unable to Evaluate

See detailed explanation of grading scale at the end.

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**Student Name**________________________  **Instructor Name**________________________

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**Term**________________________  **Cohort**________________________

**Clinical Objectives:** There are specific clinical learning objectives that must be met to successfully pass this course. These are part of the broader expected universal expected behaviors listed on the last pages, which must be met to signify the student has mastered the program outcomes. A passing grade must be received in all objectives and outcomes by final evaluation in order to pass the course.

<table>
<thead>
<tr>
<th>This clinical evaluation tool is designed based upon program outcomes, NLN Core Competencies, and six integrating Concepts.</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>

**Program Outcomes**

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

**NLN PN Core Competencies:**

- Spirit of Inquiry, Professional Identity, Nursing Judgement, Human Flourishing

**NLN PN Integrating Concepts:**

- Safety, Quality, Teamwork/Collaboration, Relationship-Centered Care, Systems-Based Care, Personal/Professional Development

**Course Description:**

This is the final clinical course, where the student will utilize nursing skills and nursing judgement to perform safe, moral, quality, and prudent patient care in the health care system. The role of the practical nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to the care of patients. The course will assist in the personal and professional development needed to transition from student to practical nurse.

**Upon completion of this course, the PN student will be able to:**

**Safety**

Program Outcomes 1,2,3: Course Learning Objectives 1,2,4

Integrate safe medication administration.

Take part in principles of safety, including safe use of equipment, safe environment, recognizing patient safety needs, and reducing safety risks.

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| Utilize information management as it pertains to health records, nursing science, and evidence-based practice. |
| Integrate clinical skills and procedures correctly. |
| Demonstrate coordination of care. |
| Communicate using SBAR with the interdisciplinary team. |
| Apply the scope of practice that govern LPN practice. |
| Utilize microbiology concepts related to infection control. |

**Quality**

**Program Outcomes 1,2,3; Course Learning Objectives 1,2,5**
- Demonstrate concepts of teaching and learning to improve quality of health care.
- Identify relevant health care data that needs collected and organized.
- Identify health needs and problems.
- Take part in basic nursing care concepts while maintaining integrity in addressing the physiological, psychological, cultural and spiritual needs of patients.
- Demonstrate the importance of communication with patients, families and significant individuals.
- Perform documentation of nursing care within health information system.
- Identify health promotion and maintenance behaviors.
- Apply personal capabilities and knowledge base when making decisions about safe and holistic care delivery.
- Outline a nursing judgement decision.
- Distinguish the importance of patient/family satisfaction as a key determinant of quality in practice.
- Prevent complications through the selection of evidenced-based care.

**Teamwork/Collaboration**

**Program Outcomes 1,2; Course Learning Objectives 1,3**
- Choose appropriate team members to notify of changes in patient status.
- Collaborate with patients, families, other members of the health care team, and other individuals significant to the patient.
- Utilize clinical experts when situations are beyond expertise and scope of practice.
- Justify data collection and care planning to collaborate with the health care team.
- Utilize members of the health care team in meeting the needs of patients and their families.
- Select health care team members for expert knowledge about patient care needs.

**Relationship-Centered Care**

**Program Outcomes 1,2,4; Course Learning Objectives 1,2**
- Apply verbal and non-verbal communication principles to improve relationship-centered interactions.
- Implement and contribute to the plan of care for a patient with multiple medical conditions.
- Implement pharmacological interventions related to patient diagnosis and condition.
- Perform healing, health maintenance, health promotion, disease prevention, and rehabilitation to clients across the lifespan and the continuum of health care environments.
- Assist the LPN role in encouraging patient self-advocacy.
- Provide caring, compassionate, culturally competent, and evidence-based care while using the nursing process in the health care setting.

**Systems-Based Care**

**Program Outcomes 1,2,3; Course Learning Objectives 1,2**
- Implement the patient's right to minimal exposure to risk through systems thinking.
- Contribute to the interdisciplinary health care team in addressing patient physiological, psychological, cultural, and spiritual needs.
- Report data to assist in the formulation of health care goals/outcomes, in collaboration with patients, their families, and health care team members.
- Practice collaboratively as a member of the interprofessional health care team to support the unique contributions of the LPN to a robust nursing workforce.
- Apply the Nursing Code of Ethics, Standards of Practice, and policies and procedures of the clinical agency and Herzing University.

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Utilize that both individuals and systems are responsible for patient safety.

Examine competencies with emerging clinical technologies.

**Personal/Professional Development**

**Program Outcomes 2,3,4; Course Learning Objectives 1,5**

Outline personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice.

Use self-reflection to assess personal level of competence, adequacy of knowledge base, and areas needing improvement to grow professionally.

Demonstrate responsibility for own learning and accept constructive guidance.

Develop a persistent sense of curiosity to think creatively.

Interact with team members, faculty, and fellow students in a positive, professional manner.

Attend clinical on time, dressed professionally, prepared, and ready to work.

Demonstrate respectful appropriate behavior.

Additional experiences not expected but available: (eg. IV)
Instructor:

Student:

Remediation strategy for any unsatisfactory areas:

Student Signature __________________________ Date ____________
Instructor Signature _________________________ Date ____________

Final Comments:

Instructor:

Student:

Student Signature __________________________ Date ____________
Instructor Signature _________________________ Date ____________
### Grading Scale Explanation

<table>
<thead>
<tr>
<th>Scale Label</th>
<th>Quality Of Performance</th>
<th>Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent 5</td>
<td>Safe at all times&lt;br&gt;Proficient&lt;br&gt;Coordinated&lt;br&gt;Confident&lt;br&gt;Competent&lt;br&gt;Occasional expenditure of excess energy within realistic time frame&lt;br&gt;Consistently demonstrates synthesis of theory</td>
<td>Functions with occasional rare supporting cues</td>
</tr>
<tr>
<td>Supervised 4</td>
<td>Safe at all times&lt;br&gt;Efficient&lt;br&gt;Coordinated&lt;br&gt;Confident&lt;br&gt;Competent&lt;br&gt;Functions with some expenditure of excess energy within a reasonable time period&lt;br&gt;Relates theory to practice with occasional direction</td>
<td>Functions with occasional supportive cues</td>
</tr>
<tr>
<td>Assisted 3</td>
<td>Safe with occasional guidance required&lt;br&gt;Sometimes inefficiency&lt;br&gt;Sometimes uncoordinated&lt;br&gt;Occasionally confident&lt;br&gt;Skilful in most behaviors but does expend excessive energy&lt;br&gt;Functions within delayed time period&lt;br&gt;Recognizes theory to practice with frequent direction</td>
<td>Occasional physical and supportive ones</td>
</tr>
<tr>
<td>Marginal 2</td>
<td>Requires constant supervision for safe performance&lt;br&gt;Unskilled&lt;br&gt;Inefficient&lt;br&gt;Lacks confidence&lt;br&gt;Expends considerable expenditure of excessive energy&lt;br&gt;Functions only in prolonged time period&lt;br&gt;Occasionally recognizes the relationship of theory to practice with constant direction</td>
<td>Continuous verbal and physical cues required</td>
</tr>
<tr>
<td>Dependent 1</td>
<td>Unsafe even with close supervision&lt;br&gt;Unskilled&lt;br&gt;Inefficient&lt;br&gt;Lacks confidence, coordination&lt;br&gt;Constantly expends excessive energy&lt;br&gt;Unable to function within a prolonged time period&lt;br&gt;Unable to relate theory to practice</td>
<td>Continuous verbal and physical cues</td>
</tr>
</tbody>
</table>

### Universal Expected Behaviors

1. Implements patient care within a timely manner.
2. Organizes time, resources, and self in the delivery of care.
3. Maintains safe client environment.
4. Is cost conscious while delivering care.
5. Uses nursing and other appropriate theories.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
</table>
|   | ▪ Apply comprehensive knowledge of health problems and cultural diversity in performing nursing interventions.  
▪ Uses nursing judgment and decision-making skills to solve problems.  
▪ Engages in self-reflection and collegial dialogue with instructors and others about practice.  
▪ Conforms with Patient's Bill of Rights  
▪ Follows the Code of Conduct. |
| 2. | ▪ Collects comprehensive data appropriate to the patient (individual, family, group, or population).  
▪ Conducts thorough data collection techniques in an organized and timely manner.  
▪ Analyzes all data collected to contribute to the plan of care.  
▪ Prioritizes nursing diagnoses.  
▪ Incorporates nursing knowledge and standards of care in the collection of data.  
▪ Uses principles, established protocols, and practice standards to implement nursing care. |
| 3. | ▪ Implements interventions based on data collection and nursing diagnoses from the plan of care.  
▪ Understands outcome criteria that are measurable.  
▪ Discusses the plan of care with the RN.  
▪ Communicates care, consideration, and privacy to the client at all times.  
▪ Uses language expected of a practical nurse when communicating with other professionals.  
▪ Uses therapeutic communication strategies when communicating with patients. |
| 4. | ▪ Prepares for clinical experience by acquiring the knowledge, skills, and equipment needed for patient care.  
▪ Uses medical equipment according to policy and procedures.  
▪ Respects equipment.  
▪ Cleans equipment appropriately.  
▪ Maintains proper storage of equipment.  
▪ Understands the relationship of the data collected from technological equipment in relation to the patient's condition.  
▪ Uses technology to obtain and share data. |
| 5. | ▪ Maintains confidentiality.  
▪ Adheres to HIPAA standards.  
▪ Allows for patient privacy.  
▪ Treats patients in a dignified and respectful manner.  
▪ Maintains professional boundaries.  
▪ Practices standard safety precautions.  
▪ Communicates appropriate and critical information to faculty and staff in a timely manner.  
▪ Documents data collected, interventions, and response to interventions in a thorough and accurate manner. |
| 6. | ▪ Assumes the functions of a patient advocate.  
▪ Is honest and demonstrates personal integrity.  
▪ Behaves and dresses professionally.  
▪ Arrives in the clinical area on time and prepared for the day's assignment.  
▪ Demonstrates self-motivation for learning. |
| 7. | ▪ Considers developmental, physical, psychological, sociocultural and spiritual needs of the patient in nursing care.  
▪ Provides relevant and sensitive health education. |
- Integrating traditional and complementary health care practices per the plan of care.
- Communication shows sensitivity to sociocultural needs of client.
- Elicits and clarifies patient preferences and values.
**HERZING UNIVERSITY COURSE SYLLABUS**

### FACULTY CONTACT INFORMATION:

| INSTRUCTOR | Click here to enter text. |
| PHONE NUMBER | Click here to enter text. |
| HERZING E-MAIL | Click here to enter text. |

<table>
<thead>
<tr>
<th>DAY</th>
<th>OFFICE HOURS (CENTRAL TIME)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>00:00 am – 00:00 am</td>
</tr>
</tbody>
</table>

### Instructional Delivery Method: On Campus

### Class Location:

#### Semester

#### Course Code: NP 280

#### Course Title: Preparation for NCLEX-PN

#### Course Description:
This course is designed to assist the student to prepare for the practical nursing licensure exam (NCLEX-PN) and entry into practice. Students will have the opportunity to develop and improve their test-taking skills through computer simulations and practice tests. The NCLEX-PN test plan assessment of knowledge deficits and development of individual study plans based on results of weekly assessments will be utilized. In addition, a NCLEX review course will be provided.

#### 3 Semester Credit Hours

<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Laboratory Hours</th>
<th>Clinical Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
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</tbody>
</table>

**Study Time**

Lecture, Lab, or Internship/Externship/Clinical/Practicum hours as indicated on the syllabus represent scheduled hours spent engaged in learning activities. Students should expect to spend a minimum of two additional hours engaged in learning activities outside of class for each one hour identified as lecture; students should expect to spend one hour engaged in learning activities outside of class for each two hours of scheduled laboratory time. Learning activities outside of class support the achievement of one or more course learning objectives and may be spent reading textbook material, completing homework assignments, preparing for lab assignments, engaged in drill and practice exercises, working on case studies, completing workbook activities, or conducting library research. Additional study time outside of scheduled Internship/Externship/Clinical hours is typically not expected.

The total amount of time that students spend engaged in learning activities is consistent, regardless of instructional delivery method. For example, students enrolled in a three credit lecture course should expect to spend 45 hours in scheduled class time and an additional 90 hours engaged in learning activities outside of the classroom. Online or blended students should expect to spend the equivalent total of 135 hours engaged in learning activities if they are enrolled in the same course.

Determination of the amount of time that a student should expect to spend engaged in learning activities is based upon faculty judgment regarding the average student. The amount of time spent engaged in learning...
activities is expected to vary among students, based upon previous knowledge of the content, learning style, learning ability, difficulty of the course, and student motivation.

<table>
<thead>
<tr>
<th>Guide to Student Engagement in Learning Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower level reading (10-20 pages)</td>
<td>1 hour</td>
</tr>
<tr>
<td>Higher level reading (10-20 pages)</td>
<td>2 hours</td>
</tr>
<tr>
<td>Construction of 1 page paper (250 words)</td>
<td>2 hours</td>
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<tr>
<td>Development of 10 minute speech</td>
<td>2 hours</td>
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<tr>
<td>Watch video lecture</td>
<td>1 hour</td>
</tr>
<tr>
<td>Read, research and respond to discussion board posting</td>
<td>1 hour</td>
</tr>
<tr>
<td>Preparation for unit examination</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

**Course Length**

8 Weeks

**Prerequisites**

All PN program courses

**Corequisites**

NP275: LPN Practical Experience

Upon successful completion of this course, students should be able to:

1. Identify knowledge deficits in relation to NCLEX PN content areas.
2. Perform NCLEX-PN style questions effectively.
3. Determine individual strategies in preparation for the NCLEX-PN.

**Program Learning Outcome**

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systematic approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1,2,3</td>
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<tr>
<td>2,3</td>
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<tr>
<td>3</td>
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<tr>
<td>2</td>
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</tbody>
</table>

**Required Textbook(s)**


**Optional Textbook(s)**

None

**Additional Learning Material(s)**

Evolve: https://evolve.elsevier.com Resources for your e-book can be found here.

Simulation will be included as permitted by the respective Board of Nursing.
E-book page numbers subject to change based upon publisher updates. Please check with instructor for updated page numbers as needed.
<p>| Topic(s): Preparing for Nursing Exams: How can you best use your textbook, classroom notes. Developing Good Study Skills: Good study skills, identify and plan study time, study habits that need developed, important study skills, time to start studying for an exam, study groups. Fundamentals of Care Questions: Fundamentals questions, rationale, test taking strategies &amp; tips for the nursing student. Reading: Silvestri Chapters 1, 2, 13 Textbook/E-Book: Silvestri p. 4, 5, 8, 9-16, 122-134 Assessment(s): Evolve Adaptive Quizzing Fundamentals of Nursing Mastery Level | 1,2,3 | 15 |
| Topic(s): Reducing Test Anxiety: Test anxiety, how do you know if you have test anxiety, causes of test anxiety, preventing test anxiety, interventions if you are experiencing test anxiety, positive pampering and why is it important, the night before the exam, controlling your test anxiety before the exam, controlling your test anxiety during the exam, the positive attitude and maintaining it. NCLEX Preparation: Starting NCLEX preparation, the NCLEX test plan: why is it so important, steps for preparing. Adult Health Questions: Rationale, test taking strategies &amp; tips for the nursing student. Reading: Silvestri Chapters 3, 4, 14 Textbook/E-Book: Silvestri p. 17-27, 136-153 Assignment(s): Evolve Adaptive Quizzing Medical Surgical Nursing Mastery Level Assessment(s): Quiz #1 Assessment(s): Exam #1 | 1,2 | 20 | 80 |
| Topic(s): Alternate Item Format: Alternate item formats test taking strategies for answering fill-in-the-blank, multiple response, prioritizing (ordered response), figure/illustration, chart/exhibit, graphic item option, audio or video, &amp; teletet (case study) questions. How to Avoid Reading into the Question: Clinical reasoning, ingredients of a question, strategic words or strategic phrases, subject of the question, using nursing knowledge and the process of elimination. Mental Health Questions: Rationale, test taking strategies &amp; tips for the nursing student. Reading: Silvestri Chapters 5, 6, 15 Textbook/E-Book: Silvestri p. 29-39, 41-52, 155-165 Assignment(s): Evolve Adaptive Quizzing Medical Surgical Nursing Mastery Level Assessment(s): Quiz #2 Assessment(s): Exam #2 | 1,2 | 15 | 20 | 80 |
| Topic(s): Positive &amp; Negative Event Queries: Positive event queries, negative event queries. Questions Requiring Prioritization: Prioritizing, priority classification system, strategic words or strategic phrases, the ABCs, Maslow's hierarchy of needs, nursing process. Maternity Questions: Rationale, test taking strategies &amp; | 1,2,3 |</p>
<table>
<thead>
<tr>
<th>TOPICS AND LEARNING ACTIVITIES</th>
<th>Course Learning Objectives Supported</th>
<th>Points Possible</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>tips for the nursing student.</td>
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<tr>
<td>Pediatric Questions: Rationale, test taking strategies &amp; tips for the nursing student.</td>
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<td>Reading: Silvestri Chapters 7, 8, 16, 17</td>
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<td>Textbook/E-Book: Silvestri p. 54-72, 79-87, 167-179, 180-189</td>
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<td>Assignment(s): Evolve Adaptive Quizzing Maternity and Women's Health Mastery Level</td>
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<td>Assessment(s): Practice HESI with remediation due before the final</td>
<td>1,2</td>
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<td>Assessment(s): Quiz #3</td>
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<td>Assessment(s): Exam #3</td>
<td>1,2</td>
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**Unit 5**
**[class date]**

| Topic(s): Leading and Managing, Delegating, and Assignment-Making Questions: Delegation and assignment making, time management. Communication Questions: Communication concepts in questions, guidelines to answer communication questions, communication techniques, cultural considerations, sample communication questions, Delegating and Prioritization Questions: Rationale, test taking strategies & tips for the nursing student. Leadership/Management Questions: Rationale, test taking strategies & tips for the nursing student. Reading: Silvestri Chapters 9, 10, 19, 20 Textbook/E-Book: Silvestri p. 73-87, 89-96, 204-230 Assignment(s): Evolve Adaptive Quizzing Pediatric Nursing Mastery Level | 1,2 | 15 |          |
| Assessment(s): Quiz #4 | 1,2 | 20 |          |
| Assessment(s): Exam #4 | 1,2 | 80 |          |

**Unit 6**
**[class date]**

| Topic(s): LIVE REVIEW | 1,2,3 | P/F |          |
| Assignment(s): Evolve Adaptive Quizzing Psychiatric/Mental Health Nursing Mastery Level | 1,2 | 15 |          |
| Assessment(s): Quiz #5 | 1,2 | 20 |          |
| Assessment(s): Exam #5 | 1,2 | 80 |          |

**Unit 7**
**[class date]**

| Topic(s): Pharmacology, Medication, and Intravenous Calculation Questions: Pharmacological general guidelines, pharmacist assessment & data collection guidelines, medication effects, names, & classifications, commonalities in medication names, strategies for answering medication calculation questions Additional Pyramid Strategies: Eliminating options, ensuring all parts of an option are correct, umbrella options, strategies that will help answer questions, visualizing the information in the case. Pharmacology Questions: Rationale, test taking strategies & illos for the nursing student. Reading: Silvestri Chapters 11, 18 Textbook/E-Book: Silvestri p. 98-106, 109-120, 204-216 Assignment(s): Quiz #6 | 1,2 | 20 |          |
| Assessment(s): Exam #6 | 1,2 | 80 |          |

**Unit 8**
**[class date]**

<p>| Assessment(s): Comprehensive Final | 1,2,3 | 200 |          |
| Assessment(s): HESI after the final | 1,2 | 80 |          |
| Assignment(s): Practice HESI remediation due | 1,2 | 80 |          |</p>
<table>
<thead>
<tr>
<th>Grade Summary</th>
<th>Points</th>
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<tr>
<td>Live Review</td>
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<tr>
<td>Evolve Adaptive Quizzing</td>
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<td>Practice HESI with remediation due by final</td>
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<td>HESI Exam</td>
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<tr>
<td>6 Quizzes (20 points x 6)</td>
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<td>6 Exams (80 points each x 6)</td>
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<tr>
<td>C</td>
<td>76.00% - 79.99%</td>
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<td>F</td>
<td>0.00% - 75.99%</td>
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<td>I</td>
<td>Incomplete</td>
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POLICIES

UNIVERSITY POLICIES, SUCH AS ATTENDANCE PHILOSOPHY, NOTIFICATION OF ABSENCES, EXTENUATING CIRCUMSTANCES, ACCOMMODATION REQUESTS, ACADEMIC DISHONESTY, GRADING AND GRADING SYMBOLS, AND STUDENT CONDUCT ARE INCLUDED IN THE UNIVERSITY CATALOG. STUDENTS SHOULD REFERENCE THE CATALOG FOR THE COMPLETE LISTING OF POLICIES.

NOTE: IN SOME CASES, PROGRAM AND/OR COURSE SPECIFIC INFORMATION MAY BE APPENDED TO THE SYLLABUS. IN THESE INSTANCES, STUDENTS MUST CONSIDER THE SYLLABUS TO BE INCLUSIVE OF ANY APPENDED INFORMATION, AND AS SUCH, STUDENTS MUST ADHER TO ALL COURSE REQUIREMENTS AS DESCRIBED IN THE DOCUMENT IN ITS ENTIRETY.
Systematic Evaluation Plan
LPN Program

Standard 6: Program Evaluation
Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcome. The nursing program has a current SEP.

a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.
b. Appropriate assessment method(s) for each end-of-program student learning outcome and program outcome.
c. Regular intervals for the assessment of each end-of-program student learning outcome and program outcome.
d. Sufficient data to inform program decision-making for the maintenance and improvement for each end-of-program student learning outcome and program outcome.
e. Analysis of assessment data to inform program decision-making for the maintenance and improvement for each end-of-program student learning outcome and program outcome.
f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of for each end-of-program student learning outcome and program outcome.
<table>
<thead>
<tr>
<th>Component</th>
<th>ELA</th>
<th>Frequency of Assessment</th>
<th>Assessment Method(s)</th>
<th>Results of Data Collection &amp; Analysis</th>
<th>Actions</th>
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</thead>
<tbody>
<tr>
<td>6.1 The program demonstrates evidence of students’ achievement of each end-of-program student learning outcomes.</td>
<td>50% on all NCLEX categories</td>
<td>Every 6 months and annually</td>
<td>Mountain Measurement scores for NCLEX exam.</td>
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<td>80% of graduates will rate program between 3.</td>
<td>3 weeks before graduation and at specified intervals until response from graduate.</td>
<td>GSR survey performed by Career Services.</td>
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<td>Students will be rated at least 3.0 on all student program learning outcomes by instructor evaluation.</td>
<td>2 weeks before completing capstone course.</td>
<td>Student Evaluation Tool on Program Student Learning Outcomes.</td>
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<td></td>
<td>Student will self evaluate at least 3.0 on all program student learning outcomes.</td>
<td>2 weeks before completing capstone course.</td>
<td>Student Self-Evaluation Tool</td>
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<tr>
<td>Component</td>
<td>ELA</td>
<td>Frequency of Assessment</td>
<td>Assessment Method(s)</td>
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<tr>
<td>6.2: The program demonstrates evidence of graduates’ achievement on the licensure examination.</td>
<td>80% of first time takers will pass the NCLEX-PN exam.</td>
<td>Quarterly or Yearly as BON report</td>
<td>Program pass rate reports from BON.</td>
<td>If pass rate falls below 80%, a detailed Pass rate and Program Improvement Plan will be developed and implemented.</td>
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<td>Component</td>
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<td>6.3: The program demonstrates evidence of graduates’ achievement on completing the nursing program.</td>
<td>70% of the students admitted the LPN program will complete the program</td>
<td>Within 150% of time from starting program</td>
<td>Campus Vue reporting date of admission to graduation.</td>
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<td>Component</td>
<td>ELA</td>
<td>Frequency of Assessment</td>
<td>Assessment Method(s)</td>
<td>Results of Data Collection &amp; Analysis</td>
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<td>6.4: The program demonstrates evidence of graduates’ achievement in job placement.</td>
<td>80% of graduates’ will obtain employment within 1 year or sooner from graduation.</td>
<td>Monthly from graduation date for 1 year past graduation.</td>
<td>Campus Vue reporting date of graduation from program. Documentation of student job placement via social media, email, text, or any communication that can be verified.</td>
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<td>Course Code</td>
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<td>NP 100</td>
<td>Growth and Development</td>
<td>Healthy People 2020</td>
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<td>Government Influences on Health Care</td>
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<td>Cultural Considerations Across the Lifespan &amp; in Health &amp; Illness</td>
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<td>The Influence of Family on Developing a Lifestyle</td>
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<td>Theories of Development</td>
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<td>Prenatal Influences of Health Development</td>
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<td>The infant, early childhood, childhood immunizations</td>
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<td>Young adulthood, middle adulthood, adult immunizations</td>
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<td>Advance Old Age &amp; Geriatrics, Planning for the End of Life, Loss Grief &amp;</td>
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<td>Bereavement</td>
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<td>NP110</td>
<td>Pharmacology for Nurses with lab</td>
<td>Drug Regulation, Actions, and Responses</td>
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<td>Safely Preparing and Giving Drugs.</td>
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<td>Anti-Inflammatory Drugs</td>
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<td>Drugs for Pain Control</td>
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<td>Anti-Infectives: Antibacterial Drugs</td>
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<td>Anti-Infectives: Antitubercular Drugs</td>
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<td>Drug Therapy for Osteoporosis, Arthritis, &amp; Skeletal Muscle Relaxation</td>
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<td>Safely Lifting, Moving, &amp; Positioning Patients</td>
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<td>Measuring Vital Signs</td>
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<td>Providing Wound Care &amp; Treating Pressure Injuries</td>
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<td>Promoting Musculoskeletal Function</td>
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<td>Assisting with Respiration &amp; Oxygen Delivery</td>
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| NP 125     | Medical-Surgical Nursing I for LPNs | The Musculoskeletal System  
Care of patients with Musculoskeletal & Connective Tissue Disorders  
Care of Preoperative & Intraoperative  
Care of Postoperative Surgical Patients  
Care of Patients with Pain  
Chronic Illness/Rehabilitation  
Care of Patients with Disorders of the Urinary System  
Care of Patients with Disorders of the Upper Respiratory System  
Care of Patients with Disorders of the Lower Respiratory System  
Care of Patients with Disorders of the Eyes and Ears  
Laboratory Values and Diagnostic Tests |
| NP225      | Medical-Surgical Nursing II for LPNs | Care of Patients with Disorders of the Upper Gastrointestinal System  
State Nurse Practice Act  
Care of Patients with Disorders of the Lower Gastrointestinal System  
Care of Patients with Disorders of the Gallbladder, Liver, and Pancreas  
Fluids, Electrolytes, Acid-Base Balance, and Intravenous Therapy  
Care of Patients with Hypertension and Peripheral Vascular Disease  
Care of Patients with Cardiac Disorders  
Care of Patients with Coronary Artery Disease & Cardiac Surgery  
Patients with Hematologic Disorders  
Care of Patients with Pituitary, Thyroid, Parathyroid, and Adrenal Disorders  
Care of Patients with Diabetes and Hypoglycemia  
Care of Men with Reproductive Disorders  
Care of Patients with Sexually Transmitted Infections |
| NP 230     | Nursing Specialties for LPNs | Mental health patient care  
- cognitive theories, psychotherapies, brain stimulation  
- therapy classification of psychotherapeutic drugs  
- characteristics of communication  
- childhood disorders  
- environmental problems, homelessness, abuse and neglect  
- emotional problems, behavioral problems  
- cycle of assault, anger control disorders, violence  
- abuse, neglect and exploitation within the family and community  
- suicide through the life cycle  
Maternity nursing  
- maternal newborn nursing & women’s health  
- human reproductive A & P  
- fetal development  
- prenatal care & adaptations to pregnancy  
- physiological changes in pregnancy  
- nutrition for lactation and pregnancy  
- care of women with complications during pregnancy  
- fetal diagnostic tests  
- pregnancy related complications, effects of high risk pregnancy on the family  
- nursing care of mother & infant during labor & birth  
- fetal monitoring, maternal monitoring  
- stages of labor, cultural considerations  
- nursing responsibilities during a birth, nursing care after birth  
- care of women with complications during labor & birth  
- the family after birth |
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<th>Course Title</th>
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<td>NP 235</td>
<td>Medical-Surgical Nursing III for LPNs</td>
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<td>term newborn adjustment to extra uterine life</td>
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<td>the newborn with a perinatal injury or congenital malformation</td>
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<td>Pediatric nursing</td>
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<td>the child’s experience of hospitalization by age</td>
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<td>health care adaptations for the child &amp; family</td>
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<td>pediatric assessment, procedures/treatments, medication administration</td>
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<td>pediatric sensory or neurological conditions</td>
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<td>pediatric musculoskeletal conditions</td>
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<td>child abuse</td>
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<td>pediatric respiratory disorder</td>
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<td>pediatric condition of the blood, blood-forming organs, or lymphatic system</td>
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<td>pediatric gastrointestinal conditions</td>
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<td>the child with a genitourinary condition</td>
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<td>metabolic conditions and diabetes</td>
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<td>pediatric communicable diseases</td>
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<td>Care of Patients with Head and Spinal Cord Injuries</td>
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<td>Care of Patients with Brain Disorders</td>
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<td>Care of Patients with Peripheral and Degenerative Neurologic Disorders</td>
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<td>Care of Patients with Cognitive Disorders</td>
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<td>Care of Patients with Integumentary Disorders and Burns</td>
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<td>Care of Patients with Immune and Lymphatic Disorders</td>
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<td>Care of Patients with Cancer</td>
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<td>Care of Patients During Disasters, Bioterrorism Attacks, and Pandemic Infections</td>
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<td>Care of Patients with Emergencies, Trauma and Shock</td>
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<td>End of Life</td>
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| NP 275      | LPN Clinical Capstone | Management of multiple patients  |
|             |              | Nursing process  |
|             |              | Nursing care concepts  |
|             |              | Safe and effective care environment and coordinated care  |
|             |              | Legal, ethical, historical, and emerging issues  |
|             |              | Religious, spiritual, cultural, gender identity, sexuality, and/or growth and development  |
|             |              | Safe and effective care environment  |
|             |              | Collaboration with other health care professionals  |
|             |              | Prioritize patient care based on the NCLEX-PN client need categories.  |
|             |              | Professional nursing behaviors and practice in acute and long-term healthcare settings  |

| NP 280      | Preparation for NCLEX-PN | Preparing for Nursing Exams  |
|             |              | Developing Good Study Skills  |
|             |              | Reducing Test Anxiety  |
|             |              | NCLEX-PN Preparation  |
|             |              | Alternate Item Format  |
|             |              | How to Avoid Reading into the Question  |
|             |              | Positive & Negative Event Queries  |
|             |              | Questions Requiring Prioritization  |
|             |              | Content-based question preparation:  |
|             |              | • Fundamentals of Care  |
|             |              | • Adult Health  |
|             |              | • Mental Health  |
|             |              | • Maternity  |
- Pediatrics
- Communication
- Delegating and Prioritization
- Leadership/Management
- Pharmacology
- Medication and Intravenous Calculation
Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53708-8366

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

1400 E. Washington Avenue
Madison, WI 53708-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Brookside Care Center
   Address: 3506 Washington Road
             Kenosha, WI 53144
   Telephone: 262-653-3800

B. Type of facility: □ Hospital  ■ Nursing Home  □ Community Health Agency
   □ Other: __________________________

C. Number of beds at facility: 154

D. Types of patients: Skilled care

E. Administrator of facility: Frances Petrick

F. Director of nursing service: Barbara Beardsley, DON

G. School(s) of nursing utilizing the facility: Herzing University

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   X Yes    ___ No
   Comments: ______________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   X Yes    ___ No
   Comments: ______________________________

C. Are there experiences in the facility available to students to meet clinical objectives?  
   X Yes    ___ No
   Comments: ______________________________

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  
   X Yes    ___ No
   Comments: ______________________________

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
   X Yes    ___ No
   Comments: ______________________________

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:
   ______________________________
   ______________________________
   ______________________________

Herzing University Kenosha
Nursing School

Michelle Metzger
Educational Administrator
Signature
262-671-0675
Telephone Number

BSN/LPN
Nursing Program(s) Utilizing Facility/Simulated Setting
Nursing Department Chair
Title
February 22, 2018
Date
mmetzger@herzing.edu
Email Address
This AGREEMENT is made this 17th day of July 2017 between Herzing University (hereinafter called the University) and BROOKSIDE CARE CENTER, 3506 Washington Road, Kenosha, Wisconsin 53144 (hereinafter called the Agency).

RECITALS:

A. The University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (NCA) and has established a nursing program that requires access to the patient care and patient service facilities of the Agency for clinical experience for students enrolled in the University's Bachelor of Science in Nursing Degree Program ("Students").

B. The Agency has clinical facilities suitable for the educational needs of the Students.

C. It is to the mutual benefit of both the University and the Agency that the Students have opportunities for clinical experience as students and future nurses.

D. The following agreement of cooperative action is effected by the proper authorizing bodies of both agencies.

THEREFORE, in consideration of the foregoing recitals and the mutual covenants contained herein and other consideration, the receipt and adequacy is hereby acknowledged, the University and the Agency agree as follows:

I. Responsibilities of the University

A. The University will provide the necessary faculty who are qualified nursing instructors.

B. The University will assign a program director to coordinate clinical placements with the divisions of the Agency to which the Students are assigned; in advance, the program coordinator will communicate to the agency the numbers of students to be placed in the Agency, the qualifications of the students, the schedule of placement in the Agency, the learning objectives for the course, and the names of the students and the faculty.
C. All Students and Faculty accepted under the terms of this Agreement for placement at the Agency and all School personnel who are on-site at the Agency, must:

a. Be certified in writing for participation by the School.

b. Have successfully completed an orientation program of the Agency as appropriate.

c. Agree to comply with any applicable rules, regulations, policies and procedures concerning student conduct as may be adopted by the Agency.

d. Have satisfied and passed any health screening or other health requirements which include:

i. Health assessment, including a history of communicable disease and immunizations as defined in the Wisconsin Administrative Code 124.

ii. Health requirements shall currently include:
   a. A negative TB skin test annually. For a known TB converter, evidence of a negative chest X-ray or QuantiFERON annually.
   b. Confirmation of immunity/vaccination agreement for rubella, rubella, and mumps.
   c. Confirmation of Hepatitis B vaccination, titer, or signed waver.
   d. Confirmation of Varicella vaccination, titer, or date of disease.

iii. Each student and faculty member will have completed a criminal background check, the results of which meet legal requirements and show no adverse matters. Where appropriate, the agency may review and approve background checks of questionable status.

iii. The School will need to provide a letter (on letterhead) to verify that their students have met the Agency criteria. The letter must also state that the documentation for each individual is on file in their school.

D. The faculty of the University will plan, develop, implement and be responsible for all clinical instruction over which they have direct supervision and control, and for the evaluation of the Students.
E. It is understood and agreed that the Students and faculty of the University participating in the educational programs are not in any way or for any purpose employees or agents of the Agency.

F. It is understood no compensation shall be paid by the School to the Agency or by the Agency to the School or its personnel as a result of this Agreement. School agrees in no event to render any bill to any patient or third party for any service provided by students. To the extent any billable service is provided hereunder, the School and its personnel assign fully all rights to bill any patient or third party payor (government or otherwise) for such service. All records of any service provided by nursing students hereunder shall belong to the Agency.

F. The University shall carry malpractice liability insurance for the Students and instructors during their clinical assignments. Such protection shall include but shall not be limited to: claims, demands, losses, costs, damages and expenses of every kind and description (including death), or damage to persons or property arising out of or in connection with the program at the Agency where such liability is founded upon or grows out of the acts or omissions of any of the assigned Students, faculty, or Agency personnel. University agrees to maintain, during the term of this Agreement, Comprehensive General Liability Insurance with a combined single limit of not less than One Million Dollars ($1,000,000) for each occurrence, with coverage to include, but not be limited to, personal and bodily injury, and broad form property damage liability. School shall also maintain Professional Liability Insurance with minimum limits of One Million Dollars ($1,000,000) for each occurrence and Three Million Dollars ($3,000,000) annual aggregate, for its participating students, faculty, employees and agents. The insurance policies shall contain covenants that the policies shall not be canceled with thirty (30) days prior written notice. The University shall provide the Agency with a copy of the certificate of insurance.

G. The University shall assume responsibility for the health and welfare of the Students in accordance with the limits of the Students' Health Program and shall meet the requirements of the Wisconsin Administration Code Rules of Board of Nursing N44.06(2)2.d and N44.06(3)2.d. The University shall assume responsibility for ensuring that students who come to the agency are compliant with health requirements jointly developed by the University and the Agency. The University shall also be responsible for maintaining and storing student health records relevant to compliance with these requirements.

H. The Nursing Program Director of the University accepts the responsibility for initiating at least one meeting a year with designated representatives from the Agency. The purpose of the meeting is to provide for the continuous development, implementation and evaluation of the student program. The Program Director and the faculty of the University shall keep the channels of communication open between the University and the Agency.
I. Each of the Students and faculty participating in the educational program shall abide by the Agency's policies and procedures.

J. The University has responsibility for providing instruction to Students in the educational programs about hazardous materials, infection control, and the blood borne pathogens standard.

K. The University will indemnify, defend and hold the Agency harmless against any claims, losses, costs, or damages (including legal costs and attorney fees) which are not covered by the insurance described Section I.F., and which arise out of the acts or omissions of the Students or the University's faculty, unless those acts or omissions were undertaken at the express direction of the Agency or its employees or result from the Agency's breach of its responsibilities under this Agreement.

L. University agrees for itself, its students and other personnel to maintain all medical records, patient health information and other confidential information in confidence and not disclose any of same in violation of applicable laws and regulations. University agrees that it will itself and it will cause its students and personnel to sign any reasonably required agreement confirming such confidentiality.

M. For the Preceptorship course, the University Nursing instructor(s) will maintain ongoing communication with the staff mentoring a Herzing Nursing student during Internship experience. This will be provided via email, phone and face-to-face site visit(s) as needed. The student, preceptor and faculty will agree/develop (written) clinical objectives to be accomplished prior to patient care assignments. At the end of the Internship, the preceptor will submit a written evaluation to the school of the performance level accomplished by the student.

II. Responsibilities of the Agency

It is agreed hereto as follows:

A. The personnel of the Agency will recognize each Student as a participant in an educational program. The Agency will cooperate in making arrangements for teaching situations that will contribute to the Student's growth and development.

B. Access to teaching situations will be on a 24-hour-a-day, 7-day-a-week basis; or during normal operating hours of the Agency. Assignments on the units or in the Agency will be worked out cooperatively between the nursing staff and the University instructors. It is recognized that patient assignments may vary with the ability of the students, the condition of the patients, and the learning objectives. It is understood and agreed that the Agency can accept only as many students for experience as is consistent with the welfare and treatment of the patients or clients and the orderly administration of the Agency.
C. The Agency shall make available for educational purposes rooms or areas where groups of students may hold discussions and receive clinical instruction from the University's faculty to include:

1. Areas for demonstration of equipment.
2. Areas for clinical conferences (pre and post).
3. Work space where the instructor may make clinical assignments.

D. The Agency shall provide access to resources and sources of information for educational purposes:

1. Locker/storage areas for coats, boots, and other (limited) personal belongings.
2. Access to cafeteria or dining room facilities on the same payment basis as employees.
3. Emergency medical care consistent with Agency policies concerning volunteers and visitors.

E. The Agency shall provide access to sources of information for educational purposes:

1. Charts, nursing care plans, client records. The Students' access to and use of this information will be subject to all applicable legal provisions, including but not limited to, HIPAA, 42 CFR §§ 431.300 et seq., and Wis. Stat. §§ 51.30 & 146.82.
2. Procedure guides, policy manuals.
3. Standard clinical references such as medical dictionary, information on diagnostic tests, drugs, and standard references suitable to the clinical area and care program.

F. Library facilities of the Agency shall be available to University faculty.

G. The Agency shall permit the attendance of University faculty and students at in-service or staff meetings when appropriate and germane.

H. The Agency shall designate a staff member who will serve as Education Coordinator for all educational use of the Agency facilities.

I. The Agency shall provide for orientation of faculty to the Agency according to the individual instructor's needs.
J. The Agency shall provide to the University copies of its policies and procedures pertaining to its programs and the delivery of care.

K. The Agency will indemnify, defend and hold the University harmless against any claims, losses, costs, or damages (including legal costs and attorney fees) which are not covered by the insurance described in Section I.F., and which arise out of the acts or omissions of the Students undertaken at the express direction of the Agency or its employees or which result from the Agency's breach of its responsibilities under this Agreement.

L. The University and the Agency agree that there shall be no discrimination against any student on the basis of the student's race, color, creed, religion, gender, national origin, or disability in violation of any law applicable in such circumstance.

III. Patient Rights and Care.

A. Any patient of the Agency may for any reason refuse to participate or to be involved in the educational programs.

B. The Agency shall have the sole and unfettered authority for determining the plan of care for patients of the Agency, and nothing in this Agreement shall be construed in any way to give any such authority to the University, its students or faculty. In this regard, the Agency shall have the right to request the removal from the Agency of any Student or faculty member for any reason which the Agency reasonably believes to be sufficient to require such removal, including, but not limited to, the removal of any Student or faculty member who disrupts the continuity of patient care or who fails to follow the Agency's policies and procedures.

IV. Duration of Agreement.

A. This Agreement will commence when executed by both parties and will continue for a period of 5 (five) years. Thereafter, it shall automatically renew itself on a one-year school-year basis unless either party desires to terminate this agreement and gives the other 60 days' written notice of intention to terminate. It is the intent of the parties to review this Agreement annually.

B. Either party may terminate this Agreement prior to the end of its current term if the other party materially breaches this Agreement and such breach is not substantially cured within thirty (30) days after written notice of the breach is given by the terminating party.

V. Performance of Agreement.

A. In respect to the performance of this Agreement for clinical experiences, the Agency will be represented by a staff member to be selected and designated by it; and the
University will be represented by a Coordinator unless some higher authority directs otherwise.

B. Any notice hereunder shall be in writing, sent by facsimile, certified mail return receipt requested, recognized overnight mail service, or hand-delivered, and shall be address to the Agency or the University representatives.

C. Copies of this Agreement shall be transmitted to the appropriate representative of the State of Wisconsin Board of Nursing.

D. This is the entire agreement between the parties. No understanding not set forth herein as incorporated hereby shall have any force or effect.

Wherefore, the parties have each executed this Agreement by their duly authorized representative on the dates indicated below.

Elizabeth S. Markham, PhD, RN  
Director of Nursing Program  
Herzing University  
Brookfield and Kenosha Campuses  
4006 Washington Road  
Kenosha, Wisconsin 53144

Elizabeth S. Markham, PhD., RN  
Associate VP of Academics for Nursing  
Herzing University  
525 North 6th Street  
Milwaukee, Wisconsin 53203
Sincerely,

Maria Rahming, MS, RN
Faculty Clinical Coordinator
Herzing University - Kenosha
4006 Washington Rd.
Kenosha, WI 53144
Email: mrahming@herzing.edu
Office: 262-671-0675 Ext. 60575
Cell: 847-912-0955

---

From: Barbara Beardsley <Barbara.Beardsley@kenoshacounty.org>
Sent: Friday, January 5, 2018 1:36 PM
To: Rahming, Maria
Subject: RE: LPN Program is being planned at Herzing University Kenosha

Hi Maria,

Yes, we have L.P.N.'s on staff at Brookside and would be happy to work with you to accommodate their clinical experiences. I did have nice Holidays, thanks. I hope you did too.
I look forward to hearing more about your program.

Barb

Barbara J. Beardsley, B.S.N., R.N.
From: Rahming, Maria [mailto:mrahming@herzing.edu]
Sent: Friday, January 05, 2018 12:20 PM
To: Barbara Beardsley <Barbara.Beardsley@kenoshacounty.org>
Subject: LPN Program is being planned at Herzing University Kenosha

Hello Barbara,

I hope you have been enjoying the holidays this season and staying warm through it all. I wanted to let you know that we have just been approved to plan an LPN program at our Herzing Kenosha campus. I'm trying to recall if Brookside utilizes LPNs and if there's a need. If so, would it be possible to have a few students train there during their program with us in the future? The clinical experience portion would most likely start in the fall if everything is approved.

Thank you once again. Please let me know if you have any questions.

Sincerely,

Maria Rahming, MSN, RN
Faculty Clinical Coordinator
Herzing University - Kenosha
4006 Washington Rd.
Kenosha, WI 53144
Email: mrahming@herzing.edu
Office: 262-671-0675 Ext. 60575
Cell: 847-912-0955
Kenosha County
an equal opportunity employer

JOB OPPORTUNITIES

LICENSED PRACTICAL NURSE - Brookside Care Center - "B" Shift
HOURS: 24 Hours per Week Minimum, Alternating Weekends (May Work up to 40 Hours per Week)

RATE OF PAY: $21.99 - $27.92 per hour

VACATED B: *

NATURE OF WORK: Provides nursing service, care, and treatment to residents on an assigned shift. An LPN provides nursing care and prescribed treatments in accordance with established rules, regulations, and professional standards under the direction of a Registered Nurse. Supervision may be exercised over Nursing Assistants. Duties may include pulses, and blood pressures. Assists with admission of new residents and acquaints them with new surroundings. Helps comfortable. Discusses resident therapies, medications, and treatments as prescribed by physicians. Cleans and in passing out food trays and feeding residents. Helps residents with hygiene needs. Assists conferences. Performs related work as required or assigned.

QUALIFICATIONS: Graduation from an accredited school of nursing and prior experience in a hospital or nursing home, or any combination of education, training, and experience which provides the required knowledge, skills, and abilities. Knowledge of health care, sanitation, hygiene, and medical treatment. Ability to apply therapeutic treatments as prescribed. Ability to keep accurate records. Ability to work with physicians, nurses, attendants, residents, and the general public. Possession of a current license as a Licensed Practical Nurse issued by the State of Wisconsin.

APPLY: Any interested Brookside employee who meets the criteria outlined in the Policies and Procedures Handbook may indicate his/her desire for this position by submitting a Request for Internal Transfer form to the Brookside Director of Nursing no later than the closing date above.


Division of Human Resources, Kenosha County Administration Building, 1010 56th Street, Kenosha, WI 53140. (262) 653-2800
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
1400 E. Washington Avenue
Madison, WI 53708-8366
Madison, WI 53708-8366
FAX #: (608) 266-2602
E-Mail: dsps@wisconsin.gov
Phone #: (608) 266-2112
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: The Grove at the Lake
   2534 Elm Ave
   Zion, IL 60099
   Telephone: 847-746-8435

B. Type of facility:
   Hospital
   Nursing Home
   Community Health Agency
   Other: 4006 Washington Road

C. Number of beds at facility: 120

D. Types of patients:
   Skilled nursing care, rehab therapy, in-house baside hemodialysis, dementia & Alzheimer's care

E. Administrator of facility: Julie Stangel

F. Director of nursing service: Julie Stangel

G. School(s) of nursing utilizing the facility: Herzing University

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   
   Comments: ______________________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   
   Comments: ______________________________________

C. Are there experiences in the facility available to students to meet clinical objectives?  
   
   Comments: ______________________________________

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  
   
   Comments: ______________________________________

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
   
   Comments: ______________________________________

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:  
   
   ______________________________________
   ______________________________________

Herzing University Kenosha

BSN/LPN

Nursing School

Title

Signature

262-671-0675

Educational Administrator

Nursing Program(s) Utilizing Facility/Simulated Setting

Email Address

Nursing Department Chair

Telephone Number

February 22, 2018
MEMORANDUM OF UNDERSTANDING FOR
HEALTH CARE CLINICAL EXPERIENCE

HERZING
—— UNIVERSITY ——

This Agreement for Health Care Clinical Experience (the "Agreement") is entered into by and between Herzing University, Ltd. (hereafter "University"), and The Grove at the Lake (hereafter "Facility").

RECITALS

The University wishes to provide clinical experiences for students enrolled in Bachelor of Science in Nursing and Associate of Science in Medical Assisting Services programs (hereafter "Students"). The Facility operates a healthcare facility and has the capability, through its medical records, clinical, or medical administration departments, to provide settings for clinical experiences required by such Students and desires to provide a setting for such clinical experiences in cooperation with the University in order to support quality education for health professionals in the community and the delivery of appropriate health services to the community.

NOW, THEREFORE, the parties agree as follows:

2. Responsibilities of the Facility. The Facility agrees to serve as a cooperating health care facility and provide clinical experiences for Students at the Facility in University's program. This will be accomplished by allowing Student participation in patient care as set forth in this Agreement. The University, in consultation with the Facility, shall schedule and arrange for the number and timing of such experiences. The Facility hereby agrees as follows:

a. To observe the non discrimination policy of the University: that Students are accepted without discrimination as to race, color, creed, or sex, subject to the Facility's right to terminate clinical experiences as set forth in subparagraph 3-d.

b. To provide clinical practice and/or observational opportunities in the appropriate service departments of the Facility.

c. To allow Students, at their own expense, to use the dining and other facilities.

d. To make available to Students emergency care and treatment in the event of illness or injury occurring in clinical areas during clinical instruction. All charges for treatment shall be the responsibility of the Students, or in the case of a minor, his or her parents.

e. To provide information pertinent to evaluation of Students and the clinical experience in general to the University at the University's request.

f. To provide the University and Students with access to copies of the Facility's policies, procedures and regulations that are pertinent to the clinical experience.

2. Responsibilities of University. The University agrees:

a. In cooperation with the Facility, orientation to and enforcement of requirements that all Students abide by the policies, procedures, rules, and regulations of the Facility, including standards for dress, grooming, and personal hygiene.
b. Provision of general liability insurance coverage of $1,000,000 per occurrence and $2,000,000 in the aggregate and professional liability insurance coverage of $2,000,000 per claim and $6,000,000 in the aggregate covering acts or omissions by Students during practicum experiences hosted by the Facility. The University shall immediately notify the Facility of any changes, limitations, or termination of insurance coverage and provide evidence of such insurance upon request by the Facility.

c. Require Students to comply with the Facility's policies and procedures governing mandatory reporting of child and dependent adult abuse, infection control, and hazardous materials management. Upon the Facility's request, any Student that the Facility believes to be in violation of its policies and procedures shall be removed by the University.

d. Compliance with all Facility requirements for verification of each Student's health and immunization status. All required verification will be maintained at the University and made available to the Facility upon request. Facility must notify University in writing of any required verifications prior to student's clinical experience.

e. Provide orientation and education of all Students in confidentiality rules, in cooperation with the Facility, enforcement of a requirement that all Students follow the Facility's policy with regard to confidential information, including obtaining signed confidentiality agreements and compliance with all policies and procedures adopted by the Facility to comply with the privacy or security final regulations promulgated under the Health Insurance Portability and Accountability Act. Upon the Facility's request, any Student that the Facility believes to be in violation of its policies and procedures shall be removed by the University.

3. Conditions. This Agreement shall be continuously subject to the following conditions accepted by each of the parties:

a. The University shall provide the Facility with estimates of the number of Students desiring to be placed in clinical departments. The Facility may close units to Students' clinical experiences at any time, without notice. At least two (2) weeks prior to the beginning of new Students' placements, the University shall notify the Facility's contact person of the names of each of the Students to be included in the next placement.

b. The Facility, University and Students are independent contractors in their relationships to one another. It is understood that Students are not employees of the Facility, do not receive compensation or benefits in connection with their activities at the Facility, are not provided workers' compensation insurance, and shall not act as agents or employees of the Facility.

c. Each party agrees to accept and be responsible for its own acts and/or omissions in providing services under this Agreement as well as those acts or omissions of its employees and agents or Students, as the case may be, and nothing in this Agreement shall be construed as placing any responsibility of such acts or omissions onto the other party.

d. The Facility has the right to terminate a Student's clinical experience whenever, in the judgment of the responsible Facility personnel, such action is necessary to preserve smooth operations and the quality of patient care. The Facility must notify the University immediately of any termination action.
e. The Facility and University shall indemnify and hold each other harmless, their agents, students, and employees, from any and all liability, damage, expense, cause of action, suits, claims of judgments arising from injury to person or personal property or otherwise which arises out of the act, failure to act or negligence of the Facility or University, its agents and employees, in connection with or arising out of the activity which is the subject of this Agreement.

4. **Term and Termination.** This Agreement shall be effective when fully executed by both parties, and shall remain in effect for one (1) year. This Agreement shall renew automatically for additional one (1) year periods, until either party notifies the other party hereto in writing of its intent not to renew. Either party may terminate this Agreement at any time upon thirty (30) days notice to the other party. In the event of a termination of the Agreement, any Student(s) currently completing a clinical experience at Facility will be allowed to complete their clinical experience as previously agreed to by both parties.

5. a. **Contact Persons and Notices.** The designated individuals for contact and notice purposes shall be, in the case of the University:

   - **Name:** Beth Gilbertson
   - **Title:** Academic Dean
   - **Organization:** Herzing University
   - **Address:** 4006 Washington Road, Kenosha WI 53144
   - **Phone:** 262-671-0675
   - **Email:** bgilbertson@herzing.edu

   And, in the case of the Facility:

   - **Name:** Julie Stange
   - **Title:** Administrator
   - **Organization:** Grove at the Lake
   - **Address:** 2334 Elm Ave, Zion, IL 60099
   - **Phone:** 847-746-8433
   - **Email:** jstange@groveatthelake.com

   b. **Official Signatory.** The designated individual to approve and sign documents for the University shall be:

   - **Representative:** Chief Compliance Officer and/or Designee
   - **Organization:** Herzing University
   - **Address:** W140 N8917 Lilly Road, Menomonee Falls, WI 53051

6. **Miscellaneous.** The following additional conditions apply to this Agreement:

   a. **Severability.** In the event one or more of the provisions contained in this Agreement are declared invalid, illegal, or unenforceable in any respect, the validity, legality, and
enforceability of the remaining provisions shall not in any way be impaired thereby unless the effect of such invalidity is to substantially impair or undermine either party's rights and benefits hereunder.

b. **Assignment.** This Agreement is personal to the parties and may not be assigned or transferred without written consent of the other party.

c. **Waiver.** The failure of either party to insist in any one or more instances upon performance of any terms or conditions of this Agreement shall not be construed as a waiver of future performance of any such term, covenant, or condition; but the obligations of such party with respect thereto shall continue in full force and effect.

d. **Recitals.** The recitals are intended to describe the intent of the parties and the circumstances under which this Agreement is executed and shall be considered in the interpretation of this Agreement.

e. **Amendment.** This Agreement may be amended only by written agreement of the parties.

f. **Applicable Law.** This Agreement shall be interpreted according to the law of the state of Wisconsin.

g. ** Entire Agreement.** This Agreement constitutes the entire agreement between the parties pertaining to the subject matter hereof and subsumes and incorporates all prior written and oral statements and understandings.

IN WITNESS WHEREOF, the parties have executed this Agreement in duplicate on the dates set opposite their respective names.

---

**University:** Herzing University, Ltd.  
**Signature:**  
**Printed Name:** Robert Herzog  
**Title:** Chief Financial Officer/Chief Compliance Officer  
**Phone Number:** (866) 508-0748, ext. 01702  
**Email Address:** rherzog@herzing.edu  
**Date:**

---

**Facility:** Carpe vue at the lake  
**Signature:**  
**Printed Name:**  
**Title:** Administrator  
**Phone Number:** 847-741-6035  
**Email Address:**  
**Date:**

---
Sincerely,

Maria Rahming, MS, RN
Faculty Clinical Coordinator
Herzing University - Kenosha
4006 Washington Rd.
Kenosha, WI 53144
Email: mrahming@herzing.edu
Office: 262-671-0675 Ext. 60575
Cell: 847-912-0955

---

From: Julie Stangel <jstangel@thegroveatthelake.com>
Sent: Tuesday, January 30, 2018 5:51 AM
To: Rahming, Maria
Cc: Julie Domantay
Subject: Re: LPN program - Herzing University Kenosha, WI

Good morning we would be thrilled!

Sent from my iPhone

On Jan 29, 2018, at 6:17 PM, Rahming, Maria <mrahming@herzing.edu> wrote:

Hello Julie D.,
I hope that your week is off to a good start and that things are continuing to go well with our Herzing University BSN students as they start their clinicals this month.

I wanted to let you know that we have just been approved to plan an LPN program at our Kenosha campus. I'm trying to recall if The Grove utilizes LPNs and if there's a need. If so, would it be possible to have a few students train at your facility during their program with us in the future? The clinical experience portion would most likely start in the fall if everything is approved.

Thank you for your assistance.

Sincerely,

Maria Rahming, MSN, RN
Faculty Clinical Coordinator
Herzing University - Kenosha
4006 Washington Rd.
Kenosha, WI 53144
Email: mrahming@herzing.edu
Office: 262-671-0675 Ext. 60575
Cell: 847-912-0955

From: Julie Domantay <jdomantay@thegroveatthelake.com>
Sent: Tuesday, October 17, 2017 12:26 PM
To: Rahming, Maria
Subject: Re: 2018 Spring BSN Student Clinical Placement Request - Herzing University Kenosha, WI

You are welcome in coming back for clinicals next year as you posted. I already informed Julie S, the administrator. It's nice to hear that you're students are having good experience with their clinicals in the facility.

Sent from my iPhone

On Oct 17, 2017, at 12:19 PM, Rahming, Maria <mrahming@herzing.edu> wrote:

Hello Julie and Julie,

I wanted to follow up on my previous email requesting clinical placement for our BSN students during next year's spring semester starting in February as stated below:
Spring 2018
Monday AMs from 0700-1500; 2/5/2018 - 4/16/2018
8 students
Instructor: Jessica Kapustin (current instructor for our fall 2017 semester)

I've been getting great reports of the students' experiences there so far and we'd be happy to continue sending students there in the future. Please let me know if you have any questions or concerns.

Sincerely,

Maria Rahming, MSN, RN
Faculty Clinical Coordinator
Herzing University - Kenosha
4006 Washington Rd.
Kenosha, WI 53144
Email: mrahming@herzing.edu
Office: 262-671-0675 Ext. 60575
Cell: 847-912-0955

From: Rahming, Maria
Sent: Wednesday, September 27, 2017 2:28 PM
To: Julie Domantay
Cc: jsatangel@thegroveathelake.com
Subject: 2018 Spring BSN Student Clinical Placement Request - Herzing University Kenosha, WI

Hello Julie D.

Thank you so much for providing our Herzing University Kenosha BSN students the opportunity to gain valuable experiences at your facility. We are so excited to have our group of nursing students begin next week! We are currently in the process of planning our 2018 spring semester clinicals and would like to request clinical seats identical to the ones we currently have as listed below.

Spring 2018
Monday AMs from 0700-1500; 2/5/2018 - 4/16/2018
8 students
Instructor: TBA

I will send a complete roster with our compliance letter about two weeks prior to the start date if this request is approved by you.

Thank you so much for your consideration of our request. Please let me know if you have any questions.

Sincerely,

Maria Rahming, MSN, RN
Faculty Clinical Coordinator
Herzing University - Kenosha
4006 Washington Rd
Kenosha, WI 53144
Email: mrahming@herzing.edu
Office: 262-671-0675 Ext. 60575
Office Hours: Mon-Wed 0830-1600
Thu-Fri Off Campus: please contact by email/cell phone
Cell: 847-912-0955
Licensed Practical Nurse

Classification
Nonexempt

Reports to
Director of Nursing & Assistant Director of Nursing

Date Last Updated
05/05/2015

Summary/Objective
In keeping with our organization’s goal of improving the lives of the Guests we serve, the Licensed Practical Nurse (L.P.N.) plays a critical role in providing superior customer service and nursing care to all Guests and guests. The L.P.N. provides supervision of staff and will safeguard the health, safety and welfare of all Guests/guests under their care by following applicable laws, regulations, and established nursing policies and procedures.

Essential Functions
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Provides quality nursing care to Guests/guests in an environment that promotes their rights, dignity and freedom of choice.
2. Provides supervision to C.N.A.’s and all subordinate staff which includes checking their work to ascertain that assignments have been completed.
3. Assign all C.N.A.’s and other subordinate staff to Guests. Assign break times and all regular and special assignments.
4. Administer all parenteral, intramuscular and sub-cutaneous injections.
5. Administer medications within the scope of practice of the L.P.N. Licensure. Maintain a current report of narcotics received and used.
6. Review daily the documentation of the dispensing of the controlled substances and narcotics. Ensure that drugs covered by controlled substances laws are verified by inventory.

Updated: 05/05/15
Job Description: Licensed Practical Nurse
7. Place pharmacy orders, for and administer all newly prescribed medications and
document.

8. Carry out direct contemporaneous charting in your shift. Chart detailed monthly
evaluations of each Guest that reflect his/her condition and progress.

9. Responsible for all nursing care of assigned Guests while on duty. Must notify
appropriate persons if there is any significant change in a Guest's condition or any
transfer to a hospital.

10. Ensure that Guest care plans are being followed and assess each Guest's status in accord
with their care plan.

11. Round with physicians when needed.

12. Administer or supervise all treatments prescribed by physicians including but not limited
to pressure ulcer care, Foley catheter care, and hot and cold compounds.

13. Supervise serving of prescribed diets and fluids intake and immediately report any
issues to the physician and DON/ADON.

14. Must be knowledgeable of individual care plans and support the care planning process
by reporting specific information and observations of the Guest's needs, preferences
and report any behavioral changes.

15. Provide wound care when needed.

16. Completes medical records documenting care provided and other information in
accordance with nursing policies while maintaining strict confidentiality.

17. Assure that established infection control and standard precaution practices are
maintained when providing care. Follow established safety precautions when
performing tasks and using equipment and supplies.

18. Reports all hazardous conditions, damaged equipment and supply issues to appropriate
persons.

19. Maintains the comfort, privacy and dignity of Guests/guests and interacts with them in a
manner that displays warmth, respect and promotes a caring environment.

20. Answer and respond to call lights promptly and courteously.

21. Assist with new admissions, re-admissions and assist with the transfer of Guests to
different rooms within the facility.

22. Communicates and interacts effectively and tactfully with Guests/guests, visitors,
families, peers and supervisors.

23. Attend and participate in departmental meetings and in-services as directed.
Supervisory Responsibility
This position has direct supervisor responsibilities for Certified Nurse Aides and other personnel assigned.

Work Environment
This job operates in a health care setting. This role requires regular walking to various locations around the facility while pulling or pushing carts. This position works mostly in the Guest care areas as well as in occasional outside weather conditions. This role may also come into contact with patients who may have contagious illnesses.

Physical Demands
while performing the duties of this job, the employee is regularly required to talk and hear. This position is very active and requires standing, walking, bending, kneeling, and stooping on a regular basis. The employee must be able to lift and move items and patients weighing at least 75 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

Position Type and Expected Hours of Work
This position is part of a health care facility that is open 24 hours a day, 365 days a year. Rotating shifts as well as holiday and work during inclement weather will be required.

Travel
No travel is expected for this position.

Required Education and Experience

1. High school diploma or equivalent.
2. Graduate from and accredited nursing program.
3. Current State License as a Licensed Practical Nurse.
4. C.P.R. Certified

Preferred Education and Experience

1. One year experience as a L.P.N. in a long term care setting.
2. One year experience as a C.N.A.
Additional Eligibility Qualifications

1. Knowledge of Joint commission procedures.
2. Knowledge of IDPH regulations.

Other Duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for their job. Duties, responsibilities, and activities may change at any time with or without notice.

Signature

Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

Employee Name: ________________________________
Employee Signature: ____________________________ Date: ____________________
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
FAX #: (608) 266-2602
Phone #: (608) 266-2112
1400 E. Washington Avenue
Madison, WI 53708-8366
E-Mail: dps@wisconsin.gov
Website: dps.wisconsin.gov

BOARD OF NURSING
CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Kenosha Estates Rehab & Care Center

Address:
1703 60th St
Kenosha, WI 53140

Telephone: 262-658-4125

B. Type of facility: □ Hospital □ Nursing Home □ Community Health Agency
□ Other: ____________________________

C. Number of beds at facility: 97

D. Types of patients: Skilled nursing

E. Administrator of facility: Gerard Bodalski

F. Director of nursing service: Kathy Smith

G. School(s) of nursing utilizing the facility: Herzing University

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
1. Administrator of facility
2. Educational administrator of nursing school

B. Copy of the position description for:
1. Registered Nurses
2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   ___ Yes  ___ No
   Comments: ________________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   ___ Yes  ___ No
   Comments: ________________________________

C. Are there experiences in the facility available to students to meet clinical objectives?  
   ___ Yes  ___ No
   Comments: ________________________________

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  
   ___ Yes  ___ No
   Comments: ________________________________

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
   ___ Yes  ___ No
   Comments: ________________________________

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

________________________________________________________________________

________________________________________________________________________

Herzing University Kenosha
Nursing School
Michelle Metzger  
Educational Administrator
Signature  
262-671-0675  
Telephone Number

BSN/LPN
Nursing Program(s) Utilizing Facility/Simulated Setting
Nursing Department Chair
Title
February 22, 2018
Date
mmetzger@herzing.edu
Email Address
MEMORANDUM OF UNDERSTANDING FOR
HEALTH CARE CLINICAL EXPERIENCE

HERZING UNIVERSITY

This Agreement for Health Care Clinical Experience (the "Agreement") is entered into by and between Herzing University, Ltd. (hereafter "University"), and Kenosha Estates Rehab & Care Center (hereafter "Facility").

RECITALS

The University wishes to provide clinical experiences for students enrolled in Health Care programs (hereafter "Students"). The Facility operates a healthcare facility and has the capability, through its medical records, clinical, or medical administration departments, to provide settings for clinical experiences required by such Students and desires to provide a setting for such clinical experiences in cooperation with the University in order to support quality education for health professionals in the community and the delivery of appropriate health services to the community.

NOW, THEREFORE, the parties agree as follows:

1. Responsibilities of the Facility. The Facility agrees to serve as a cooperating health care facility and provide clinical experiences for Students at the Facility in University's program. This will be accomplished by allowing Student participation in patient care as set forth in this Agreement. The University, in consultation with the Facility, shall schedule and arrange for the number and timing of such experiences. The Facility hereby agrees as follows:

   a. To observe the non discrimination policy of the University: that Students are accepted without discrimination as to race, color, creed, or sex, subject to the Facility's right to terminate clinical experiences as set forth in subparagraph 3-d.

   b. To provide clinical practice and/or observational opportunities in the appropriate service departments of the Facility.

   c. To allow Students, at their own expense, to use the dining and other facilities.

   d. To make available to Students emergency care and treatment in the event of illness or injury occurring in clinical areas during clinical instruction. All charges for treatment shall be the responsibility of the Students, or in the case of a minor, his or her parents.

   e. To provide information pertinent to evaluation of Students and the clinical experience in general to the University at the University's request.

   f. To provide the University and Students with access to copies of the Facilities policies, procedures and regulations that are pertinent to the clinical experience.

2. Responsibilities of University. The University agrees:

   a. In cooperation with the Facility, orientation to and enforcement of requirements that all Students abide by the policies, procedures, rules, and regulations of the Facility, including standards for dress, grooming, and personal hygiene.
b. Provision of general liability insurance coverage of $1,000,000 per occurrence and $2,000,000 in the aggregate and professional liability insurance coverage of $2,000,000 per claim and $6,000,000 in the aggregate covering acts/or omissions by Students during practicum experiences hosted by the Facility. The University shall immediately notify the Facility of any changes, limitations, or termination of insurance coverage and provide evidence of such insurance upon request by the Facility.

c. Require Students to comply with the Facility’s policies and procedures governing mandatory reporting of child and dependent adult abuse, infection control, and hazardous materials management. Upon the Facility’s request, any Student that the Facility believes to be in violation of its policies and procedures shall be removed by the University.

d. Compliance with all Facility requirements for verification of each Student’s health and immunization status. All required verification will be maintained at the University and made available to the Facility upon request. Facility must notify University in writing of any required verifications prior to student’s clinical experience.

e. Provide orientation and education of all Students in confidentiality rules, in cooperation with the Facility, enforcement of a requirement that all Students follow the Facility’s policy with regard to confidential information, including obtaining signed confidentiality agreements and compliance with all policies and procedures adopted by the Facility to comply with the privacy or security final regulations promulgated under the Health Insurance Portability and Accountability Act. Upon the Facility’s request, any Student that the Facility believes to be in violation of its policies and procedures shall be removed by the University.

3. **Conditions.** This Agreement shall be continuously subject to the following conditions accepted by each of the parties:

a. The University shall provide the Facility with estimates of the number of Students desiring to be placed in clinical departments. The Facility may close units to Students’ clinical experiences at any time, without notice. At least two (2) weeks prior to the beginning of new Students’ placements, the University shall notify the Facility’s contact person of the names of each of the Students to be included in the next placement.

b. The Facility, University and Students are independent contractors in their relationships to one another. It is understood that Students are not employees of the Facility, do not receive compensation or benefits in connection with their activities at the Facility, are not provided workers’ compensation insurance, and shall not act as agents or employees of the Facility.

c. Each party agrees to accept and is responsible for its own acts and/or omissions in providing services under this Agreement as well as those acts or omissions of its employees and agents or Students, as the case may be, and nothing in this Agreement shall be construed as placing any responsibility of such acts or omissions onto the other party.

d. The Facility has the right to terminate a Student’s clinical experience whenever, in the judgment of the responsible Facility personnel, such action is necessary to preserve smooth operations and the quality of patient care. The Facility must notify the University immediately of any termination action.
o. The Facility and University shall indemnify and hold each other harmless, their agents, students, and employees, from any and all liability, damage, expense, cause of action, suits, claims of judgments arising from injury to person or personal property or otherwise which arises out of the act, failure to act or negligence of the Facility or University, its agents and employees, in connection with or arising out of the activity which is the subject of this Agreement.

4. **Term and Termination.** This Agreement shall be effective when fully executed by both parties, and shall remain in effect for one (1) year. This Agreement shall renew automatically for additional one (1) year periods, until either party notifies the other party hereto in writing of its intent not to renew. Either party may terminate this Agreement at any time upon thirty (30) days notice to the other party. In the event of a termination of the Agreement, any Student(s) currently completing a clinical experience at Facility will be allowed to complete their clinical experience as previously agreed to by both parties.

5. a. **Contact Persons and Notices.** The designated individuals for contact and notice purposes shall be, in the case of the University:

<table>
<thead>
<tr>
<th>Name</th>
<th>Michelle Metzger, MSN, MBA, RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Department Chair of Nursing</td>
</tr>
<tr>
<td>Organization</td>
<td>Herzing University</td>
</tr>
<tr>
<td>Address</td>
<td>4006 Washington Road, Kenosha, WI 53144</td>
</tr>
<tr>
<td>Phone</td>
<td>262-671-0675</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:mmetzger@herzing.edu">mmetzger@herzing.edu</a></td>
</tr>
</tbody>
</table>

And, in the case of the Facility:

<table>
<thead>
<tr>
<th>Name</th>
<th>Gerard Bodalski</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Administrator</td>
</tr>
<tr>
<td>Organization</td>
<td>Kenosha Estates Rehab &amp; Care Center</td>
</tr>
<tr>
<td>Address</td>
<td>1703 60th St, Kenosha, WI 53140</td>
</tr>
<tr>
<td>Phone</td>
<td>262-658-4175</td>
</tr>
<tr>
<td>Email</td>
<td>administrator@ Kenyaestatesrcc.com</td>
</tr>
</tbody>
</table>

b. **Official Signatory.** The designated Individual to approve and sign documents for the University shall be:

<table>
<thead>
<tr>
<th>Representative</th>
<th>Chief Compliance Officer and/or Designee</th>
</tr>
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</tr>
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</table>

6. **Miscellaneous.** The following additional conditions apply to this Agreement:

a. **Severability.** In the event one or more of the provisions contained in this Agreement are declared invalid, illegal, or unenforceable in any respect, the validity, legality, and
enforceability of the remaining provisions shall not in any way be impaired thereby unless the effect of such invalidity is to substantially impair or undermine either party's rights and benefits hereunder.

b. **Assignment.** This Agreement is personal to the parties and may not be assigned or transferred without written consent of the other party.

c. **Waiver.** The failure of either party to insist in any one or more instances upon performance of any terms or conditions of this Agreement shall not be construed as a waiver of future performance of any such term, covenant, or condition; but the obligations of such party with respect thereto shall continue in full force and effect.

d. **Recitals.** The recitals are intended to describe the intent of the parties and the circumstances under which this Agreement is executed and shall be considered in the interpretation of this Agreement.

e. **Amendment.** This Agreement may be amended only by written agreement of the parties.

f. **Applicable Law.** This Agreement shall be interpreted according to the law of the state of Wisconsin.

g. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties pertaining to the subject matter hereof and subsumes and incorporates all prior written and oral statements and understandings.

**IN WITNESS WHEREOF,** the parties have executed this Agreement in duplicate on the dates set opposite their respective names.

---

**University:** Herzing University, Ltd.  
**Facility:** Kenosha Estates Rehab & Care Center

**Signature:** [Signature]

**Printed Name:** Robert Herzog  
**Title:** Chief Financial Officer/Chief Compliance Officer  
**Phone Number:** (608) 508-0748, ext. 01702  
**Email Address:** rherzog@herzing.edu  
**Date:** 10/5/2017

---

**Facility:** Kenosha Estates Rehab & Care Center

**Signature:** [Signature]

**Printed Name:** Gerard Bodalski  
**Title:** Administrator  
**Phone Number:** 262-658-4125  
**Email Address:** administrator@kenoshaestates.com  
**Date:**
Students who complete clinicals at our facility are also at a higher chance for being hired to work at our center.

Clinicals? A few months or a few weeks?

Students due to our ethnically diverse population, Wednesdays and Fridays would work well for our facility. When is the duration of your
situation next for LPN clinicals so we just need to ensure there are no scheduling conflicts. I think Kenoshia Ekales is a great place for RN and
We would be more than happy to take on LPN students and best of luck to you during your approval process. We have a group from Bryant &

Yours,

Subject: Request for Kenoshia Ekales 2016 Summer and Fall Semester Nursing Student Placement Request
To: Running, Maria
Sent: Tuesday, February 22, 2016 11:47 PM
From: Lauren Beamer <administraion@kenoshiaecom>

Maria Running, MS, RN
Faculty Clinical Coordinator

Kenoshia Ekales

Yes - Kenoshia Ekales Rehab - FW - Running University Kenoshia 2016 Summer and Fall Semester Nursing Student Placement Request

Yours,

Subject: Request for Kenoshia Ekales 2016 Summer and Fall Semester Nursing Student Placement Request
To: Running, Maria
Sent: Tuesday, February 22, 2016 11:47 AM
From: Lauren Beamer <administraion@kenoshiaecom>
We are also in the process of planning an LPN program and are planning for a late summer or fall start if approved by the WI Board of Nursing. Does your facility have a need for LPNs? If so, would you consider having LPN students?

We are currently in the planning stages of the new LPN program. We are planning for a late summer or fall start if approved by the Board of Nursing. We need at least one LPN for the LPN program. Please let me know if you would like to have student nurses on Wednesdays and Fridays, or at least one of the days if that would be better for your staff.

I am responsible for the planning and scheduling of our RN-BSN, RN-FA, and our LPN programs. I am in charge of the planning and scheduling of our LPN program. Will the South MSN nurses be available to work in the LPN program? If so, would you be interested in having student nurses in the LPN program? If so, please let me know.

Our clinical placement requests would be for students in their fourth or fifth semester of the program (Gerontology Nurse, Adult Health) with our affiliated hospitals. Our clinical placement agreements are designed to meet the needs of our students and our facilities. If you have any questions or concerns, please feel free to contact me.

The new LPN program is designed to meet the needs of our students and our facilities. If you have any questions or concerns, please feel free to contact me.

Thank you so much for updating me on the change in leadership at Kenosha Excellence. Congratulations to both you and Kim Sullivan.

Subject: New LPN Program Request
To: Lauren Baccaum, President<br>From: Kathleen Bertsch, Nursing Program Coordinator

Please note that the new LPN program will begin in the fall of 2018. We are currently in the process of planning the program and are in need of at least one LPN to join our team. If you are interested in joining our team, please let me know.

Thank you for your time and consideration.

Best regards,
Kathleen Bertsch, Nursing Program Coordinator
Please keep us posted with the clinical schedule. Kenosha Etiodes has a new Administrator and Director of Nursing so please let us know what you need from us. Kim Sullivan has replaced Dina Capsell and I have replaced Gerard Godalski.

Good Morning Maria,

Subject: RE: Herzing University Kenosha 2018 Summer and Fall Semester Nursing Student Placement Request

To: Administrators@herzing.edu

From: Lauren Beanmore@administrators@herzing.edu

Cell: 847-912-0953
Office: 262-659-2175 Ex. 60575
Email: lauren.beanmore@herzing.edu

Kenosha, WI 53144
4000 Washington Rd.
Herzing University Kenosha
Faculty Clinical Coordinator
Maria Ramirez, MSN, RN

Sincerely,

[Signature]

Questions or meet with you if needed to introduce ourselves. Thank you for your time.

I hope this helps in letting you know more about Herzing University. Our Department Chair of Nursing and I would be happy to answer any
Subject: Healing University Kansas 2018 Summer and Fall Semester Nursing Student Placement Request

To: Lauren Beem
From: "Kim Sullivan" <Kim.Sullivan@healinguniversity.com>

Date: February 07, 2018 4:49 PM

Hello Mr. Bradski and Mr. Caplan,

Following request for clinical sites:

BSN nursing students at Kansas State. The time has come for me to begin planning our summer and fall clinical schedule. I'd like to make the following requests: Thompson Branch Pointe.

I hope this email finds you both well. Thank you so much for your willingness to provide clinical experiences for our Healing University Kansas.

Sincerely,

Maria Ramming, RN
Faculty Clinical Coordinator

Since you so much for your consideration. Please let me know if you have any questions.

I will be sure to send a complete faculty and student roster with a letter stating our students are compliant with background screenings.

5 Students
1 Instructor TBD
2 Monday AMs from 7:00-13:00 8/12/2018 - 8/15/2018
1) Wednesday AMs from 7:00-11:00 7/11/2018 - 8/15/2018
2) Friday AMs from 7:00-13:00 7/13/2018 - 8/17/2018
3) Wednesday AMs from 7:00-15:00 9/5/2018 - 10/1/2018
4) Friday AMs from 7:00-15:00 9/7/2018 - 10/12/2018

I understand if this request is approved by you.
Thank you once again, the like to Kesnasha Lieres start which you can remain at your leisure if you'd still like.

This is wonderful! Thank you so much for giving this back to me so quickly. Thank you so much for granting this wonderful opportunity for our.

Subject: Re: Kesnasha University

To: Career Development

Sent: Thursday, September 21, 2017 9:15 AM

From: Raining, Marty
We look forward to working with you in the future. Please let me know if you have any questions.

Once the documents are approved upon signing, I'll be sure to provide you with the finalized copies once they are approved by our administrators.

Insurance documents. If any changes are needed, please let me know.

I was such a pleasure meeting both you and Diana yesterday during our meeting to discuss the future partnership between Kennon Bailey and Herzing University.

Hi, Mr. Bodenstick.

Subject: R Blvd University

C: Mr. Lefler, Mr. Meece, Ms. Hibberd, Mr. Beall, Ms. Peterson, Mr. Beall, Ms. Peterson
T: C. Meece, Mr. Lefler, Ms. Peterson, Mr. Beall, Ms. Peterson
Sent: Wednesday, September 12, 2017 8:42 AM
From: C. Meece, Mr. Lefler, Ms. Peterson, Mr. Beall, Ms. Peterson

Good morning, Mamie-

It was a pleasure meeting with the Herzing University team. Attached is the signed agreement. We look forward to developing our partnership.

Good morning, Mamie-

Subject: R Blvd University

C: Mr. Lefler, Mr. Meece, Ms. Hibberd, Mr. Beall, Ms. Peterson
T: C. Meece, Mr. Lefler, Ms. Peterson, Mr. Beall, Ms. Peterson
Sent: Thursday, September 21, 2017 8:24 AM
From: C. Meece, Mr. Lefler, Ms. Peterson, Mr. Beall, Ms. Peterson
To: [Redacted]
From: Hill, Leo [Hill@Kinesiology.umd]

Subject: Kinesiology Extern

To: Hill, Leo [Hill@Kinesiology.umd]
Date: Thursday, September 5, 2017, 8:47 AM

Hi Leo. How about Tuesday, 9/12, 10:30 AM?

Does this day/line work for both of you?

---

Cell: 847-912-0955

The Frt. Of Campus: Please contact by email/phone

Office Hours: Mon-Wed 830-1600
Sent: Monday, July 30, 2017 1:42 PM

To: [Redacted] [Redacted]

Subject: Reminder - Final Date to Submit Project 2

Dear [Redacted],

This is to remind you that the final date to submit Project 2 is this Friday, August 4th. Please ensure that your submission is completed by then.

Best regards,

[Redacted]
To: Dino Capitan\d@karizmahealthscience.com

Subject: RE: Herzing University

From: Milla [email: milla@karizmahealthscience.com]

I hope you had a great weekend and I wanted to see your availability for some time this week to discuss how we might be able to partner together.

Hey Dino,

Let me know and I look forward to working with you.

Jeff
Hi,

Thanks and have a great day.

Best,

Herzing

O: (262) 671-0682
M: (602) 248-6192

Herzing University - Kenosha Campus
President

Jeff Hilt, M.B.A.

We were happy to meet all your students. We'd be happy to meet at your location if you'd prefer to host a campus visit so please let us know your next availability. We'd like to set up a meeting to explore programs at our University and include an overview of our curriculum. I'm including our Department Chair of Nursing, Michelle Arhiman. If we can set up a meeting or you would like to speak with your group leader about opportunities for us to partner. We offer both BSN and MSN degrees at our University and hope to meet again soon.

Good afternoon, Dino.

Subject: Herzing University
Cc: Michelle Arhiman, Maria Melnychuk
This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws.

Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

**JOB DESCRIPTION**

**POSITION TITLE:** Licensed Practical Nurse (LPN)

**REPORTS TO:** Director of Nursing

**DEPARTMENT:** Nursing

**LAST REVISED:** 9/2011

**PRIMARY DUTY**

The primary purpose of the LPN is to provide direct and individualized nursing care to residents. The LPN works as part of the nursing team to assess patient needs, plan and modify care, and implement interventions.

**ESSENTIAL JOB FUNCTIONS** include the following. Other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Provides direct resident care and treatments, including, but not limited to:**
  - Prepares, administers and records medications in accordance with facility policy
  - Monitors and records temperatures or blood pressures, dressing wounds, treating bedsores, giving enemas or douches, catheterizations, etc.
  - Sterilizes equipment and supplies as needed
  - Collects samples such as blood, urine and sputum, and performs routine laboratory tests on samples
  - Prepares residents for medical treatments, examinations and tests, explaining the procedures and their purpose
  - Administers prescribed emergency care
  - Answers residents' call-lights and determines how to assist them as needed

- **Assess residents' conditions and vitals to determine and/or modify resident treatment plans**
  - Monitors, records and reports symptoms and changes in residents' conditions
  - Provides input for the development of individualized care plans and implements accordingly

- **Maintains accurate, detailed reports and records**
  - Records residents' medical information and vital signs
  - Documents nursing history and physical assessment for assigned residents

- **May be required to be “on-call” periodically or as specifically needed by facility**

- **Understands and reviews the facility's Healthcare Clinical Policies and Procedures and Safety Guidelines**

- **Reports any issues or problems that may arise to the Director of Nursing and/or Administrator**

- **Complies with state, federal, and all other applicable health care and safety standards**

- **Assists families and other visitors as needed**

- **Attends/completes required in-services and other required meetings**

- **Performs other duties as directed**
EDUCATION and EXPERIENCE an equivalent combination of education, training and experience will be considered.

- Graduate from an accredited nursing program; minimum of 1 year of previous long-term care experience; or an equivalent combination of education and experience
- Must be licensed in the applicable state as a Licensed Practical Nurse (LPN)

SUPERVISORY REQUIREMENTS of this position are generally as follows:

- Occasional supervision of non-licensed nursing staff at the direction of the Director of Nursing, Assistant Director of Nursing or Charge Nurse.

KNOWLEDGE, SKILLS and ABILITIES which may be representative but not all inclusive of those commonly associated with this position.

- Language Ability - Reads and interprets documents. Ability to write moderately complex reports and correspondence
  - Written Communication - Writes clearly and informatively; able to read and interpret written information
  - Verbal Communication - Talks to others to convey information effectively
  - English Language - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- Math Ability - Knowledge of arithmetic and algebra, and their applications
- Reasoning Ability - Ability to apply common sense understanding to carry out detailed written or oral instructions. Ability to deal with problems involving complex variables
- Customer and Personal Service - Knowledge of principles for providing customer and personal services. This includes meeting quality standards for services and evaluation of customer satisfaction
- Medicine - Knowledge of the information and techniques needed to assess and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures
- Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems
- Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one
- Problem Sensitivity - The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem
- Delegation - Sets expectations and monitors delegated activities
- Quality Management - Demonstrates accuracy and thoroughness
- Organizational Support - Follows policies and procedures; completes tasks correctly and on time
- Adaptability - Adapts to changes in the work environment; changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events
- Planning/Organizing - Prioritizes and plans work activities; advises for additional resources
- Attendance/Punctuality - Ensures work responsibilities are covered when absent; arrives at meetings and appointments on time
- Dependability - Completes tasks on time or notifies appropriate person with an alternate plan
- Professionalism - Treats others with respect and consideration regardless of their status or position; accepts responsibility for own actions
COMPUTER SKILLS/EQUIPMENT USED TO PERFORM THE JOB which may be representative but not all inclusive of those commonly associated with this position.

- Desktop/Notebook computers
- MS Office (Word, Excel, PowerPoint, etc.)
- Various medical equipment

WORK ENVIRONMENT environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- The employee is occasionally required to wear protective clothing
- The employee may be exposed to blood, bodily fluids, odors, airborne particles, dust or fumes, and toxic or caustic chemicals
- The noise level in the work environment is usually moderate

PHYSICAL ABILITIES commonly associated with the performance of the functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- While performing the duties of this job, the employee is frequently required to talk or hear, stand, walk, sit, stoop, kneel or crouch, use hands to use hands to grasp, manipulate or feel objects and reach with hands and arms. The employee is occasionally required to taste or smell
- The employee must regularly lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds unassisted. May be required to lift and/or move up to 150 pounds with assistance
- Specific vision abilities required by this job include close vision, distance vision, color discrimination, peripheral vision, depth perception, and the ability to adjust focus

ACKNOWLEDGEMENT
I have read this job description and fully understand the requirements set forth therein. I hereby accept the position of the Licensed Practical Nurse (LPN) and agree to perform the identified essential functions in a safe manner and in accordance with the established procedures. I understand that as a result of my employment, I may be exposed to blood, body fluids, infectious diseases, air contaminants, and hazardous chemicals and that the company will provide me instructions on how to prevent and control such exposures.

I understand that my employment is at-will and thereby understand that my employment can be terminated at-will either by the facility or myself and that such termination can be made with or without notice.

Signature: _____________________________ Date: _______________________

CC: Employee File
Wisconsin Department of Safety and Professional Services

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Family Pediatrics

Address:

3601 30th Avenue Suite 101

Kenosha WI 53144

Telephone: (262) 564-0611

B. Type of facility: ☑ Hospital ☐ Nursing Home ☑ Community Health Agency

☐ Other:

C. Number of beds at facility:

D. Types of patients: Pediatrics

E. Administrator of facility: Guadalupe Wertman

F. Director of nursing service:

G. School(s) of nursing utilizing the facility: Herzing University

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:

1. Administrator of facility
2. Educational administrator of nursing school

B. Copy of the position description for:

1. Registered Nurses
2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   X Yes  ____ No
   Comments: ____________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   X Yes  ____ No
   Comments: ____________________________

C. Are there experiences in the facility available to students to meet clinical objectives?  
   X Yes  ____ No
   Comments: ____________________________

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  
   X Yes  ____ No
   Comments: ____________________________

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
   X Yes  ____ No
   Comments: ____________________________

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:
   ____________________________
   ____________________________
   ____________________________

Herzing University
Nursing School
Michelle Metzger
Educational Administrator
Signature
(262) 671-0675
Telephone Number

LPN
Nursing Program(s) Utilizing Facility/Simulated Setting
Title
February 22, 2018
Date
mmetzger@herzing.edu
Email Address
MEMORANDUM OF UNDERSTANDING FOR HEALTH CARE CLINICAL EXPERIENCE

HERZING UNIVERSITY

This Agreement for Health Care Experience (the "Agreement") is entered into by and between Herzing University, Ltd. (hereafter "University"), and Family Pediatrics (hereafter "Facility").

RECITALS

The University wishes to provide clinical experiences for students enrolled in Healthcare programs (hereafter "Students"). The Facility operates a healthcare facility and has the capability, through its medical records, clinical, or medical administration departments, to provide settings for clinical experiences required by such Students and desires to provide a setting for such clinical experiences in cooperation with the University in order to support quality education for health professionals in the community and the delivery of appropriate health services to the community.

NOW, THEREFORE, the parties agree as follows:

1. Responsibilities of the Facility. The Facility agrees to serve as a cooperating health care facility and provide clinical experiences for Students at the Facility in University’s program. This will be accomplished by allowing Student participation in patient care as set forth in this Agreement. The University, in consultation with the Facility, shall schedule and arrange for the number and timing of such experiences. The Facility hereby agrees as follows:

   a. To observe the non discrimination policy of the University: that Students are accepted without discrimination as to race, color, creed, or sex, subject to the Facility’s right to terminate clinical experiences as set forth in subparagraph 3-d.

   b. To provide clinical practice and/or observational opportunities in the appropriate service departments of the Facility.

   c. To allow Students, at their own expense, to use the dining and other facilities.

   d. To make available to Students emergency care and treatment in the event of illness or injury occurring in clinical areas during clinical instruction. All charges for treatment shall be the responsibility of the Students, or in the case of a minor, his or her parents.

   e. To provide information pertinent to evaluation of Students and the clinical experience in general to the University at the University’s request.

   f. To provide the University and Students with access to copies of the Facilities policies, procedures and regulations that are pertinent to the clinical experience.

2. Responsibilities of University. The University agrees:

   a. In cooperation with the Facility, orientation to and enforcement of requirements that all Students abide by the policies, procedures, rules, and regulations of the Facility, including standards for dress, grooming, and personal hygiene.
b. Provision of general liability insurance coverage of $1,000,000 per occurrence and $2,000,000 in the aggregate and professional liability insurance coverage of $2,000,000 per claim and $6,000,000 in the aggregate covering acts/or omissions by Students during practicum experiences hosted by the Facility. The University shall immediately notify the Facility of any changes, limitations, or termination of insurance coverage and provide evidence of such insurance upon request by the Facility.

c. Require Students to comply with the Facility’s policies and procedures governing mandatory reporting of child and dependent adult abuse, infection control, and hazardous materials management. Upon the Facility’s request, any Student that the Facility believes to be in violation of its policies and procedures shall be removed by the University.

d. Compliance with all Facility requirements for verification of each Student’s health and immunization status. All required verification will be maintained at the University and made available to the Facility upon request. Facility must notify University in writing of any required verifications prior to student’s clinical experience.

e. Provide orientation and education of all Students in confidentiality rules, in cooperation with the Facility, enforcement of a requirement that all Students follow the Facility’s policy with regard to confidential information, including obtaining signed confidentiality agreements and compliance with all policies and procedures adopted by the Facility to comply with the privacy or security final regulations promulgated under the Health Insurance Portability and Accountability Act. Upon the Facility’s request, any Student that the Facility believes to be in violation of its policies and procedures shall be removed by the University.

3. Conditions. This Agreement shall be continuously subject to the following conditions accepted by each of the parties:

a. The University shall provide the Facility with estimates of the number of Students desiring to be placed in clinical departments. The Facility may close units to Students’ clinical experiences at any time, without notice. At least two (2) weeks’ prior to the beginning of new Students’ placements, the University shall notify the Facility’s contact person of the names of each of the Students to be included in the next placement.

b. The Facility, University and Students are independent contractors in their relationships to one another. It is understood that Students are not employees of the Facility, do not receive compensation or benefits in connection with their activities at the Facility, are not provided workers’ compensation insurance, and shall not act as agents or employees of the Facility.

c. Each party agrees to accept and is responsible for its own acts and/or omissions in providing services under this Agreement as well as those acts or omissions of its employees and agents or Students, as the case may be, and nothing in this Agreement shall be construed as placing any responsibility of such acts or omissions onto the other party.

d. The Facility has the right to terminate a Student’s clinical experience whenever, in the judgment of the responsible Facility personnel, such action is necessary to preserve smooth operations and the quality of patient care. The Facility must notify the University immediately of any termination action.
e. The Facility and University shall indemnify and hold each other harmless, their agents, students, and employees, from any and all liability, damage, expense, cause of action, suits, claims of judgments arising from injury to person or personal property or otherwise which arises out of the act, failure to act or negligence of the Facility or University, its agents and employees, in connection with or arising out of the activity which is the subject of this Agreement.

4. **Term and Termination.** This Agreement shall be effective when fully executed by both parties, and shall remain in effect for one (1) year. This Agreement shall renew automatically for additional one (1) year periods, until either party notifies the other party hereto in writing of its intent not to renew. Either party may terminate this Agreement at any time upon thirty (30) days notice to the other party. In the event of a termination of the Agreement, any Student(s) currently completing a clinical experience at Facility will be allowed to complete their clinical experience as previously agreed to by both parties.

5. **a. Contact Persons and Notices.** The designated individuals for contact and notice purposes shall be, in the case of the University:

<table>
<thead>
<tr>
<th>Name</th>
<th>Maria Rahming, MSN, RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Clinical Coordinator</td>
</tr>
<tr>
<td>Organization</td>
<td>Herzing University Kenosha</td>
</tr>
<tr>
<td>Address</td>
<td>4006 Washington Road, Kenosha, WI 53144</td>
</tr>
<tr>
<td>Phone</td>
<td>262-671-0675</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:mrahming@herzing.edu">mrahming@herzing.edu</a></td>
</tr>
</tbody>
</table>

And, in the case of the Facility:

<table>
<thead>
<tr>
<th>Name</th>
<th>Guadalupe Wertman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Manager</td>
</tr>
<tr>
<td>Organization</td>
<td>Family Pediatrics</td>
</tr>
<tr>
<td>Address</td>
<td>2901 35th Street, Kenosha, WI 53140</td>
</tr>
<tr>
<td>Phone</td>
<td>262-564-0611</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:familypediatrics@att.net">familypediatrics@att.net</a></td>
</tr>
</tbody>
</table>

b. **Official Signatory.** The designated individual to approve and sign documents for the University shall be:

<table>
<thead>
<tr>
<th>Representative</th>
<th>Chief Compliance Officer and/or Designee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Herzing University</td>
</tr>
<tr>
<td>Address</td>
<td>W140 N8917 Lilly Road, Menomonee Falls, WI 53051</td>
</tr>
</tbody>
</table>

6. **Miscellaneous.** The following additional conditions apply to this Agreement:

a. **Severability.** In the event one or more of the provisions contained in this Agreement are declared invalid, illegal, or unenforceable in any respect, the validity, legality, and
enforceability of the remaining provisions shall not in any way be impaired thereby unless the effect of such invalidity is to substantially impair or undermine either party's rights and benefits hereunder.

b. **Assignment.** This Agreement is personal to the parties and may not be assigned or transferred without written consent of the other party.

c. **Waiver.** The failure of either party to insist in any one or more instances upon performance of any terms or conditions of this Agreement shall not be construed as a waiver of future performance of any such term, covenant, or condition; but the obligations of such party with respect thereto shall continue in full force and effect.

d. **Recitals.** The recitals are intended to describe the intent of the parties and the circumstances under which this Agreement is executed and shall be considered in the interpretation of this Agreement.

e. **Amendment.** This Agreement may be amended only by written agreement of the parties.

f. **Applicable Law.** This Agreement shall be interpreted according to the law of the state of Wisconsin.

g. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties pertaining to the subject matter hereof and subsumes and incorporates all prior written and oral statements and understandings.

IN WITNESS WHEREOF, the parties have executed this Agreement in duplicate on the dates set opposite their respective names.

---

**University:** Herzing University, Ltd. 
**Facility:** Family Pediatrics

**Signature:** Robert Herzog  
**Printed Name:** Robert Herzog  
**Title:** Chief Financial Officer/Chief Compliance Officer  
**Phone Number:** (866) 508-0748, ext. 01702  
**Email Address:** rherzog@herzing.edu  
**Date:** 2/21/2018

---

**Signature:**  
**Printed Name:** Guadalupe Wertman  
**Title:**  
**Phone Number:** 262-564-0611  
**Email Address:** familypediatrics@att.net  
**Date:** 1/8/2018
Thank you very much.

Additionally, I've attached the LPN Memorandum of Understanding we spoke about since our LPN program is awaiting approval.

Please see the attachment for the clinical affiliation agreement needing your signature. This agreement would cover each program under the "Family Pediatrics - DCCAD02124.1A, HealthCareAffiliationAgreement (10)" doc. Family Pediatrics - LPN MOU.docx

Family Pediatrics - DCCAD02124.1A HealthCareAffiliationAgreement (10).docx Family Pediatrics - LPN MOU.docx

Attaching:

Subject: LPN MOU

From: Michelle

To:

Sent: Thursday, February 20, 2019 10:45 AM

Michelle, Michelle
Subject: Clinical Affiliation Agreement - Herzing University

To: FamilyPediatrics@art.net

Dear FamilyPediatrics,

Hi,

I have nothing to report. I look forward to working with you in the future. Please let me know if you have any questions or concerns.

Thank you once again for reaching out to us! I look forward to working with you in the future. Please let me know if you have any questions or concerns.

2019, so I just wanted to check for any potential placements for these students. I have been working with the program for the past two years (15 hours of pediatrics clinical hours). Our program would not need placement until the fall 2019 or early spring 2019. I wanted to let you know if you could support the experience of LPNs? We are in the process of planning a potential LLP.

Additionally, I wanted to let you know if your clinic utilizes or could support the experiences of LPNs?

Thank you for your feedback and information. I have been working with the student information once I receive your signature and date, please let me know if any changes are needed. I'll be sure to provide you with the student information once I receive!

Thank you for your feedback and information. I have been working with the student information once I receive your signature and date, please let me know if any changes are needed. I'll be sure to provide you with the student information once I receive!

I'm sorry for the delay in sending the clinical affiliation agreement to you yesterday as promised. I sincerely apologize for the delay. Thank you for your understanding. I have sent it out again.

Sincerely,

[Signature]

P.S. Away but I was still thinking of you Dear colleagues.

[Signature]

P.S. Away but I was still thinking of you Dear colleagues.

[Signature]

P.S. Away but I was still thinking of you Dear colleagues.

[Signature]
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
1400 E. Washington Avenue
Madison, WI 53708-8366
FAX #: (608) 266-2602
Phone #: (608) 266-2112
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Manor Care Nursing Facility

Address:
3100 Washington Rd
Kenosha, WI 53144

Telephone: (262) 658-4622

B. Type of facility: □ Hospital ☐ Nursing Home □ Community Health Agency

Other:

C. Number of beds at facility: 153

D. Types of patients: Acute Rehab, Short-Term Rehab, Skilled Nursing Patients

E. Administrator of facility: Karen Vincent

F. Director of nursing service: Holly Zlotocha DQN

G. School(s) of nursing utilizing the facility: Herzing University

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:

1. Administrator of facility
2. Educational administrator of nursing school

B. Copy of the position description for:

1. Registered Nurses
2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? ___ Yes ___ No
   Comments: ____________________________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives? ___ Yes ___ No
   Comments: ____________________________________________

C. Are there experiences in the facility available to students to meet clinical objectives? ___ Yes ___ No
   Comments: ____________________________________________

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.) ___ Yes ___ No
   Comments: ____________________________________________

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.) ___ Yes ___ No
   Comments: ____________________________________________

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

Herzing University Kenosha
Nursing School

Michelle Metzger
Educational Administrator

Signature
(262) 671-0675
Telephone Number

BSN/LPN
Nursing Program(s) Utilizing Facility/Simulated Setting

Title

February 22, 2018
Date

mmetzger@herzing.edu
Email Address
HERZING
UNIVERSITY

Herzing University

This AGREEMENT is made this 10th day of March 2015 between Herzing University, Ltd., (hereinafter called the University), Heartland-Washington Manor of Kenosha LLC d/b/a/Manor Care Health Services-Kenosha 3100 Washington Road, WI 53144 (hereinafter called the Agency).

RECITALS:

A. The University is accredited by the Higher Learning Commission (www.ncahlc.org or 800.621.7440) and has established a nursing program that requires access to the patient care and patient service facilities of the Agency for clinical experience for students enrolled in the University's Bachelor of Science in Nursing Degree and/or graduate nursing programs ("Students").

B. The Agency has clinical facilities suitable for the educational needs of the Students.

C. It is to the mutual benefit of both the University and the Agency that the Students have opportunities for clinical experience as students and future nurses.

D. The following agreement of cooperative action is effected by the proper authorizing bodies of both agencies.

THEREFORE, in consideration of the foregoing recitals and the mutual covenants contained herein and other consideration, the receipt and adequacy is hereby acknowledged, the University and the Agency agree as follows:

I. Responsibilities of the University

A. The University will provide the necessary faculty who are qualified nursing instructors.

B. The University will assign a program director to coordinate clinical placements with the divisions of the Agency to which the Students are assigned; in advance, the program coordinator will communicate to the agency the numbers of students to be placed in the Agency, the qualifications of the students, the schedule of placement in the Agency, the learning objectives for the course, and the names of the students and the faculty.

C. All Students and Faculty accepted under the terms of this Agreement for placement at the Agency and all School personnel who are on-site at the Agency must:
a. Be certified in writing for participation by the School.

b. Have successfully completed an orientation program of the Agency as appropriate.

c. Agree to comply with any applicable rules, regulations, policies and procedures concerning student conduct as may be adopted by the Agency.

d. Have satisfied and passed any health screening or other health requirements and criminal background checks which include:

i. Health assessment, including a history of communicable disease and immunizations as defined in the Wisconsin Administrative Code 124.

ii. Health requirements shall currently include:

   a. A negative TB skin test annually. For a known TB converter, evidence of a negative chest X-ray or QuantiFERON test
   b. Confirmation of immunity/vaccination agreement for rubella, measles, rubella, and mumps.
   c. Confirmation of Hepatitis B vaccination, titer, or signed waiver.
   d. Confirmation of Varicella vaccination, titer, or date of disease.
   e. Current seasonal flu vaccine.
   f. Diphtheria, Tetanus (and Pertussis Vaccines) as required by the state or place of enrollment.

iii. Each student and faculty member will have completed a criminal background check with federal watch list requirements, the results of which meet legal requirements and show no adverse matters. Where appropriate, the agency may review and approve background checks of questionable status.

iv. Wisconsin enrolled nursing students will have passed a 10 panel urine drug screen.

v. The School will provide a letter (on letterhead) or form of your choice to verify that their students have met the Agency criteria. The letter will also state that the documentation for each individual is on file in their school.

vi. Each student will have a verified current certification and registration with the Wisconsin Nurse Aide Registry prior to any clinical placements.
D. The faculty of the University will plan, develop, implement and be responsible for all clinical instruction over which they have direct supervision and control, and for the evaluation of the Students.

E. It is understood and agreed that the Students and faculty of the University participating in the educational programs are not in any way or for any purpose employees or agents of the Agency.

F. It is understood no compensation shall be paid by School to Agency or by Agency to School or its personnel as a result of this Agreement. School agrees in no event to render any bill to any patient or third party for any service provided by students. To the extent any billable service is provided hereunder, School and its personnel assign fully all rights to bill any patient or third party payer (government or otherwise) for such service. All records of any service provided by nursing students hereunder shall belong to the Agency.

F. The University shall carry malpractice liability insurance for the Students and instructors during their clinical assignments. Such protection shall include but shall not be limited to: claims, demands, losses, costs, damages and expenses of every kind and description (including death), or damage to persons or property arising out of or in connection with the program at the Agency where such liability is founded upon or grows out of the acts or omissions of any of the assigned Students, faculty, or Agency personnel. University agrees to maintain, during the term of this Agreement, Comprehensive General Liability Insurance with a combined single limit of not less than One Million Dollars ($1,000,000) for each occurrence, with coverage to include, but not be limited to, personal and bodily injury, and broad form property damage liability. School shall also maintain Professional Liability Insurance with minimum limits of One Million Dollars ($1,000,000) for each occurrence and Three Million Dollars ($3,000,000) annual aggregate, for its participating students, faculty, employees and agents. The insurance policies shall contain covenants that the policies shall not be canceled with thirty (30) days prior written notice. The University shall provide the Agency with a copy of the certificate of insurance.

G. The University shall assume responsibility for the health and welfare of the Students in accordance with the limits of the Students’ Health Program and shall meet the requirements of the Wisconsin Administration Code Rules of Board of Nursing N1.06(2)2.d and N1.06(3) (2) (d). The University shall assume responsibility for ensuring that students who come to the agency are compliant with health requirements jointly developed by the University and the Agency. The University shall also be responsible for maintaining and storing student health records relevant to compliance with these requirements.

H. The Nursing Program Director of the University accepts the responsibility for initiating at least one meeting a year with designated representatives from the Agency. The purpose of the meeting is to provide for the continuous development,
implementation and evaluation of the student program. The Program Director and the faculty of the University shall keep the channels of communication open between the University and the Agency.

I. Each of the Students and faculty participating in the educational program shall abide by the Agency's policies and procedures.

J. The University has responsibility for providing instruction to Students in the educational programs about hazardous materials, infection control, and the blood borne pathogens standard.

K. The University will indemnify, defend and hold the Agency harmless against any claims, losses, costs, or damages (including legal costs and attorney fees) which are not covered by the insurance described Section I.F., and which arise out of the acts or omissions of the Students or the University's faculty, unless those acts or omissions were undertaken at the express direction of the Agency or its employees or result from the Agency's breach of its responsibilities under this Agreement.

L. University agrees for itself, its students and other personnel to maintain all medical records, patient health information and other confidential information in confidence and not disclose any of same in violation of applicable laws and regulations. University agrees that it will itself and it will cause its students and personnel to sign any reasonably required agreement confirming such confidentiality.

M. For the Preceptorship course, the University Nursing instructor(s) will maintain ongoing communication with the staff mentoring a Herzing Nursing student during Internship experience. This will be provided via email, phone and face-to-face site visit(s) as needed. The student, preceptor and faculty will agree/develop (written) clinical objectives to be accomplished prior to patient care assignments. At the end of the Internship, the preceptor will submit a written evaluation to the school of the performance level accomplished by the student.

II. Responsibilities of the Agency

It is agreed hereto as follows:

A. The personnel of the Agency will recognize each Student as a participant in an educational program. The Agency will cooperate in making arrangements for teaching situations that will contribute to the Student's growth and development.

B. Access to teaching situations will be on a 24-hour-a-day, 7-day-a-week basis; or during normal operating hours of the Agency. Assignments on the units or in the Agency will be worked out cooperatively between the nursing staff and the University instructors. It is recognized that patient assignments may vary with the ability of the students, the condition of the patients, and the learning objectives. It is understood and
agreed that the Agency can accept only as many students for experience as is consistent with the welfare and treatment of the patients or clients and the orderly administration of the Agency.

C. The Agency shall make available for educational purposes rooms or areas where groups of students may hold discussions and receive clinical instruction from the University's faculty to include:

1. Areas for demonstration of equipment.
2. Areas for clinical conferences (pre and post).
3. Work space where the instructor may make clinical assignments.

D. The Agency shall provide access to resources and sources of information for educational purposes:

1. Locker/storage areas for coats, boots, and other (limited) personal belongings.
2. Access to cafeteria or dining room facilities on the same payment basis as employees.
3. Emergency medical care consistent with Agency policies concerning volunteers and visitors.

E. The Agency shall provide access to sources of information for educational purposes:

1. Charts, nursing care plans, client records. The Students' access to and use of this information will be subject to all applicable legal provisions, including but not limited to, HIPAA, 42 CFR §§ 431.300 et seq., and Wis. Stat. §§ 51.30 & 146.82.
2. Procedure guides, policy manuals.
3. Standard clinical references such as medical dictionary, information on diagnostic tests, drugs, and standard references suitable to the clinical area and care program.

F. Library facilities of the Agency shall be available to University faculty.

G. The Agency shall permit the attendance of University faculty and students at in-service or staff meetings when appropriate and germane.

H. The Agency shall designate a staff member who will serve as Education Coordinator for all educational use of the Agency facilities.
I. The Agency shall provide for orientation of faculty to the Agency according to the individual instructor’s needs.

J. The Agency shall provide to the University copies of its policies and procedures pertaining to its programs and the delivery of care.

K. The Agency will indemnify, defend and hold the University harmless against any claims, losses, costs, or damages (including legal costs and attorney fees) which are not covered by the insurance described in Section I.F., and which arise out of the acts or omissions of the Students undertaken at the express direction of the Agency or its employees or which result from the Agency’s breach of its responsibilities under this Agreement.

L. The University and the Agency agree that there shall be no discrimination against any student on the basis of the student’s race, color, creed, religion, gender, national origin, or disability in violation of any law applicable in such circumstance.

III. Patient’ Rights and Care.

A. Any patient of the Agency may for any reason refuse to participate or to be involved in the educational programs.

B. The Agency shall have the sole and unfettered authority for determining the plan of care for patients of the Agency, and nothing in this Agreement shall be construed in any way to give any such authority to the University, its students or faculty. In this regard, the Agency shall have the right to request the removal from the Agency of any Student or faculty member for any reason which the Agency reasonably believes to be sufficient to require such removal, including, but not limited to, the removal of any Student or faculty member who disrupts the continuity of patient care or who fails to follow the Agency’s policies and procedures.

IV. Duration of Agreement.

This Agreement will commence when executed by both parties. Thereafter, it shall automatically renew itself on a one-year school-year basis unless either party desires to terminate this agreement and gives the other 60 days’ written notice of intention to terminate. It is the intent of the parties to review this Agreement annually.

B. Either party may terminate this Agreement prior to the end of its current term if the other party materially breaches this Agreement and such breach is not substantially cured within thirty (30) days after written notice of the breach is given by the terminating party.
V. Performance of Agreement.

A. In respect to the performance of this Agreement for clinical experiences, the Agency will be represented by a staff member to be selected and designated by it; and the University will be represented by a Coordinator unless some higher authority directs otherwise.

B. Any notice hereunder shall be in writing, sent by facsimile, certified mail return receipt requested, recognized overnight mail service, or hand-delivered, and shall be addressed to the Agency or the University representatives.

C. Copies of this Agreement shall be transmitted to the appropriate representative of the State of Wisconsin Board of Nursing.

D. This is the entire agreement between the parties. No understanding not set forth herein as incorporated hereby shall have any force or effect.

Wherefore, the parties have each executed this Agreement by their duly authorized representative on the dates indicated below.

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<tr>
<th>Signature</th>
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<tr>
<td>Jennifer Paugh, BS</td>
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<td>Agency Administrator</td>
<td>6/10/15</td>
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<td>Campus President</td>
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<td>/Karen Vincent, Adm</td>
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<td>Herzing University</td>
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<td>Brookfield and Kenosha Campuses</td>
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<td>4006 Washington Road</td>
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<td>Kenosha, Wisconsin 53144</td>
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Diann Martin, PhD., RN
Dean of Nursing
Document4Herzing University

7
Yes, I'll work on that. Do you need the actual legal name?

Hi Maria,

Subject: Re: Clarification for nursing clinical contract

To: Rahming, Maria

Sent: Tuesday, January 30, 2018 9:57 AM

From: Kenosha2333-Zitocho@HenryFordHealthCare-Monroe.com

Subject: 547-912-6055
Office: 262-671-0673 Ext. 60575
Email: mariah@hfhc-eng.edu
Kenosha, WI 53144
4006 Washington Rd.
Herzing University - Kenosha
Faculty Clinical Coordinator
Maria Radimigue, RN

Sincerely,

Yes - ManorCare - Re: Clarification for nursing clinical contract

Maria, Michele

Tuesday, February 20, 2018 11:19 AM

From:
Thank you so very much. Please let me know if you have any questions.

documents.

I'm going to request from our contract administrator that one agreement for health care experiences be drafted so that we won't have to have so many.

Your last CMS survey visit? This information is needed for our applications.

CNA program preferred as well. Also, I noted you for a copy of an LPN and CNA position description. Also, will you let me know the date of our program will be accepted and we're getting our

Also, we're in the process of bringing our LPN application to the WI Board of Nursing since our program will be accredited and are getting our

Health Services. I need to know on the website, but it's listed both ways as well.

Could you help me with the official name of the facility? Our previous contact says HCR ManorCare, but the business cards list it as ManorCare

If was wonderful meeting you and the team last week. I'm in the process of drafting the clinical contract to add BSN, LPN and CNA clinical

Hello Holly,

Subject: Clarification for nursing clinical contract
CC: Kenners@hs173131-2013@kmegar1
To: Kenners@hs173131-2013@kmegar1
Sent: Monday, January 29, 2012 6:07 PM
From: Rennings, Holly [MedicalServices@ManorCare.com]
Nurse Supervisor

Name: ____________________________
Date of Hire: ________________________

Department: Nursing
Reports to: Director of Nursing
No. Sup.: 
W/H Class: Non exempt (hourly)

Job Summary

Supervises nursing personnel to deliver nursing care and within scope of practice coordinates care delivery, which will ensure that patient’s needs are met in accordance with professional standards of practice through physician orders, center policies and procedures, and federal, state and local guidelines. Currently licensed as an LPN/LVN or RN.

Essential Job Functions

Every effort has been made to make your job description as complete as possible. However, it in no way states or implies that these are the only duties you will be required to perform. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or is a logical assignment to the position.

Residents Rights
- Knows and respects patient rights
- Ensures protected health information is kept confidential
- Reports complaints made by patients to supervisor
- Reports allegations of patient abuse, neglect and/or misappropriation of patient property

Safety and Sanitation
- Follows established safety policies and procedures
- Observes safety needs of patients as indicated in care plan
- Wears and/or uses safety equipment and supplies when indicated and properly trained to use
- Demonstrates job-specific knowledge of fire and disaster preparedness during drills or actual situations

Staff Development
- Attends and participates in scheduled in-service training, educational classes and meetings to maintain current certification as applicable and as managed by regulatory agencies and company policies.
- Participates in QAA program
- Attends and participates in Circle of Care classes

General Nursing Care Responsibilities
- Demonstrates knowledge and appropriate use of the HCR Infection Control Manual.
- Understands, participates and assists in implementing the Q.A.A.
- Utilizes the Quality Life Practice Guide Manual for identification, placement, and monitoring of patients in the appropriate programs.
- Notifies other Departments of patient changes, i.e., room changes, LOA, new admits, discharge, etc.
- Conducts family and patient education.
- Locates and uses emergency equipment when necessary.
- Demonstrates the ability to administer medications timely and according to facility policy.
- Demonstrates the ability to administer treatments timely and according to facility policy.
- Demonstrates ability to receive, transcribe, and carry out physician orders.
- Makes rounds with physicians when necessary.
- Transcribes physician’s orders to patient charts, cardex, medication/treatment cards and care plans, as required.
- Charts progress notes in an informative, factual manner that reflects the care administered as well as the patient’s response to care.
- Follows established procedure for charting and reporting all reports of incident/accidents (patients & employees).
- Identifies and reports changes in condition to supervisor, physician and family.
General Nursing Care Responsibilities, continued

- Accurately identifies skin changes and follows HCR ManorCare skin management protocols.
- Communicates physician orders and reports diagnostic tests timely.
- Conducts frequent rounds to evaluate effectiveness of care delivery.
- Orders supplies and charges for items ordered through Central Supply.
- Assures that a supply of personal protective equipment are on hand and are available for staff to perform procedures that involve exposure to body/blood fluids.
- Counts narcotics at the beginning and completion of each shift with the nurse leaving and coming on to the shift.
- Follows Pharmacy policy and procedures for ordering and delivering medications.
- Coordinates patient rehabilitation program with therapies to ensure 24 hour rehabilitation needs are met.
- Participates in care planning with team and routine interventions.

Food Service Responsibilities

- Consulti
ts with dietary regarding the special dietary needs of the patients and follows through on dietary recommendations.
- Monitors patients with significant weight loss and gain and reports this to the physician and dietary.
- Checks items and food that is brought in by family members to assure it complies with patient orders, dietary needs, and safety.

Documentation Responsibilities

- Documents medications, treatments, prn's per facility policy.
- Completes 24 hour report daily.
- Monitors patient intake and output.
- Participates in the monthly medication renewal process.
- Accurately completes and is familiar with the forms used throughout the patients chart.
- Documents in progress notes any exceptions to patient condition, including daily charting on ill patients, 24, 48, or 72 hour follow up charting on patients with infections, incidents, new admissions or those with a change in condition.
- Completes documentation to reflect progress or lack of progress of patients participating in Quality of Life Practice Guide.
- Interprets Department’s policies and procedures to personnel, patients, visitors, and government agencies as required.
- Ensures that all patient admissions, discharges and transfers are entered timely in PCC
- Obtain patient’s or responsible party’s signature on Consent to Treat Form upon admission as needed.
- Accurately maintains daily census reports and submits to business office daily.
- Performs administrative duties such as completing medical forms, reports, evaluations, studies, charting, etc. as necessary.
- Records new/changed diet orders. Forwards information to the Dietary Department.
- Reports any discrepancies noted concerning physician’s orders, diet changes, charting errors, etc. to the Nurse Supervisor/Manager.

Care Plan Responsibilities

- Assists in completion of the care plans (acute and long term) and is involved in the care conference as deemed necessary.
- Assists in completion of the MDS and is knowledgeable in the MDS process.
- Evaluates the effectiveness of the care interventions, identifies problems and trends and develops alternative interventions.
- Participates and conducts (as appropriate) investigations related to any alleged abuse.
- Has knowledge and understanding of Patient Rights.
- Ensures that the progress notes are reflective of the care plan and that the approaches on the care plan are being followed.
- Assures that assigned nursing assistants are aware of the patient care plans, and ensure that the nursing assistant refers to the care plan prior to administering care.
- Admission, Discharge and Transfer per center procedures.
- Assures documentation is accurately completed for admission, discharge and transfer.

Supervisory/People Management Responsibilities

- Demonstrates knowledge of location and how to use Nursing Policy and Procedure Manual.
Supervisory/People Management Responsibilities, continued
- Supervises CNA's; gives and receives daily reports from CNA's; Monitors that CNA documentation is completed daily.
- Prepares and delivers performance evaluations to subordinates, utilizing the information to further their growth and development.
- Makes recommendations for pay increases, promotions or performance improvement plans as deemed appropriate.
- Counsels/disciplines personnel as necessary up to and including termination.
- Makes assignments for CNA's; assures CNA assignments are completed on time.
- Reviews employee call-off's and calls in off duty employees or adjusts the assignment sheet to adequately cover staffing.
- Receives, investigates and responds to employee and patient/family complaints.

Administrative Responsibilities
- Participates in developing and updating department policies and procedures.
- Maintains confidentiality of necessary information.
- Performs any miscellaneous work assignments as may be required.

Education
- Currently licensed as RN/LPN/LVN in state.

Experience
- One year prior nursing management experience preferred.

Physical Demands
- Lifting 50 pounds max, with frequent lifting and/or carrying of objects weighing up to 20 pounds; Walking, standing, fingering, reaching, seeing, stooping, smelling, depth perception, color vision, pushing.

Travel
- N/A

Working Conditions
- Considerable exposure to disagreeable conditions including odors, infection, illness, and physical contact from disruptive patients.

Principal Contacts
- Nursing staff and patients.

General Requirements
Must be able to execute the terms and conditions set forth in the HCR ManorCare Employee Handbook, including, but not limited to:
  a. Works in a safety-conscious manner, which ensures that safe work practices are used in order not to pose a risk to self or others in the workplace. Reports any safety violations or hazards to supervisor.
  b. Complies with company policies and procedures and local, state, and federal regulations.
  c. Adheres to policy on Drug-Free Workplace.
  d. Interacts in a tactful, diplomatic, and humanistic manner with patients, families, visitors, and co-workers to provide a safe, efficient, and therapeutically effective caring environment which ensures the self-respect, personal dignity, rights and physical safety of each patient and facility guest.
  e. Maintains a dependable attendance record and adheres to standards of cleanliness, grooming, hygiene, and dress code.
  f. Takes positive action to ensure equal opportunity in the conduct of all business activities without regard to race, color, religion, sex/gender, age, national origin, disability, citizenship, veteran status or any other legally protected category.

I have read/reviewed the job description for the position of Nursing Supervisor, acknowledge that all items are essential to the job, understand what the job demands, and agree that I am able to perform the essential functions of the job with or without reasonable accommodation.

(Nurse Supervisor) ___________________________ (Date) ___________________________

(Director of Nursing) ___________________________ (Date) ___________________________

Employee Name: ___________________________

Nurse Supervisor ___________________________

8/12; Rev. 9/02; 2/06; 2/10; 6/10; 6/12. 01/16
Wisconsin Department of Safety and Professional Services  
Fax #: (608) 266-2602  
Phone #: (608) 266-2112  

BOARD OF NURSING  
CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES  

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA
   A. Name of facility: Rogers Memorial Hospital - West Allis Campus  
   Address: 11101 W. Lincoln Ave  
            West Allis, WI 53227  
   Telephone: 414-327-3000  
   B. Type of facility:  
      ☐ Hospital  ☐ Nursing Home  ☐ Community Health Agency  
      ☐ Other:  
   C. Number of beds at facility: 80  
   D. Types of patients: Inpatient, Outpatient  
   E. Administrator of facility: T. Orvin Fillman  
   F. Director of nursing service: Joan Neave, Clinical Nurse Educator  
   G. School(s) of nursing utilizing the facility: Herzing University  

II. EXHIBITS (attach to this form)
   A. Copy of formal agreement signed by:  
      1. Administrator of facility  
      2. Educational administrator of nursing school  
   B. Copy of the position description for:  
      1. Registered Nurses  
      2. Licensed Practical Nurses  
   C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   
   X  Yes  ___ No  
   Comments:  

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   
   X  Yes  ___ No  
   Comments:  

C. Are there experiences in the facility available to students to meet clinical objectives?  
   
   X  Yes  ___ No  
   Comments:  

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  
   
   X  Yes  ___ No  
   Comments:  

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
   
   X  Yes  ___ No  
   Comments:  

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:  

Herzing University Kenosha  
Nursing School  
Michelle Metzger  
Educational Administrator  
Signature  
262-671-0675  
Telephone Number  

BSN/LPN  
Nursing Program(s) Utilizing Facility/Simulated Setting  
Nursing Department Chair  
Title  
February 22, 2018  
Date  
mmetzger@herzing.edu  
Email Address
SCHOOL AFFILIATION AGREEMENT
BETWEEN ROGERS MEMORIAL HOSPITAL INC.
AND
HERZING UNIVERSITY, LTD.

This SCHOOL AFFILIATION AGREEMENT (the "Agreement") between Herzing University, LTD. ("School") and Rogers Memorial Hospital Inc. ("Rogers Memorial"), effective as of the date of last execution will be effective for a period of one (1) year. This Agreement shall be automatically renewed for successive periods of one year as of the effective termination date, unless either party terminates this Agreement in the manner provided herein.

RECITALS

WHEREAS, the School administers educational curricula for various health-related occupations and seeks to provide supervised experiences to enrolled students ("Students") through field training in various health-related occupations ("Clinical Education Programs");

WHEREAS, Rogers Memorial operates facilities that serve behavioral health patients and seeks to train future behavioral health care practitioners and leaders, by providing students with supervised experiences as part of a Clinical Education Program at Rogers Memorial facilities, consistent with the educational objectives of the School and its Students;

NOW, THEREFORE, the School and Rogers Memorial have determined that each may best accomplish its objectives by mutual assistance, and seek to describe their affiliation in this Agreement, the School and Rogers Memorial agree as follows:

AGREEMENT

1. The School’s Rights and Responsibilities.

In addition to its rights and responsibilities described elsewhere in this Agreement, the School shall have the following rights and responsibilities:

A. Clinical Education Program Memorandum. On an annual basis, the School shall provide Rogers Memorial, in advance, with a Clinical Education Program Memorandum ("Program Memorandum") detailing the proposed Clinical Education Program at a Rogers Memorial facility ("Clinical Site"). A sample Program Memorandum is attached hereto as Exhibit A (there may be refinements to such Program Memorandum as the effective date draws close in time). Any modifications to the Program Memorandum are subject to the prior review and written approval of Rogers Memorial. Once approved, the Program Memorandum as revised will be incorporated herein; provided that in the event of a conflict between any Program Memorandum and this Agreement, the terms of this Agreement shall control.

The Program Memorandum will set forth: (i) the name of each Student selected to participate in a Clinical Education Program through Rogers Memorial; (ii) the Student's Clinical Site assignment; (iii) the schedule of placement times; (iv) the name and contact information for the Educational Coordinator
assigned to each Clinical Site; and (v) details concerning the goals, objectives, and expectations for the Clinical Education Program. The School shall be responsible to update such listings promptly following any changes therein.

B. **Student Assignments.** After Rogers Memorial notifies the School regarding the number of Clinical Site placements available, the School shall select Students for placement at each Clinical Site.

C. **Preparation of Students for Placement.** The School shall assure that each Student assigned to a Clinical Education Program at a Clinical Site is adequately prepared to benefit from such assignment. A Student’s preparedness shall be measured by: (1) academic performance indicating an ability to understand what Student will observe and/or perform during the placement; and (2) appreciation of the nature and seriousness of the work Student will observe and/or perform.

D. **Educational Coordinator.** The School shall appoint a faculty member to serve as Educational Coordinator, and shall communicate his or her name, title, and telephone number to the Clinical Site. The Educational Coordinator shall be responsible for overall management of the Students’ educational experience, and may be assigned as Educational Coordinator for one or more Clinical Education Programs through Rogers Memorial.

E. **Professional Liability Insurance - Student.** The School shall provide or shall require each Student assigned to a Clinical Site to be covered by, at no cost to the Clinical Site, professional liability insurance with limits of at least One Million Dollars ($1,000,000) per occurrence and at least Three Million Dollars ($3,000,000) in the aggregate, to cover professional liabilities of Students arising out of their participation in the Clinical Education Program. If the School requires a Student to purchase his or her own professional liability insurance, the School shall provide to the Clinical Site evidence of insurance in the form of a certificate of insurance prior to the placement of such Student at the Clinical Site.

F. **General and Professional Liability Insurance - School.** The School shall maintain general and professional liability insurance coverage for its officers, employees, and agents while in the course of employment and/or when they are acting on behalf of the School.

G. **Automobile Insurance.** The School represents that each Student is covered by an automobile insurance policy for any vehicle the Student will operate at any Clinical Site, in accordance with state limits. The failure to maintain such insurance shall be considered a breach of this Agreement. The School and the Rogers Memorial agree that Students are prohibited from driving vehicles owned or leased by Rogers Memorial.

H. **Breach.** Failure to maintain any of the insurances required in sections E-G shall be considered breach of this Agreement. The failure of Rogers Memorial to request or the failure of School to provide certificates of insurance shall not invalidate the requirements listed in sections E-G. These provisions may only be waived in writing by the parties.

I. **Background Investigation and Disclosure.** All students who are assigned to a Clinical Site shall have a background check performed under the direction of the School. The background check shall include information relating to criminal records in Wisconsin and from out-of-state agencies if the individual has lived outside of Wisconsin within the past three years. If the Student has a criminal record, the School will evaluate whether the individual is barred from performing duties at the Clinical Site. Prior to placement of the Student, the School will notify the Clinical Site in writing of any crime of which
student has been convicted so the Clinical Site may make a determination as to how substantially related the conviction(s) is to the duties the Student would be performing. The Clinical Site may refuse placement of any Student the Clinical Site believes could put its patients, employees, and/or visitors at risk. The School hereby agrees to notify the Clinical Site when the School becomes aware that any participating Student is charged with or convicted of any crime or is or was the subject of investigation by a governmental agency.

J. Compliance with Laws, Regulations, Policies, Standards. The School shall require students and faculty to: (1) abide by all relevant policies, procedures, standards, and directives issued or adopted by the Clinical Site and made known to the School, Students and faculty. The School hereby acknowledges that it has received information from Rogers Memorial regarding the mission, vision, and values of Rogers Memorial and agrees that in the performance of all of its obligations under the terms of this Agreement, it shall at all times conduct itself, and shall take reasonable actions to ensure that its Students, faculty, employees and agents conduct themselves in a manner that is consistent with said mission, vision, and values.

K. Other Requirements for Students and School Personnel or Employees. All Students accepted under the terms of this Agreement for placement at a Clinical Site, and any School personnel or employees who will be placed at a Clinical Site, must:

i). be certified in writing for participation by the School;

ii). have successfully completed an orientation program of the Clinical Site;

iii). agree to comply with any applicable rules, regulations, policies and procedures concerning Student conduct as may be adopted by Rogers Memorial or any Clinical Site;

iv). have satisfied and passed any health screening or other health requirements imposed from time to time by Rogers Memorial or any Clinical Site;

v). have completed for him or her a criminal background check, the results of which have been presented to and approved by Rogers Memorial, as noted above;

vi). agree to complete incident reports pursuant to any Rogers Memorial policy and agree to report any observed or known incident to the applicable Clinical Site’s department manager promptly; and

vii). for School personnel placed as supervisors and/or instructors at any Rogers Memorial facility, be certified by the School that they are appropriately qualified and licensed.

L. No Billing. The School agrees not to render any bill to any patient or third party for any service provided hereunder. To the extent any billable service is provided hereunder, the School and its School personnel assign to Rogers Memorial fully all rights to bill any patient or third party payor (governmental or otherwise) for such service.

M. Placement Changes. If it becomes necessary to cancel a reserved space or change a Student’s assignment, the School shall make every effort to notify the Clinical Site as far in advance of the scheduled beginning of the Clinical Education Program as possible. If a medical or personal emergency or a Student not completing prerequisites necessitates a last-minute cancellation of a space, the School with promptly notify the Clinical Site.
M. **Grades/Credits.** The School, through the Educational Coordinator shall be responsible for assigning grades and course credit to the Students upon successful completion of the Clinical Education Program.

N. **Accreditation and Licensure.** The School shall maintain, at all times during the term of this Agreement: (1) accreditation as an educational institution; (2) all licensures and approvals from the state in which it is located as necessary to administer its educational curricula; and (3) full and unrestricted accreditation of its educational curricula from an accrediting organization. The School shall promptly notify Rogers Memorial of any change in its accreditation or licensure status and shall provide Rogers Memorial with evidence of accreditation or licensure status upon request.

2. **The Clinical Site's Rights and Responsibilities.**

In addition to its rights and responsibilities described elsewhere in this Agreement, Rogers Memorial shall have the following rights and responsibilities:

A. **Placements.** The Clinical Site shall have the sole discretion to determine its capacity to accept Students for placement, whether such capacity is described in terms of the number of Students at a Clinical Site at any one time, the number of hours of supervision that the Clinical Site can provide over a period of time, or other such description of capacity. The Clinical Site shall communicate such capacity to the School before Students may be assigned to the Clinical Site.

B. **Site Coordinator.** The Clinical Site shall appoint an employee to serve as a coordinator ("Site Coordinator") at the Clinical Site and shall communicate his or her name, title and telephone number to the School. The Site Coordinator shall be responsible for overall management of the Students’ experience at the Clinical Site, and may be assigned with respect to one or more Clinical Education Programs. The Site Coordinator shall ensure that Students obtain access to training experiences through Clinical Site practitioners that demonstrate interest and ability in teaching, and possesses adequate experience, qualifications, certification, and/or licensure in the Student’s area of interest.

C. **Orientation.** The Clinical Site shall provide the School with orientation materials via the Rogers Memorial website. The Clinical Site shall also provide the School faculty with orientation materials about the Clinical Site, including work duties, equipment, and applicable policies and procedures, that can be presented to participating Students.

D. **Student Access to the Clinical Site and Patients.** The Clinical Site shall permit access by Students to any and all areas of the Clinical Site as reasonably required to support Students’ development and as permitted under applicable law. These areas shall include, without limitation, patient care units, laboratories, ancillary departments, health science libraries, cafeteria and parking facilities. The Clinical Site reserves the right to refuse access to any Student who does not meet, in the Clinical Site’s reasonable determination, its standards for safety, health, or proper conduct or appearance.

E. **Licensure, Approvals, and Eligibility.** The Clinical Site shall maintain, at all times during the term of this Agreement: (i) necessary licensures and approvals from the requisite state and/or federal authorities; and (ii) if applicable, eligibility for participation in the Medicare and Medicaid
programs. The Clinical Site shall immediately notify the School of any change in the Clinical Site's licensure or eligibility status.

F. **Insurance.** Rogers Memorial agrees to maintain, during the term of this Agreement, Comprehensive General Liability Insurance that covers each Clinical Site for property damage or bodily injury that may occur at a Clinical Site. Rogers Memorial shall also maintain Professional Liability Insurance covering its employees.

G. **Final Authority.** The Clinical Site retains final authority for all aspects of operations at and management of the Clinical Site, and retains the right to terminate a Student's placement for cause at the sole discretion of the Clinical Site.

H. **Remuneration.** Students may not receive remuneration for services relating to the Clinical Education Program and performed for or on behalf of the Clinical Site.

3. **Faculty and Student Rights and Responsibilities.**

The School and the Clinical Site shall instruct the Students regarding Students' rights and responsibilities while they participate in a Clinical Education Program at a Clinical Site.

A. **Conduct.** Student shall, at all times while on the Clinical Site premises, conduct himself or herself in a professional manner and shall refrain from loud, boisterous, offensive or otherwise inappropriate conduct. Students shall refrain from the improper and illegal use of alcohol or other drugs, and shall not carry any firearms or other weapons except as permitted under applicable law.

B. **Policies, Rules, and Regulations.** Student shall abide by all policies, rules and regulations established by the Clinical Site and the School. If a Student or faculty member fails to so abide, the Clinical Site shall have the right to notify the School that such Student(s) or faculty member shall not return to the premises unless authorized to do so by Rogers Memorial.

C. **Timeliness.** Students shall report to the Clinical Site at the assigned place and time. Student shall immediately inform the Site Coordinator of the Student's inability to report to the Clinical Site as assigned.

D. **Uniform and Identification.** The Student shall wear appropriate uniform attire or other clothing as directed by the School or Clinical Site. The Student shall display proper identification as directed by the Clinical Site. The Student's appearance shall be, at all times, neat, clean, and professional.

E. **Personal Expenses.** While at the Clinical Site, the Student shall be responsible for the Student's personal expenses such as meals, travel, medical care and incidentals.

F. **Evaluation of Experience.** The Student shall, upon request of the School, Rogers Memorial, or the Clinical Site, provide a candid, written evaluation of the experience at the Clinical Site including, without limitation, preparation for the on-site experience, orientation to the Clinical Site and experience and supervision and the Clinical Site.

G. **Orientation.** Faculty and Students shall review and complete the orientation materials provided by Rogers Memorial or the Clinical Site prior to the first clinical day, including information about site/unit policies, procedures, equipment, and documentation.

Last revised 6.1.17
4. **FURTHER AGREEMENTS OF THE PARTIES.**

   A. The School shall in no event place any Student or other School personnel at any Clinical Site or permit any Student or School personnel to provide services for Rogers Memorial or any Clinical Site who has been suspended or excluded from participation in any state or federally funded health care program, including without limitation, Medicare or Medicaid.

   B. The parties acknowledge their respective obligations governing the privacy and security of health information pursuant to the Health Insurance Portability and Accountability Act of 1996, as amended ("HIPAA") and its implementing regulations ("the Privacy Rule"). The School agrees that Students and School personnel who participate in the program hereunder will not use or disclose Protected Health Information ("PHI"), as that term is defined in 45 C.F.R. § 160.103, obtained in the course of the program for purposes other than those related to the program. Further, the School shall require participating Students and School personnel to agree not to use or disclose PHI obtained in the clinical setting for any non-clinical purposes, including teaching or educational purposes, unless the participant has written approval from Rogers Memorial. If written approval is given, the participant must either (1) obtain an authorization, compliant with the Privacy Rule, from each patient whose PHI is sought to be used; (2) de-identify the PHI in accordance with the Privacy Rule; or (3) use a "limited data set" as defined in the Privacy Rule, and sign a Data Use Agreement with Rogers Memorial. The parties agree that if future modifications or clarifications are made to the Privacy Rule that necessitate amendments to this Agreement, the parties will make such amendments. For purposes of HIPAA only, Students are, with respect to their interactions with patients/care and their educational activities at Rogers Memorial, under the direct control of Rogers Memorial and are thus considered to be members of Rogers Memorial's "workforce," as that term is defined in 45 C.F.R. § 160.103.

   C. All records of any service provided hereunder shall belong to Rogers Memorial or the applicable Clinical Site.

   D. The School, its Students and School personnel shall not disclose to any third party or use (other than in fulfilling their duties under the program) any confidential or proprietary information of Rogers Memorial or its affiliates.

   E. Rogers Memorial has the right to immediately refuse, suspend, or remove a Student or any School personnel, including coordinators, supervisors or instructors, from a Clinical Education Program for any reason Rogers Memorial deems appropriate provided that Rogers Memorial shall subsequently notify the School in writing of the reasons that the refusal, suspension, or removal occurred.

   F. It is acknowledged and agreed by the parties that the School, any School personnel, and Students are "independent contractors" with respect to Rogers Memorial and the Clinical Site and that nothing in this Agreement is intended to nor shall be construed to create any employer/employee relationship or any relationship other than that of independent contractors. Rogers Memorial and Rogers Memorial facilities shall in no event have any obligations to the School, any School personnel, or Students, including payment of any compensation, any withholding, social security, or any other employee-related obligations. The School shall be solely responsible for the actions and omissions of its Students or any School personnel and for any resulting damages.
5. **Indemnification and Other Provisions.**

A. **School.** The School shall indemnify and hold harmless Rogers Memorial and/or the Clinical Site, its governing board, directors, trustees, officers, and employees from and against any and all claims and liabilities (including reasonable attorney’s fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of misconduct or by negligent acts or omissions of the School’s Students, faculty, employees or agents in connection with their duties under the Clinical Education Program.

B. **Clinical Site.** The Clinical Site and/or Rogers Memorial shall indemnify and hold harmless the School and its trustees, officers, employees and Student from and against any and all claims and liabilities (including reasonable attorney’s fees and expenses incurred in the defense thereof) relating to personal injury or property damage, to the extent arising out of the conditions existing at the Clinical Site or arising out of intentional misconduct by or negligent acts or omissions of the Clinical Site’s employees or agents in connection with their duties under the Clinical Education Program.

C. **Notice of Claims.** Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification above.

D. **Policies.** The Students, while engaged in the Clinical Education Program, shall be under the supervision and control of the Clinical Site and shall be governed by the Clinical Site’s policies relating to health care delivery and the Student’s role in it.

E. **Discrimination.** It is mutually agreed that at no time shall the matter of race, color, religion, sex, sexual orientation, national origin, age, veteran status and/or disability be employed for the purpose of discrimination.

F. **Amendments.** The parties may modify this Agreement by written amendment signed by duly authorized representatives of each.

G. **Relationships.** It is understood and agreed that this Agreement is not intended and shall not be construed to create the relationship of agency, partnership, joint venture or associate between the Rogers Memorial and the School, or to create an employment relationship between the Rogers Memorial and the Students in the Clinical Education Program. The School and the Students shall be treated for all purposes as independent contractors pursuant to Section 5.E of this Agreement.

H. **Privacy and Nondisclosure.** In the event that the School discloses to the Clinical Site information from the educational record of any Student at the School, the Clinical Site agrees to comply with the Family Educational Rights and Privacy Act with respect to such information. The Clinical Site also agrees that its personnel will use such information only in the furtherance of the educational experience provided to each Student, and that such information will not be disclosed to any other party without such Student’s prior written consent.
1. **Termination.** This Agreement may be terminated by either party's giving thirty (30) days' notice in writing to the other party by certified or registered mail at the addresses hereafter set forth:

If to **Rogers Memorial:**

Rogers Behavioral Health  
34700 Valley Road  
Oconomowoc, WI 53066  
Attn: Paul Mueller, CEO

And cc to:

Rogers Behavioral Health  
34700 Valley Road  
Oconomowoc, WI 53066  
Attn: Marybeth Herbst-Flagstad, General Counsel

If to **University or College:**

Herzing University, LTD.  
Attn: Clinical Contracts  
W140 N8917 Lilly Road  
Menomonee Falls, WI 53051

2. **Authority.** The persons executing and attesting to the provisions of this Agreement on behalf of Rogers Memorial and the School, respectively, represent and warrant that they have full power, authority, and right to execute this Agreement and that the execution of this Agreement by each such person is sufficient and legally binding on the respective party without the joiner or approval of any other person or party.

3. **Transfer of Rights.** Neither party may subcontract or assign its rights or obligations under this Agreement without the express written consent of the other. Any attempt to do without consent shall be void and the other party may immediately terminate this Agreement.

4. **Waiver.** A failure of either party to insist upon or enforce any term or provision or to exercise any right, option, or remedy of this Agreement, or to require at any time, performance of any provision hereof shall not be construed as a waiver of any such term or provision. No waiver by either party of any provision hereof shall be binding unless made in writing and signed by such party, nor shall any single or partial exercise of any right or power under this Agreement preclude further exercise of any other right or power.

5. **Severability.** Should any of the terms or provisions of this Agreement be determined to be invalid, illegal, or unenforceable, such provision shall be deemed to be rescinded, and all remaining terms which reasonably can be given effect in the absence of the remaining terms shall remain in force unless it is clearly unreasonable to do so, or such amendment or modification would substantially
change the terms of this Agreement to impose new and/or different obligations, economic or legal relationships between the parties or rights of the parties.

N. **Governing Law.** This Agreement shall be construed in accordance with the laws of Wisconsin without regard to its conflicts rules.

O. **Execution.** The parties may sign this Agreement in one or more counterparts, each of which constitutes an original and all of which together constitute the Agreement. Facsimile signatures constitute original signatures for all purposes.

P. **Integration.** This Agreement and all attachments embody the entire understanding of the parties with respect to the subject matter and supersede all previous or contemporaneous communications, either verbal or written, between the parties.

**THIS AGREEMENT SHALL BE EFFECTIVE AS OF THE DATE OF LAST EXECUTION BY BOTH PARTIES.**

**ACKNOWLEDGEMENTS**

Rogers Memorial Hospital, Inc.

Marybeth Herbst-Flagstad

Signed: _____________________________

Date: 8/28/17

Herzing University, LTD.

Printed Name: Robert Herzog

Title: CFO/CIO

Signed: _____________________________

Date: 8/24/2017
Exhibit A

Clinical Education Program Memorandum

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Clinical Education Program Objectives, Goals &amp; Expectations</th>
<th>Placement Dates</th>
<th>Clinical Site</th>
<th>Educational Coordinator</th>
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</table>
We would be willing provided we have the capacity. I can't at this time tell you if we will for sure but assume we can.

Subject: Re: Quick question regarding LPS
To: Karminie Maris
Sent: Wednesday, December 13, 2017 6:09 PM
From: Crawford, Angie <angie.crawford@RogersHospital.org>

Could 847-912-0955
Office: 262-671-0675 Ext. 60975
Email: maris@rogershospital.edu
Kenosha, WI 53144
4000 Washington Rd.
Rogers Hospital - Kenosha
Faculty Clinical Coordinator
Maria Ralminia, MS, RN

Sincerely,

Yes - Rogers Facilities (Mental Health) FW. Quick question regarding LPS
Message: Michele
Tuesday, February 20, 2018 10:52 AM
Re: LPS

Subject:
To:
Sent:
From:
Thanks so much for your time. I hope you are staying warm. I was so excited to see some real snowflakes stick to the ground.

Dear [Name],

I see you are a nursing student. I hope you're doing well and enjoying your studies. I'd like to provide you with some information about our new program.

Our new program, which was approved by the board, will begin in Fall 2018. Students will start their studies in Fall 2018, and we aim to have them reach one-quarter of the curriculum in the first year. I wanted to reach out ahead of time to get an idea of where you see yourself in the program. We will be making an announcement to the board of nursing tomorrow to plan.

I have a quick question. Would you consider allowing LPN students to participate in essay clinicals and Rogers' class? We are thinking of starting the perfect skills to get the best of the program.

I hope things are going great for you this holiday season. I'm trying not to panic with time running out on me. I'm trying to figure out the best of things.

Hello,

Subject: Question Regarding LPNs

To: [Name]

The program, which was approved by the board, will begin in Fall 2018. Students will start their studies in Fall 2018, and we aim to have them reach one-quarter of the curriculum in the first year. I wanted to reach out ahead of time to get an idea of where you see yourself in the program. We will be making an announcement to the board of nursing tomorrow to plan.

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Hello,
Rogers Memorial Hospital
Job Description

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>LICENSED PRACTICAL NURSE</th>
<th>FLSA:</th>
<th>Non-exempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
<td>Clinical Services Manager</td>
<td>Supervises:</td>
<td>None</td>
</tr>
<tr>
<td>Date:</td>
<td>8/31/93</td>
<td>Revision Date:</td>
<td>4/22/17</td>
</tr>
<tr>
<td>Department:</td>
<td>Nursing</td>
<td>Division:</td>
<td>Patient Care Services</td>
</tr>
</tbody>
</table>

**Summary:**
The licensed practical nurse performs basic nursing activities in the care of patients so they may achieve or regain, and then maintain, the maximum possible physical, emotional and social function. Role functions are limited and governed by the Wisconsin Nurse Practice Act, the Wisconsin Administrative Code, Wisconsin Board of Nursing, Standards for Nursing Practice, and the corresponding policies and procedures of Rogers Memorial Hospital.

**Job Duties & Responsibilities:**

1. Implement patient care in an assigned patient load.
   A. Observe, document and monitor each patient's psychiatric and physical changes and responses to treatment under the direction of the registered nurse (RN). This may include the following duties:
      a. Admission data collection;
      b. Discharge transcribing of information in preparation for discharge;
      c. Medication reconciliation on admission and discharge;
      d. Medication administration (See, "E" below).
   B. Identify potential patient care problems, abrupt changes or impending instability in the patient's condition, and exercise appropriate intervention leadership to prevent adverse patient outcomes.
      a. Use appropriate de-excitation techniques: quiet room, locked seclusion or restraints.
      b. Re-evaluate safety level.
      c. Identify alcohol withdrawal syndrome.
      d. Identify significant cardiac and/or respiratory symptoms requiring immediate medical intervention.
   C. Implement patient care based on established care plans, Hospital policies and procedures, and unit standards of care, incorporating the patient's age-specific and cultural needs as appropriate.
   D. Provide care in complex patient situations (as defined by the hospital) under the standards of the State that they provide care in; under the general supervision of the R.N., physician or other State approved medical professional. Duties to include:
      E. a. Participate in the patient nursing assessment process
      F. b. Obtaining and processing physician orders
      G. c. Completing medication reconciliation orders and
      H. d. Creating treatment plan.
   E. Maintain integrity of tube feedings by preparing tube feeding dosages according to physician orders
   F. Administer bolus for tube feeding patients
   G. Demonstrate safe and correct medication administration by:
      a. Accuracy in medication administration: right patient, right medication, right dose, right time, and right route.
      b. Maintaining current knowledge of the medication's purpose and effects for each patient, as demonstrated by correct documentation of medication, as well as observations about responses to medication.
      c. Accurately transcribing and implementing physician medication orders, after RN approval of the order.
      d. Maintaining a continual awareness of monitoring the expected and unexpected medication effects including adverse drug reactions, drug/dye or drug/food interactions, or other unexpected consequences of the medication.
      e. Regularly conducting and documenting patient education about medications and obtaining medication consent.
      f. Maintaining current knowledge about new pharmacologic products, including new medications or medications with new uses/therapeutic action.
   H. Know the various program schedules and assist patients in maintaining these schedules.
   I. Care for patients' hygiene and physical environment needs and for patients' personal belongings.
   J. Employ established systems to monitor the location of all patients in assigned areas.
K. Accompany patients to meals, monitor their behavior, and record their food intake, as directed.

2. Act as an advocate for patients/residents.
   A. Explain patient's rights so that they can understand, and obtain appropriate signatures.
   B. Provide the patient with information, and obtain their signature on necessary consents.
   C. Use knowledge of patient rights to assist patients in resolution of complaints / grievances.
   D. Act as a patient advocate, use knowledge of patient rights and responsibilities, and protect patient's privacy and confidentiality.

3. Assist in the patient orientation process.
   A. Know and employ Hospital policies and procedures regarding unit safety, the necessity of gown/contraband search on admission, and carry out the process in a respectful manner.
   B. Remain sensitive to the individual patient/family stressors upon admission, while providing pertinent unit information.

4. Adhere to the nursing department and Hospital's Standards of Nursing Practice and Standards of Patient Care.
   A. Protect patients, visitors and staff from environmental hazards by adhering to the safety and infection control standards.
   B. Participate in continuing education and inservice programs to increase clinical competence and to meet professional needs and goals.
      a. Report Information obtained from continuing education programs to unit staff.
   C. Attend 100% of required inservices, as scheduled.

5. Participate in projects, tasks and continuing education opportunities to improve professional skills and unit/department systems.
   A. Develop goals and objectives for professional growth and discuss ways to achieve them with the Clinical Services manager.
   B. Take the initiative to develop professional skills through continuing education.
   C. Discuss, on a regular basis, progress toward work improvement goals with the Clinical Services manager.
   D. Seek out projects and/or extra tasks to complete, based upon the needs of the unit or the immediate shift.

6. Promote department goals and the mission of the Hospital.
   A. Communicate goals to fellow staff members.
   B. Demonstrate measurable goal achievement.
   C. Maintain department policies and procedures.
   D. Include requirements and guidelines from external agencies (i.e., Joint Commission and State of Wisconsin).
   E. Maintain/and/or communicate the function backlog to the appropriate party at a set timeframe.
   F. Educate new staff regarding regulations or requirements of those functions that relate to their areas or departments, as directed.
   G. Demonstrate acceptance and training of student interns in the department, as directed.

7. Demonstrate understanding of Joint Commission and other regulatory agency compliance regulations.
   A. Involve self in the learning and the application of standards relevant to the Nursing department.
   B. Participate in inservices/seminars and other meetings, to increase involvement and awareness of regulations.
   C. Involve self in the education of other disciplines regarding Nursing department regulations.

8. Participate in Hospital committees, performance improvement team meetings and team projects, as directed.
   A. Demonstrate punctuality and preparedness.
   B. Demonstrate effective communication and organizational skills, if applicable.
   C. Contribute in a positive, solution-focused manner.
   D. Educate and involve self to the Hospital and Nursing department's performance improvement plans.
ROGERS MEMORIAL HOSPITAL
JOB DESCRIPTION – Licensed Practical Nurse 4.22.17

Page 3 of 4

9. Conduct self in a professional manner.
   A. Demonstrate organizational skills that promote timely response to all inquiries and task completion.
   B. Communicate with all individuals in a positive and professional manner.
   C. Attempt to resolve individual issues with peers in a positive, calm manner, with a focus on solution.
   D. Communicate concerns and provide solutions for same.
   E. Attend outside seminars to promote professional growth.
   F. Demonstrate a positive and professional attitude toward parties outside the Hospital (patient families, visitors, vendors, etc.).
   G. Comply with the Hospital's policies and procedures, including Human Resources, Infection Control and Employee Health policies and programs.
   H. Project a professional image by wearing appropriate, professional attire.

Physical/Mental Demands:
1. The majority of time is spent inside the building; walking, pulling, pushing, bending, twisting, sitting and grasping are routine activities. Will be required to lift work equipment, patient care equipment, supplies and patients, within reason. Personal judgment dictates weight-lifting limits, but must be able to lift a minimum of fifty (50) pounds.
2. Verbal and hearing ability required to interact with patients and employees. Numerical ability required to maintain records and operate a computer.
3. Able to plan, control and direct all aspects of employee relations. Task required to deal effectively with employees and professional staff. Logical thinking and discretion required to make decisions in initiating and implementing policies and procedures and standards.
4. Must be able to read and communicate through written, verbal and auditory skills and abilities.
5. Physically/Mentally able to perform job duties as verified by a physical exam by a licensed physician, per post-employment physical.

Education/Training Requirements:
1. Licensed Practical Nurse licensed by Wisconsin State Board of Nursing or the State of the Rogers clinical facility. License must be in 'good standing' with the Wisconsin State Board of Nursing or the State they practice.
2. American Heart Association Healthcare Provider CPR certification or American Red Cross Professional Rescue is required within thirty (30) days of date-of-hire. Annual re-certification is required.
3. Formal training in management of the aggressive patient within sixty (60) days of date-of-hire. Annual re-certification is required.
4. Previous psychiatric experience with children, adolescents and adults is preferred.

In accordance with the Americans with Disabilities Act, the above is intended to summarize the essential functions and requirements for the performance of this job. It is not meant to be an exclusive list of miscellaneous duties and responsibilities that may be requested in the performance of this job.

SIGNATURES:

Brian Gruber, Vice-President Human Resources

Paul Mueller, CEO Rogers Memorial Hospital

5/18/2017

Date
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
1400 E. Washington Avenue
Madison, WI 53708-8366
FAX #: (608) 266-2602
Phone #: (608) 266-2112
E-Mail: dspswisconsin.gov
Website: dspa.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Royal Family Kids Camp
   Address: 5211 Charles Street
   Racine, WI 53402
   Telephone: 714-438-2494

B. Type of facility: ☐ Hospital ☐ Nursing Home ☐ Community Health Agency
   ☐ Other: ________________________________ n/a

C. Number of beds at facility: ________________________________

D. Types of patients: Community

E. Administrator of facility: Lisa Carey

F. Director of nursing service: Joan Neave, RN

G. School(s) of nursing utilizing the facility: Herzing University

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

#1004 (Rev. 11/14)
Wis. Admin Ch. N 1.08 Committed to Equal Opportunity in Employment and Licensing
Page 1 of 2
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   
   Comments: 

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   
   Comments: 

C. Are there experiences in the facility available to students to meet clinical objectives?  
   
   Comments: 

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  
   
   Comments: 

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
   
   Comments: 

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

   
   

Herzing University Kenosha
Nursing School
Michelle Metzger
Educational Administrator

BSN/LPN
Nursing Program(s) Utilizing Facility/Simulated Setting
Nursing Department Chair
Title
February 22, 2018
Date
mmetzger@herzing.edu
Email Address

Signature
262-671-0675
Telephone Number
MEMORANDUM OF UNDERSTANDING FOR
HEALTH CARE CLINICAL EXPERIENCE

HERZING
UNIVERSITY

This Agreement for Clinical Experience (the "Agreement") is entered into by and between Herzing University, Ltd. (hereafter "University"), and Royal Family Kids Camp (hereafter "Facility").

RECITALS

The University wishes to provide clinical experiences for students enrolled in Herzing University BSN Nursing programs (hereafter "Students"). The Facility operates a healthcare facility and has the capability, through its medical records, clinical, or medical administration departments, to provide settings for clinical experiences required by such Students and desires to provide a setting for such clinical experiences in cooperation with the University in order to support quality education for health professionals in the community and the delivery of appropriate health services to the community.

NOW, THEREFORE, the parties agree as follows:

1. Responsibilities of the Facility. The Facility agrees to serve as a cooperating health care facility and provide clinical experiences for Students at the Facility in University's program. This will be accomplished by allowing Student participation in patient care as set forth in this Agreement. The University, in consultation with the Facility, shall schedule and arrange for the number and timing of such experiences. The Facility hereby agrees as follows:

a. To observe the non-discrimination policy of the University: that Students are accepted without discrimination as to race, color, creed, or sex, subject to the Facility's right to terminate clinical experiences as set forth in subparagraph 3-c.

b. To provide clinical practice and/or observational opportunities in the appropriate service departments of the Facility.

c. To allow Students, at their own expense, to use the dining and other facilities.

d. To make available to Students emergency care and treatment in the event of illness or injury occurring in clinical areas during clinical instruction. All charges for treatment shall be the responsibility of the Students, or in the case of a minor, his or her parents.

e. To provide Information pertinent to evaluation of Students and the clinical experience in general to the University at the University's request.

f. To provide the University and Students with access to copies of the Facilities policies, procedures and regulations that are pertinent to the clinical experience.

2. Responsibilities of University. The University agrees:

a. In cooperation with the Facility, orientation to and enforcement of requirements that all Students abide by the policies, procedures, rules, and regulations of the Facility, including standards for dress, grooming, and personal hygiene.
b. Provision of general liability insurance coverage of $1,000,000 per occurrence and $2,000,000 in the aggregate for professional liability insurance coverage of $2,000,000 per claim and $6,000,000 in the aggregate covering acts/or omissions by Students during practicum experiences hosted by the Facility. The University shall immediately notify the Facility of any changes, limitations, or termination of insurance coverage and provide evidence of such insurance upon request by the Facility.

c. Require Students to comply with the Facility's policies and procedures governing mandatory reporting of child and dependent adult abuse, infection control, and hazardous materials management. Upon the Facility's request, any Student that the Facility believes to be in violation of its policies and procedures shall be removed by the University.

d. Compliance with all Facility requirements for verification of each Student's health and Immunization status. All required verification will be maintained at the University and made available to the Facility upon request. Facility must notify University in writing of any required verifications prior to Student's clinical experience.

e. Provide orientation and education of all Students in confidentiality rules, in cooperation with the Facility, enforcement of a requirement that all Students follow the Facility's policy with regard to confidential information, including obtaining signed confidentiality agreements and compliance with all policies and procedures adopted by the Facility to comply with the privacy or security final regulations promulgated under the Health Insurance Portability and Accountability Act. Upon the Facility's request, any Student that the Facility believes to be in violation of its policies and procedures shall be removed by the University.

3. Conditions. This Agreement shall be continuously subject to the following conditions accepted by each of the parties:

a. The University shall provide the Facility with estimates of the number of Students desiring to be placed in clinical departments. The Facility may close units to Students' clinical experiences at any time, without notice. At least two (2) weeks prior to the beginning of new Students' placements, the University shall notify the Facility's contact person of the names of each of the Students to be included in the next placement.

b. The Facility, University and Students are independent contractors in their relationships to one another. It is understood that Students are not employees of the Facility, do not receive compensation or benefits in connection with their activities at the Facility, are not provided workers' compensation insurance, and shall not act as agents or employees of the Facility.

c. Each party agrees to accept and is responsible for its own acts and/or omissions in providing services under this Agreement as well as those acts or omissions of its employees and agents or Students, as the case may be, and nothing in this Agreement shall be construed as placing any responsibility of such acts or omissions onto the other party.

d. The Facility has the right to terminate a Student's clinical experience whenever, in the judgment of the responsible Facility personnel, such action is necessary to preserve smooth operations and the quality of patient care. The Facility must notify the University immediately of any termination action.
e. The Facility and University shall indemnify and hold each other harmless, their agents, students, and employees, from any and all liability, damage, expense, cause of action, suits, claims of judgments arising from injury to person or personal property or otherwise which arises out of the act, failure to act or negligence of the Facility or University, its agents and employees, in connection with or arising out of the activity which is the subject of this Agreement.

4. Term and Termination. This Agreement shall be effective when fully executed by both parties, and shall remain in effect for one (1) year. This Agreement shall renew automatically for additional one (1) year periods, until either party notifies the other party hereto in writing of its intent not to renew. Either party may terminate this Agreement at any time upon thirty (30) days notice to the other party. In the event of a termination of the Agreement, any Student(s) currently completing a clinical experience at Facility will be allowed to complete their clinical experience as previously agreed to by both parties.

5. a. Contact Persons and Notices. The designated individuals for contact and notice purposes shall be, in the case of the University:

   Name:

   Title:

   Organization:

   Address:

   Phone:

   Email:

And, in the case of the Facility:

   Name: Joan Neave

   Title: Head Nurse

   Organization: Royal Family Kids Camp #184

   Changing Lives Assembly of God

   Address: 4370 S. Swift Ave, Cudahy, WI 53110

   Phone: 414-483-1313

   Email: milwaukee.royalfamilykids.org

b. Official Signatory. The designated individual to approve and sign documents for the University shall be:

   Representative: Chief Compliance Officer and/or Designee

   Organization: Herzing University

   Address: W140 N8817 Lilly Road, Menomonee Falls, WI 53051

6. Miscellaneous. The following additional conditions apply to this Agreement:

   a. Severability. In the event one or more of the provisions contained in this Agreement are declared invalid, illegal, or unenforceable in any respect, the validity, legality, and
enforceability of the remaining provisions shall not in any way be impaired thereby unless
the effect of such invalidity is to substantially impair or undermine either party's rights and
benefits hereunder.

b. **Assignment.** This Agreement is personal to the parties and may not be assigned or
   transferred without written consent of the other party.

c. **Waiver.** The failure of either party to insist in any one or more instances upon
   performance of any terms or conditions of this Agreement shall not be construed as a
   waiver of future performance of any such term, covenant, or condition, but the obligations
   of such party with respect thereto shall continue in full force and effect.

d. **Recitals.** The recitals are intended to describe the intent of the parties and the
   circumstances under which this Agreement is executed and shall be considered in the
   interpretation of this Agreement.

e. **Amendment.** This Agreement may be amended only by written agreement of the parties.

f. **Applicable Law.** This Agreement shall be interpreted according to the law of the state of
   Wisconsin.

g. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties
   pertaining to the subject matter hereof and subsumes and incorporates all prior written
   and oral statements and understandings.

IN WITNESS WHEREOF, the parties have executed this Agreement in duplicate on the dates set opposite their
respective names.

**University:** Herzing University, Ltd.  
**Facility:** Royal Family Kids Camp

**Signature:**  
**Printed Name:** Robert Herzog  
**Title:** Chief Financial Officer/Chief Compliance Officer

**Phone Number:** (866) 508-0748, ext. 01702  
**Email Address:** rherzog@herzing.edu  
**Date:** 7/21/16

**Signature:**  
**Printed Name:** Joan Heave  
**Title:** Head Nurse

**Phone Number:** 262-370-2947  
**Email Address:** heaveen@aol.com  
**Date:** 6/1/2016
Hello Chris,

On Monday, Feb 19, 2018 at 2:31 PM, Reamning, Maria <<reamning@hrzinge.com>> wrote:

Chris,

memory about how the students are supervised. Thanks. Why not also consider having LPN student in 2019. I also have checked about interviews for the students who will be coming this summer.

Hi, Maria,

Subject: Re: LPN students
To: Reamning, Maria
Sent: Monday, February 19, 2018 3:09 PM

From: ChrisGerretterle@e-mail.com

---

Hi Maria,

Yes - Royal Family Kids Camp Racine - RN LPN students

Michele, Michele

Tuesday, February 20, 2018 1:19 AM

Reamning, Maria

Subject: To:
To:
Sent: From:

---

Sincerely,
Cell: 847-912-0955  Cell: 847-912-1055
Kennedy Washington, DC 2006714  Kennedy, WL 2006714
Horning, University, Kennedy  Horning  Horning
Faculty, Clinical Coordinator  Faculty, Clinical Coordinator  Faculty
Maria, Ramirez, MS, RN  Maria, Ramirez, MS, RN  Maria, Ramirez, MS, RN

Sincerely,

Thank you for your consideration.

Some of the same tasks as our nursing students. We are in the process of planning our program at Horning, and I hope you consider attending "Practical Nurse (LPN) Summer Camp" in the children's camps. I wanted to ask a quick question.
| MEDICAL STATION COORDINATOR | • BEFORE CAMP, GET MEDICAL STATION SUPPLIES TOGETHER (TRY TO GET DONATIONS).

• FILL COUNSELOR/STAFF FANNY PACKS WITH GLOVES, SMALL ANTIBIOTIC OINTMENT, AND BAND AIDS.

• REVIEW CAMPER/COUNSELOR APPLICATIONS FOR RED FLAGS, CALL CAMPERS' CAREGIVERS OR PHYSICIANS IF NECESSARY

• AT REGISTRATION, PREPARE CAMPER REGISTRATION BY SETTING UP LICE CHECK AREA, MED CHECK IN AND LOCK BOX FOR ALL MEDICATIONS.

• RECEIVE MEDICATIONS IN ORIGINAL CONTAINERS AND PLACE IN ZIP LOCK BAGS WITH RESPECTIVE.CAMPERS' NAMES ON THEM.

• SET UP MEDICAL STATION AT CAMP.

• PREPARE STAFF/COUNSELOR FIRST AID FANNY PACKS.

• AT CAMP, DISCUSS ANY BEHAVIORAL OR HEALTH PROBLEMS OR CONDITIONS WITH CAMP DIRECTORS.

• DISPENSE MEDICATIONS AT THE TIMES INDICATED.

• KEEP ALL MEDICATIONS/RECORDS LOCKED IN MEDICAL STATION.

• APPLY TRIAGE AT CAMP AS NECESSARY.

• KEEP A MEDICAL LOG (7 YEARS – HIPAA REGULATIONS).

• DETERMINE HOW DISABILITIES AND INJURIES WILL BE HANDLED (CLOSEST HOSPITAL)

• PRAY FOR OVERALL SAFETY OF THE CAMP.

• AT DEPARTURE, RELEASE MEDICATION ONLY TO THE APPROVED CAREGIVERS, NOT MINORS.

• MAKE SURE ALL PRESCRIPTIONS ARE RETURNED AND TO THE CORRECT FOSTER PARENT.

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request:
Linda Krueger, Dean of Nursing
Bryant & Stratton College

2) Date When Request Submitted:
2/22/18

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:
3/8/18

5) Attachments:
☐ Yes
☒ No

6) How should the item be titled on the agenda page?
Education and Examination Matters
1) Bryant & Stratton College Request for Final Approval of Licensed Practical Nursing Program

7) Place Item in:
☒ Open Session
☐ Closed Session

8) Is an appearance before the Board being scheduled?

☐ Yes (Fill out Board Appearance Request)
☐ No

9) Name of Case Advisor(s), if required:

10) Describe the issue and action that should be addressed:

Hello Dan,

We are pleased to see the official NCLEX results posted to the BON web site, which show that our PN and ADN graduates have met the expectations for the BON 80% first-time tester pass rate. Attached is our updated request for BON final approval of the PN program. We enrolled our first cohort of students in January, 2016, and graduated our first cohort in December, 2016. In addition to the BON form and the narrative report with Appendices, I am also attaching our Winter 2018 PN Student Handbook, Winter 2018 College Catalog, and our complete systematic plan for program evaluation, standards 1 through 6.

Please let me know if the BON needs any further information. I would also appreciate attending the BON meeting when our program approval is discussed so that I may answer any questions at that time.

Thank you,
Linda

Linda Krueger EdD MSN RN
Dean of Nursing
Bryant & Stratton College
10950 W Potter Rd
Wauwatosa WI 53226
414-302-7007 ext 572
### State of Wisconsin
#### Department of Safety & Professional Services

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<tr>
<th>11</th>
<th><strong>Authorization</strong></th>
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<tr>
<td>Signature of person making this request</td>
<td>Date</td>
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<tr>
<td>Supervisor (if required)</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Executive Director signature (indicates approval to add post agenda deadline item to agenda)</strong></td>
<td>Date</td>
</tr>
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**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

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: Bryant * Stratton College
Address: 10950 W. Potter Rd Wauwatosa WI 53226
Program (ADN, BSN, Other): Practical Nursing

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. Institution assumes legal responsibility for overall conduct of the school of nursing.
2. 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. Institution has maintained institutional accreditation; attach evidence of accreditation to Self-evaluation Report.
4. 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. 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. Nursing school educational administrator holds a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.

7. Nursing school educational administrator has evidence of a graduate degree with a major in nursing.

8. 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. Educational administrator has current knowledge of nursing practice.

10. 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. 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. 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. 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. 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. All faculty of the school of practical nursing have a baccalaureate degree with a major in nursing.

16. 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. 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. 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) Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. Note: Method of instruction may include distance education methods.

(b) Diverse, didactic and clinical learning experiences consistent with program outcomes.

20. Coursework includes all of the following:

(a) Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.

(b) Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.

(c) 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) Integration of patient safety principles throughout the didactic and clinical coursework.

(b) Implementation of evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply effective practices to nursing care.

(c) 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) Respect of patient differences, values, preferences, and expressed needs.
   2) Involvement of patients or designees in decision-making and care management.
   3) Coordination and management of patient care across settings.
   4) Explanation of appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.

(d) Collaboration of interprofessional teams to foster open communication, mutual respect and shared decision-making in order to achieve quality patient care.

(e) 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) Use of information technology to communicate, mitigate errors and support decision-making.
Wisconsin Department of Safety and Professional Services

22. 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. All faculty teaching clinical or practicum courses are experienced in the clinical areas of the course and maintain clinical expertise.

24. Faculty-supervised clinical practice includes all of the following:
   (a) Development of skills in direct patient care.
   (b) Making clinical judgments.
   (c) Care and management of both individuals and groups of patients across the lifespan.
   (d) Delegation to and supervision of other health care providers.

25. Clinical experiences shall be supervised by qualified faculty.

26. All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

CHAPTER N 1.08(6) PRECEPTORS

27. Preceptors shall be approved by the faculty of the school of nursing.

28. 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. 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. Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

CHAPTER N 1.08(7) EVALUATION

31. 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.

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.
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.

*10 - There has been no change/ resignation/ termination in
    nursing educational administrator

*13 - Graduate degree in nursing is not required for
    teaching in PN program.
    The faculty teaching in PN programs (ADN/BSN) have
    earned a MSN or have an exception on file with the BON

*16 - We have no faculty exceptions for the PN
    program

REPORT/FORM COMPLETED BY:

Linda Krueger
Educational Administrator

Signature

414-302-7007 ext 572

Telephone Number

Dean of Nursing
Title

2-22-18
Date

Email Address
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(1) **Organization and Administration**

(a) Designate an educational administrator, establish administrative policies, and provide fiscal, human, physical, clinical and technical learning resources adequate to support school processes, security, and outcomes

Dr. Linda Krueger is the educational administrator for the Practical Nursing (PN) program. She was hired in May, 2014 as the educational administrator for the Associate of Applied Science in Nursing program initially, and as the College has expanded its programs, she retains the position of educational administrator for all Nursing programs offered by Bryant & Stratton College (BSC) in Wisconsin. As will be described in section (2) Educational Administrator, Dr. Krueger meets the requirements for the Board of Nursing as well as the accrediting body for the PN program.

The College maintains administrative policies related to faculty qualifications, expectations, and roles/responsibilities. Policies for faculty are described in the Faculty Guide and are consistent for all College faculty, including Nursing program faculty. The Faculty Guide is available on Blackboard (the College’s learning management system) and is sent to faculty via email by the Dean of Nursing periodically. New faculty are provided with the Faculty Guide during the first semester of teaching, either in hard copy or via email. The Faculty Guide identifies the history and traditions of Bryant & Stratton College, the mission, vision, and values, and the teaching philosophy. The specific portion which focuses on faculty describes the appointment of faculty, faculty responsibilities, evaluation and compensation, and rights and privileges. Academic administrative functions are described, such as attendance entry and grade submissions.

Faculty credentials are described in College Policy 10-0035 (See Appendix A for the Faculty Credential Policy). The credentials for Nursing faculty are outlined and are compliant with the Board of Nursing and accreditation body requirements. The policy is located in Blackboard for easy access by all faculty. The credentials for teaching in the PN program are identified as “Master’s degree in Nursing preferred; may teach with a bachelor’s degree in Nursing. Must have a current valid license. In addition to meeting the requirements of this policy, faculty teaching in nursing must meet the requirements of their state nursing boards.” (p. 6)
The Faculty Guide defines full-time and core adjunct and part-time faculty. The definitions do not vary for faculty teaching in Nursing programs. Full-time faculty teach between 15 and 21 contact hours and part-time faculty teach fewer than 15 contact hours per week. In addition to the instructional hours, full-time faculty are expected to provide four (4) skills assistance hours, four (4) student support services hours, and one (1) administrative hour per five (5) contact hours of instruction, per week. The faculty have the flexibility to schedule these support hours based on their availability around their teaching schedule and the availability of the students. Course leads in the PN program may occasionally be assigned to fewer than 15 contact hours, and remain in full-time status. The course lead typically creates the course supplemental syllabus, teaching and learning materials, evaluation methods, teaches the lecture portion of the class, and coordinates the clinical and/or lab components of the course. The course lead conducts course team meetings and follows up on a regular basis throughout the semester with the team members to address concerns, clarify expectations, coach faculty in maintaining consistency within the course, and create action plans based on outcomes.

The Faculty Guide describes the faculty responsibilities which include faculty duties, teaching load, academic advising, absences, attendance at academic functions, professional development, remunerative outside employment, and professionalism. The responsibilities of Nursing faculty are consistent with the expectations for other College faculty in these areas. Faculty duties include attending regularly scheduled faculty and all-associate meetings; participating in faculty in-service trainings; engaging in professional growth and development activities; serving on committees, participating in new faculty orientation, and providing assistance to others. Faculty are expected to attend graduation and other ceremonies, and for Nursing, this would include the pinning ceremony conducted at the end of each semester. All students are assigned to an academic advisor, and faculty communicate regularly with the advisors. Faculty also work directly with their students in advising them in regard to time management, success strategies, means of enhancing learning, and addressing personal concerns that students may encounter.

The Faculty Guide describes the evaluation and compensation process. This process is consistent for all College full-time faculty, including Nursing faculty. Faculty are evaluated formally upon the completion of the six (6) month probation period, and annually thereafter. Faculty complete a self-assessment online through the Ultipro system, and the Dean of Nursing reviews the faculty assessment and provides comments to the same areas of performance, noting the strengths and opportunities for improvement. The performance evaluation takes into consideration the student feedback survey results, class observations, faculty engagement with the nursing team and within the College, and professional growth
and development activities. Adjunct or part-time faculty do not undergo the formal evaluation process, but they are observed in the classroom and they do receive student feedback. The Dean of Nursing and Clinical Placement Coordinator also follow-up with clinical agencies to determine the fit of the instructor for the unit they are teaching on, and whether there are concerns that need to be addressed. The Dean of Nursing and the course leads engage in regular communication with adjunct faculty.

The Faculty Guide includes a description of the policy on faculty compensation, which is consistent for all faculty in the College. The rights and privileges are also consistent for all faculty. The job description does have a variation specifically for Nursing faculty, as described below in Table 1.

Table 1 College Faculty Policies and Nursing Faculty Variances

<table>
<thead>
<tr>
<th>Category for College Expectation</th>
<th>Nursing Faculty Variance with Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Instructor Job Description</td>
<td>Nursing program faculty only: Develop, implement, and evaluate the philosophy and objectives of the nursing program. Evaluate and provide feedback on student admission, progression, retention, and graduation policies within the framework of BSC. Participate in academic advisement and counseling of students. Provide opportunities for student and graduate evaluation of curriculum and teaching and program effectiveness. Rationale: Nursing faculty engage in regular curriculum development and review based upon requirements from the Board of Nursing and accreditation bodies.</td>
</tr>
<tr>
<td>Hiring Requirements</td>
<td>Nursing faculty who are teaching a clinical course must submit a criminal background, immunization and health record, maintain current TB and CPR, and obtain flu vaccine during appropriate seasons Rationale: These are requirements of the clinical agencies per our contracts with the clinical organizations</td>
</tr>
</tbody>
</table>

The College also maintains administrative policies for students, as outlined in the College Official Catalog, the PN Student Handbook and all Nursing program course syllabi. The College Official Catalog (referred to as the Catalog) is updated each semester at the system office level. The Catalog is available to students and to the public, online at https://www.bryantstratton.edu/pdf/Catalog.pdf. The Catalog describes the history of the College, the mission, accreditation status of programs offered, admissions processes and requirements, the transfer credit policy, and specific information related to academics. The academics section describes the academic calendar, attendance and graduation requirements, satisfactory academic progress, grade challenge process and other non-academic grievances policy, the Family Educational Rights and Privacy Act of 1974, campus security, substance abuse policy, and student code of conduct.
policy, which includes the various definitions and process followed in a situation of violation of the code of conduct. A section of the Catalog describes specific information related to veterans. Tuition, fees, and financial aid information is provided. The Catalog includes specific details per campus location, including the Wisconsin campuses. (See Attachment for the College Official Catalog)

Specific information on policies that are unique to nursing students are clearly identified in the Catalog. For example, the entry and program requirements for diploma programs is described on page four (4), with an additional paragraph on the following page of the Catalog, which specifies the entry and program requirements for the PN program. Table 2 below differentiates the entry and program requirements.

Table 2. Entry and Program Requirements for College Diploma Programs and PN Program

| College |
|-----------------|-----------------|
| **DIPLOMA and ASSOCIATE DEGREE PROGRAMS (page 4 College Official Catalog)** |
| **Entry and Program Requirements** |
| For consideration into a diploma or an associate degree program, the candidate must: |
| 1. Submit a completed Application or eApplication using the feature located on the Internet at www.bryantstratton.edu for Admission to the college. |
| 2. Certify on their FAFSA that he or she has received a high school diploma or GED or that he or she has completed secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided. If the applicant is not applying for Title IV financial assistance, and thus will not be submitting a FAFSA, the applicant’s affirmation on his or her application that he or she has received a high school diploma or GED or that he or she has completed secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided, will be sufficient. |
| 3. Complete an Admissions Representative Interview. Each applicant will be interviewed by an admissions associate. The purpose of the interview is to assess the educational and professional goals of the applicant and determine if Bryant & Stratton College is a good match. During the interview, an admissions associate will provide information regarding the College’s educational mission; a content overview of the program; admission criteria application, tuition costs, and will refer students to financial aid |

<table>
<thead>
<tr>
<th>Practical Nursing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry and Program Requirements for Practical Nursing Program (page 5 College Official Catalog)</strong></td>
</tr>
<tr>
<td>1. Submit a completed Application or eApplication using the feature located on the Internet at <a href="http://www.bryantstratton.edu">www.bryantstratton.edu</a> for admission to the college.</td>
</tr>
<tr>
<td>2. Provide an official U.S. high school transcript indicating successful completion, or official documentation of a U.S. GED or provide documentation establishing successful completion of secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided.</td>
</tr>
<tr>
<td>3. Complete standardized assessments.</td>
</tr>
<tr>
<td>4. Attain college level placement scores on both the English and Mathematics placement evaluations.</td>
</tr>
<tr>
<td>5. Provide documentation of a recent physical exam and other required laboratory test results, including a drug screen, as described in the admissions interview and in the Nursing Handbook.</td>
</tr>
<tr>
<td>6. Submit to a criminal background check and drug screening as required by state and federal law and clinical facility and Bryant &amp; Stratton College requirements.</td>
</tr>
</tbody>
</table>
representatives who can discuss financial aid options.

4. Meet program-specific entrance standards established by the College, as well as other evaluations required by state, federal and accreditation bodies.

As can be seen in this comparison, the sections for items two (2), three (3), four (4), five (5), and six (6), are unique to the Practical Nursing program. Hiring practices by some health care organizations in the Milwaukee area for LPNs include a requirement for the high school diploma or equivalent (per personal communication with Aurora and the Dean of Nursing). The Wisconsin Board of Nursing requires the LPN applicant to have completed two years of high school or its equivalent. Due to the rigor of the PN program and expectations for the role of the LPN, students need to demonstrate adequate skills in math and English; therefore, the requirements for items three (3) and four (4) were implemented. Items five (5) and six (6) are required by the clinical agencies for student placement, and the WI Board of Nursing also requires an acceptable criminal background history.

The Catalog identifies on page six (6) that the academic standards for the Nursing programs have different levels of performance expectations and the student is referred to the Student Handbook for these details. Table 3 below distinguishes the College academic standards and those of the PN program, as identified in the PN Student Handbook. (See Attachment for Winter 2018 PN Student Handbook) The PN Student Handbook is updated each semester and provided to all students via email as well as being posted on Blackboard by course leads. Academic progress is also discussed with students by the academic advisors, during new student orientation and registration, and additionally when a student begins to demonstrate difficulty in achieving course outcomes. Nursing faculty communicate frequently with students and their advisors regarding academic performance. Student academic progress in the Nursing program varies from that of the College due to the nature of nursing practice, contact with patients, and protection of patient safety. Furthermore, the Practical Nursing program must adequately prepare students to be successful on the NCLEX.
Table 3. College Academic Standards and PN Program Academic Standards

<table>
<thead>
<tr>
<th>College Student Academic progress</th>
<th>Practical Nursing Program Student Academic progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>III. Minimum Requirements</strong></td>
<td><strong>A student who fails the clinical portion and passes the theory portion will fail the course.</strong></td>
</tr>
<tr>
<td><strong>A. Quantitative Measurement</strong></td>
<td><strong>A student who passes the clinical portion and achieves less than 70% in the theory portion of the course will fail the course.</strong></td>
</tr>
<tr>
<td>(page 9 College Catalog)</td>
<td><strong>A minimum grade point average (GPA) of 2.0 must be maintained to progress through the nursing courses.</strong></td>
</tr>
<tr>
<td>The quantitative measurement factor requires students to complete their programs within a maximum time frame (MTF). To be in compliance with this standard, students must complete their program within 150% of the standard program length. The standard program length is the number of credit hours required for graduation from a program of study. Students who do not successfully complete the minimum completion percentages for the given measurement point will be subject to dismissal with an opportunity to appeal.</td>
<td><strong>Repeat of a Nursing Course</strong></td>
</tr>
<tr>
<td><strong>B. Qualitative Measurement</strong></td>
<td>A student who earns a non-passing grade (F) or a withdrawal (W) from a clinical course must repeat the course and successfully pass the course before proceeding to any other clinical course. The repeat should occur during the next term the course is offered or as determined by the Nursing Program Director. A student who earns a non-passing grade (F) or a withdrawal (W) from a non-clinical course should repeat and successfully pass the course during the next term the course is offered or as determined by the Nursing Program Director.</td>
</tr>
<tr>
<td>The qualitative measurement requires students to maintain a minimum CGPA in relationship to the credits attempted and graded as indicated on the Satisfactory Academic Progress Charts provided. If a student’s CGPA does not meet the minimum requirement for a given measurement point, the student will be dismissed with an opportunity to appeal.</td>
<td><strong>Program Jeopardy Status</strong></td>
</tr>
<tr>
<td></td>
<td>A student who earns one non-passing grade (F) or a withdrawal (W) from a NURS/LPVN or BIOL course is placed on program jeopardy status and remains in such status until the student completes the program. Students who fall below a 2.0 grade point average (GPA) will be placed on program jeopardy status for one semester with the opportunity to get back in good standing.</td>
</tr>
<tr>
<td>Repeated Courses:</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Students may retake courses under certain circumstances. Each time the student takes the course is considered an attempt for purposes of calculating the quantitative component (pace) of SAP.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K. Nursing Programs (page 14 College Catalog)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in the nursing programs must maintain the standards in the Standards of Academic Progress to remain a student with Bryant &amp; Stratton College. However, to remain a student in the nursing program, the student must also meet the academic standards for the nursing degree programs, which are set forth in the Nursing Program’s Student Handbook. Failure to meet the nursing programs academic standards will result in a student’s release from the nursing program, but not from Bryant &amp; Stratton College if the student has met Bryant &amp; Stratton College’s SAP standards set forth in this Catalog.</td>
</tr>
</tbody>
</table>

| Program Jeopardy Status is distinct from academic probation as set forth in the College Official Catalog’s description of the College’s satisfactory academic progress policy. A student may be in Program Jeopardy Status in the Nursing Program yet may be maintaining satisfactory academic progress at the College. Such a student will be in jeopardy of being released from the Nursing Program but may not necessarily be on academic probation. |

<table>
<thead>
<tr>
<th>Release from the Nursing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be released from the Nursing Program for any one of the following reasons with no eligibility to re-enter the Nursing Program: Student earns a total of two non-passing grades (F) or withdrawal (W) in any NURS/LPVN course, whether the non-passing grades are earned in the same course or two different courses and regardless of the semester in which the two non-passing grades are earned; Students earns a total of two non-passing grades (F) or withdrawal (W) in any BIOL course, whether the non-passing grades are earned in the same course or two different courses and regardless of the semester in which the two non-passing grades are earned; Student falls below the minimum 2.0 (CGPA) and does not get back in good standing in the subsequent semester; or Student engages in unethical or unsafe conduct while providing patient care.</td>
</tr>
</tbody>
</table>

| Students who earn the two non-passing grades as described in either paragraph a., b, or d. in one semester will be released from the Nursing Program and will not be provided the benefit of program jeopardy status. |

| Students must also maintain the quantitative component of the College’s satisfactory academic progress toward completion of their studies in order to remain in good academic standing and remain enrolled at the College. The academic standards for the Nursing Program have different levels of performance that, augment and supersede the measuring points and requirements outlined in the Official Catalog, and are used to evaluate a student’s ability to progress in the Nursing Program. |

<table>
<thead>
<tr>
<th>Re-Entry to the Nursing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must also maintain the quantitative component of the College’s satisfactory academic progress toward completion of their studies in order to remain in good academic standing and remain enrolled at the College. The academic standards for the Nursing Program have different levels of performance that, augment and supersede the measuring points and requirements outlined in the Official Catalog, and are used to evaluate a student’s ability to progress in the Nursing Program.</td>
</tr>
<tr>
<td><strong>Students may petition for re-entry to the Nursing Program one time if they have voluntarily withdrawn from the Nursing Program.</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Re-entry is considered on a space-available basis. Students must apply for re-entry in writing to the Nursing Program Director prior to the start of the semester. The application letter must include:</td>
</tr>
<tr>
<td>The last semester attended</td>
</tr>
<tr>
<td>The reason for dismissal or withdrawal</td>
</tr>
<tr>
<td>The semester in which the student wishes to return</td>
</tr>
<tr>
<td>The course(s) he or she intends to take</td>
</tr>
<tr>
<td>Transcripts and grades for any courses taken while out of the Nursing Program</td>
</tr>
<tr>
<td>What plans or changes the student has made to ensure retention and success if re-admitted</td>
</tr>
<tr>
<td>The request will be reviewed by the Nursing Program Director within 7 days of receipt. The student’s prior academic and clinical performance and any other pertinent information will be reviewed. If approval for re-entry to the Nursing Program is granted, the student will resume the Nursing Program at a point of entry determined by the Nursing Program Director on a space available basis. The student will follow the current catalog courses to complete his/her degree.</td>
</tr>
</tbody>
</table>
In addition to the academic standards, the grading policies do vary for the College and the Nursing programs, including the PN program. The College recognizes a D+ grade at 65-69% with point value 1.5 on GPA and Failure at 64% or less. The Catalog states on page eight (8) that the D+ grade does not apply to NURS courses as well as some others. The passing standard for LPVN courses is a C at 70%. Below 70% earns a course failure. This is outlined in all LPVN and NURS course syllabi. This difference is deemed appropriate due to the rigor of nursing practice, the protection of patients, and the attempt of Nursing faculty to ensure students can practice safely in the clinical environment. In addition, the NCLEX pass rate, as a program outcome, is a consideration in this policy.

The Catalog identifies on page eight (8) that the academic semester is 15 weeks and the Academic Calendar is available to the public via the web site. The Calendar can be found through the “Degrees” link on the main web page, or at https://www.bryantstratton.edu/degrees/academic-calendar/campus-term-dates. The Academic Calendar identifies add and drop deadlines, holidays, and the beginning and end dates for the term.

The College employs the guidelines of the Carnegie credit, as described on page 14 of the Catalog. The semester credit hour is 50 minutes. The Catalog further defines the hour equivalency per credit based upon the course configuration: lecture, clinical, or lab. The lecture credit hour is equivalent to fifteen (15) 50 minute hours per semester (which would be a 1:1 ratio); the lab is three (3) 60 minute hours per semester (equivalent to a 1:3 ratio) and the internship or clinical is three (3) to six (6) 60 minute hours per semester (equivalent to a 1:3 or a 1:6 ratio). The nursing course syllabi demonstrate consistency with this College practice. (Course syllabi are located in Appendix B and a Sample LPVN 100 Course Supplemental Syllabus is located in Appendix C)

Specific program credit requirements are described in the Catalog (see page 11) and indicate the Diploma programs are between 30 and 41 credits. The PN program is within this range at 41 credits. Page eight (8) describes the length of time for completion of the diploma programs at BSC as between one (1) to 1.5 years. The PN program is one (1) year in length. Classes may be offered during the day or evening, and the clinical experiences are described as a component of the curriculum.

The transfer of credits is described in the Catalog and further delineated in the PN Student Handbook. The Catalog indicates transferability may be affected by the age of the credits (p. 8) and the PN Student Handbook indicates the non-clinical nursing and biology courses may be considered with a five (5) year currency in addition to meeting the outlined conditions for transfer requirements. The five (5) year
currency was adopted for all Nursing programs in order to improve student success and to address the rapidly changing health care and nursing profession knowledge base and practices.

Student conduct is described at length in the Catalog, along with the procedure for violations, on pages 21 through 23. Additional Nursing program considerations for conduct are included in the PN Student Handbook, pages 21 through 24. These are particularly relevant to nursing practice, the protection of patient safety, and meeting the expectations of the clinical agencies. The College code of conduct policy is followed when nursing students violate the code of conduct.

In addition to the attendance requirements listed in the Catalog (p. 9), the PN program has specific consequences for students who are absent, tardy, or leave early, in any of their nursing courses. This is outlined in course syllabi as well as the PN Student Handbook. The Nursing programs are preparing students for professional practice in health care, and guiding students in achieving employability skills requested by employers.

The policies for the Nursing program and set forth in the Catalog are non-discriminatory. Students are provided with the PN Student Handbook each semester, and certain policies (attendance, grading, code of conduct, for example) are also included in all nursing course syllabi and reviewed by faculty with students. Students are informed they are responsible for knowing and abiding by the policies of the College and of the PN program. The PN Student Handbook is sent to faculty by the Dean of Nursing via email and is posted in the Academic Reference Room in Blackboard for easy access by faculty, both on and off campus.

Changes in PN program curriculum, policies or procedures are communicated to students via email, included in the PN Student Handbook, identified in the course syllabus or Catalog if appropriate, described in the monthly Nursing Newsletter, and are shared with students prior to implementation whenever possible. The program shall not implement changes to policies for student progression or requirements for completion of the program for students currently enrolled in the program at the time changes are adopted. Students complete their degree plan as written at the time of their enrollment in the program. If a revision in policies or curriculum occurs during a break from school in the academic calendar, the information may be communicated to students via email or in class, or may be presented in the PN Student Handbook, whichever is most appropriate. Since the inception of the PN program in January, 2016, there have been no curriculum revisions that needed to be communicated to students. There was a revision of the student illness or injury policy that was included in the Spring 2017 PN Student Handbook.
This policy did not represent a change in process for the Milwaukee West market, and therefore students were not notified of this inclusion in the PN Student Handbook ahead of time. Prior to the Fall 2017 term the attendance policy was revised, and this was communicated to students via email upon the initiation of the term and also included in the updated Fall 2017 PN Student Handbook.

The College provides adequate fiscal, human, physical, clinical, and technical learning resources in order to support the PN program and achieve positive outcomes. Each of these areas of support and resources will be described.

The College continues to provide adequate fiscal and human support to the Nursing programs. The ADN program was the first program offered in Nursing at the Wauwatosa and Bayshore campuses. This program is very popular and enrolls the largest student population in the Wisconsin region for Bryant & Stratton College. The BSN Generalist, RN to BSN, and PN programs are now offered at the Wauwatosa and Bayshore BSC campuses. The PN program (in conjunction with the other Nursing programs) has received fiscal and human support in regard to faculty positions and salaries, equipment and supplies necessary to maintain the program (for both faculty and students), building a new simulation center with new high fidelity manikins, maintaining faculty load at a reasonable level, providing for skills lab support personnel, a full-time clinical coordinator and administrative assistant, and classroom space for holding classes, many of which hold computers for students to utilize. The supportive team for all students at the College also include academic services with academic advisors assigned to each student, financial aid advisors assigned to each student, a Learning Resource Center staffed full-time to provide students with tutoring, mentoring, and additional support services as needed, skills support centers, and science tutoring labs. The budget for the Nursing programs has consistently been commensurate with the percentage of student population compared to the overall student body. The total shared budget for the Nursing programs has increased significantly in the past three (3) years from 2015 to 2017.

When the Practical Nursing program was being planned (following approval from the Wisconsin Board of Nursing in March, 2015) the College anticipated high interest and enrollment due to the number of students who had been waiting for such a program to be offered. The College provided additional fiscal support to the Nursing programs through faculty positions and salaries, resources for students, increased professional development funds for faculty across all programs, and increased supplies and equipment for faculty and students. The College is anticipating opening a satellite campus in the Racine area for enrollment in the PN and BSN programs beginning in May, 2018. Fiscal support is allocated to this new
campus, to provide for adequate classroom and study space, a library on campus, office space for faculty and staff, computer availability for students, as well as a skills lab which will be maintained with adequate supplies for the Nursing students to practice the skills they are learning in class. The administrative team overseeing the Wauwatosa campus will be responsible for the Racine campus. The Dean of Nursing will oversee the PN and BSN programs and the Campus Director retains the oversight for the Racine campus.

Faculty positions have met the needs of the PN program. Faculty teaching assignments are within the credit hours/loads consistent with the College policy. Class sizes remain reasonable with fewer than 50 students per lecture (most lecture sections are 16 to 24 students); lab and clinical enroll eight (8) or fewer students. Table 4 below identifies the Nursing programs’ enrollment and faculty positions per term since the inception of the PN program. Full-time and part-time faculty positions will be added each semester to accommodate the PN student enrollment at the satellite location in Racine beginning in the Spring 2018 term.

Table 4. Nursing Program Enrollment and Faculty to Student Ratios

<table>
<thead>
<tr>
<th>Term</th>
<th>Student Population</th>
<th>Total Full-Time Faculty</th>
<th>Total Part-Time Faculty</th>
<th>Overall Full-Time Faculty to Student Ratio</th>
<th>PN Full-Time Faculty</th>
<th>PN Full-Time Faculty to PN Student Ratio</th>
<th>Full-Time Faculty Exclusive to PN Program</th>
<th>Part-Time Faculty Exclusive to PN Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2016</td>
<td>PN 95 ADN 412 BSN 6 Total 513</td>
<td>23</td>
<td>18</td>
<td>1:22</td>
<td>6</td>
<td>1:16</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>PN132 ADN 350 BSN 6 Total 488</td>
<td>24</td>
<td>16</td>
<td>1:20</td>
<td>7</td>
<td>1:19</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>PN 197 ADN 330 BSN 36 Total 563</td>
<td>26</td>
<td>25</td>
<td>1:22</td>
<td>12</td>
<td>1:16</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Winter 2017</td>
<td>PN 207 ADN 323 BSN 50 Total 580</td>
<td>28</td>
<td>28</td>
<td>1:21</td>
<td>16</td>
<td>1:13</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>PN 185 ADN 278 BSN 57</td>
<td>28</td>
<td>26</td>
<td>1:19</td>
<td>17</td>
<td>1:11</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total 520</td>
<td>PN 196</td>
<td>ADN 309</td>
<td>BSN 87</td>
<td>Total 592</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>28</td>
<td>30</td>
<td>1:21</td>
<td>14</td>
<td>1:14</td>
<td>3</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Winter 2018</td>
<td>26</td>
<td>27</td>
<td>1:22</td>
<td>13</td>
<td>1:13</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

The College has consistently supported the utilization of ATI resources throughout the ADN and BSN programs in order to increase the students’ preparation for success on NCLEX. The College supported the funding for the ATI PN Predictor exam as well as an on-campus, three (3) day NCLEX Review course offered through ATI for the graduating practical nurse students.

The College provides adequate physical resources to support the PN program. The Wauwatosa campus includes an on-campus library, large skills lab with eight (8) beds and static manikins, a separate skills classroom with another four (4) beds for students to practice their skills, a Learning Resource Center which provides tutoring and mentoring services, and a science tutoring lab. There are 18 classrooms, with 13 of these being computer classrooms. Classroom size varies from between 12 and 24 seats for most classrooms, with one (1) classroom holding 32 students, and has the capability to remove expanding wall dividers to create a large space which accommodates over 60 students. This room is utilized often for the ATI NCLEX review courses and for PN pinning ceremonies. Classrooms with computers also have printers, so that students have easy access to printing their course materials. The library also holds computers and a printer/copier for student use. Classrooms are not locked, so that students are allowed to use any classroom and the computers when class is not being conducted. There is ample opportunity for students to access computers and the internet if they do not have access to these when they are off-campus. The Wauwatosa campus also holds a chemistry lab and a biology lab to meet the needs of the students enrolled in their science courses.

The Wauwatosa campus includes a simulation center with four (4) beds, each with a high fidelity simulator manikin. The pediatric manikin became non-functional during the Spring 2017 term and a new one was purchased quickly. This was valuable to the PN program because acute care experiences for the PN students in pediatrics is limited, so simulation is a valuable learning experience for these students. The College is responsive to the needs of the PN program (and all other Nursing programs).
Faculty have a large shared office area with an open concept and each instructor is provided a desk and computer station. The open atmosphere provides opportunities for faculty to frequently dialogue about the program and curriculum, share best practices, mentor each other, and to develop strong working team relationships. Additional office spaces are available for the support services including the admissions, student services, and career services teams.

The Bayshore campus maintains adequate physical space to meet the needs of the program, although it is smaller in size, and does have a smaller student enrollment. The Bayshore campus also holds an on-campus library with computers, study rooms, printer/copier, and a tutoring service. The nursing skills lab has four (4) beds, with an adjacent classroom remodeled in 2016 to accommodate additional skills practice with two (2) more beds. The Bayshore campus offers a learning resource center and tutoring services, includes 13 classrooms, of which ten (10) hold computers, and a biology lab. This campus also has a separate area for faculty office space, admissions and student services, and career services offices.

Both campuses offer ample parking space for students, faculty, and staff. They both have a student lounge area with tables, chairs, and vending. The College began offering cafeteria-style food at the Wauwatosa campus beginning in the Fall 2017 term, with the increased student enrollment and presence on campus. Security personnel are available at both campuses Monday through Saturday, during the hours both campuses are open.

In addition to the on-campus library, all students and faculty have access to an online library which provides numerous relevant databases for literature from nursing and allied health journals. The online library resources can be accessed while students and faculty are on campus or off campus.

The newly remodeled campus location in Racine will be open for enrollment in May, 2018. The College anticipates between eight (8) and ten (10) new PN students in the first semester, with up to 24 students enrolling each semester thereafter. The Racine campus is approximately 15,000 square feet. A large skills lab area is being designed with at least three (3) beds in one room, which will be adjacent to two (2) additional skills labs separated by movable dividing walls and each with two (2) to three (3) beds or patient examination tables, and teaching stations. These three (3) lab areas will provide adequate space for teaching as well as for student practice hours. The maintenance of the lab will be conducted by a lab
coordinator. This campus will not have a simulation center, and students will be informed that simulation as a clinical component of the curriculum will be conducted at the Wauwatosa campus. The Racine satellite campus is anticipated to have office space for faculty and support services (including academic advisors, career services, and admissions personnel). The first level of the building will hold between six (6) and nine (9) classrooms, with movable partitions for accommodating various class sizes and campus events. Computers will be included in the majority of the classrooms, as many faculty are using the online testing availability through the learning management system in preparing students for the computerized NCLEX-PN exam. A library will be on campus. Support services similar to the Learning Resource Center at the current locations, as well as a student lounge area with vending, will be included on campus. Adequate parking space will be available. The Dean of Nursing has been involved in the design of the building. The lab space in particular will mimic what is currently available at the Wauwatosa and Bayshore campuses.

The PN program provides students with adequate clinical learning experiences. Clinical experiences are embedded into the PN program in each semester, as depicted below in the curriculum plan (Table 5).

Table 5. Practical Nursing Curriculum Plan- Clinical Courses Only

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>Credits</th>
<th>Configuration</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPVN 100</td>
<td>6</td>
<td>Fundamentals of Practical Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture 2 credits = 2 hours/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 2 credits = 6 hours/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical 2 credits = 90 hours total</td>
</tr>
<tr>
<td>SEMESTER 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LPVN 101</td>
<td>4</td>
<td>PN-Medical/Surgical Nursing I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture 2 credits = 2 hours/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical 2 credits = 90 hours total</td>
</tr>
<tr>
<td>SEMESTER 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LPVN 115</td>
<td>2</td>
<td>PN-Leadership and Transition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture 1 credit = 1 hour/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical Internship = 45 hours total</td>
</tr>
<tr>
<td>LPVN 120</td>
<td>3</td>
<td>Maternal/ Child Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture 2 credits = 2 hours/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical 1 credit = 45 hours total</td>
</tr>
<tr>
<td>LPVN 130</td>
<td>5</td>
<td>PN-Medical/Surgical Nursing II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture 2 credits = 2 hours/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical 3 credits = 135 hours total</td>
</tr>
</tbody>
</table>

As can be seen above, there are eight (8) credits of clinical and one (1) credit of internship. These credits offer students 405 hours of clinical during the PN program. A full-time Clinical Placement Coordinator assists the Dean of Nursing (educational administrator) with securing clinical sites, obtaining contracts, and making site visits to determine appropriateness for the program and achieving its outcomes. The Clinical Placement Coordinator is a full-time position held by a Registered Nurse with a Masters degree in
Nursing and an emphasis in education. She coordinates the placement of students to the clinical agencies, maintains clinical contracts, and acts as the liaison between the PN program and the clinical agency for communication purposes. The specific clinical sites utilized in the PN program are provided in Table 6 below, along with the course(s) in the program which utilize each site. Clinical sections are typically scheduled with eight (8) or fewer students and one (1) instructor. This ratio of instructor to students allows for safe care of the clients, evaluation of student performance, and reduces congestion on the nursing units utilized for clinical experiences. The faculty work closely with the agency staff and administration to prepare themselves and students for clinical, to meet the course and program outcomes, and to meet the expectations of the agency. According to the Division of Quality Assurance, all of these clinical facilities are Title XVIII and Title XIX approved.

Table 6. Clinical Experiences in PN Program

<table>
<thead>
<tr>
<th>Clinical Agency</th>
<th>Courses Utilizing the Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridges of Milwaukee</td>
<td>LPVN 100, LPVN 101</td>
</tr>
<tr>
<td>Cedar Springs Health &amp; Rehabilitation</td>
<td>LPVN 130/115</td>
</tr>
<tr>
<td>Golden Living Center- Colonial Manor</td>
<td>LPVN 100</td>
</tr>
<tr>
<td>Elizabeth Residence</td>
<td>LPVN 100</td>
</tr>
<tr>
<td>Kenosha Estates</td>
<td>LPVN 130/115</td>
</tr>
<tr>
<td>Lake Country Health &amp; Rehabilitation</td>
<td>LPVN 130/115</td>
</tr>
<tr>
<td>Linden Grove Menomonee Falls</td>
<td>LPVN 101, LPVN 115</td>
</tr>
<tr>
<td>Linden Grove Waukesha</td>
<td>LPVN 101, LPVN 115</td>
</tr>
<tr>
<td>Maple Ridge Health &amp; Rehabilitation Center</td>
<td>LPVN 100, LPVN 101, LPVN 130/115</td>
</tr>
<tr>
<td>Manor Care</td>
<td>LPVN 130/115</td>
</tr>
<tr>
<td>Union Grove- Wisconsin Department of Veterans Affairs</td>
<td>LPVN 100</td>
</tr>
<tr>
<td>Internship/Preceptor Experiences</td>
<td>LPVN 115</td>
</tr>
<tr>
<td>Linden Grove Menomonee Falls</td>
<td></td>
</tr>
<tr>
<td>Linden Grove Waukesha</td>
<td></td>
</tr>
<tr>
<td>Milwaukee Public School System</td>
<td></td>
</tr>
<tr>
<td>ProHealth Care Clinic</td>
<td></td>
</tr>
</tbody>
</table>

As the PN program expands locally as well as in the Racine area, additional clinical agency contracts are being explored. For example, the Dean of Nursing and Clinical Placement Coordinator met with administrative personnel at Manor Care, Kenosha Estates, Bridges of Milwaukee, and Willowcrest Care Center during the Spring 2017 term in anticipation of increased clinical needs for Fall 2017 and Winter 2018. These organizations have expressed excitement at the opportunity to provide practical nursing students with clinical learning experiences and embrace the collaboration with BSC. As noted above,
clinical contracts were secured with subsequent clinical learning experiences scheduled at the Manor Care, Kenosha Estates, and Bridges of Milwaukee for the Fall 2017 and/or Winter 2018 terms.

In addition to the learning experiences at these clinical agencies, the Practical Nursing students participate in simulation using high fidelity simulators for all LPVN clinical courses. The PN program has been unable to obtain clinical experiences for an entire group of students in the acute care pediatric or maternity areas. Therefore, all clinical learning experiences occur with simulation in LPVN 120 - Maternal/Child Nursing. The faculty utilize the course outcomes as the guideline when they create the scenarios and the debriefing discussion so that course outcomes can be achieved through the simulation experiences.

The College provides students and faculty with technical resources in numerous ways. The PN program is offered in a face-to-face delivery modality, although students have the opportunity to engage in technology through online liberal arts course enrollment, and through the utilization of Blackboard and Elsevier products in their Nursing courses. Students who enroll in an online course must complete an online orientation which is provided by the online division of the College.

Students in LPVN 100- Fundamentals of Practical Nursing, the first LPVN course, are introduced to the Elsevier online web site and resources. The faculty in this course provide students with opportunities to practice adaptive quizzes to assess their knowledge. The faculty provide in-class review and out-of-class support for accessing and utilizing this online resource.

All courses at BSC utilize the Blackboard as the learning management system. The gradebook and discussion board sections are utilized in all courses. In addition, some faculty post course materials and/or assignments and may use this mechanism for students to submit course work. There is a link on Blackboard for student support. Students are also introduced to the learning management system during new student orientation, conducted prior to each semester.

Each campus provides students with Information Technology (IT) personnel who are also available for technology support. Students complete a survey each year which provides an opportunity for the faculty to receive feedback on resources provided. The student survey asks students if they have adequate support to technology. Survey results in 2016 were not separated by Nursing program, and therefore results are limited for reporting purposes specifically to the PN students. Overall, the nursing students indicated on the survey that they felt the College provided adequate technology and technology support (55 of 56 respondents= 98%). The faculty agreed to administer this survey in class rather than online in
in order to increase participation rates for the 2017 survey. The PN students were surveyed in July, 2017. There were 79 students who participated in the survey (out of 185 students = 43% response rate). Of the students who participated in the survey, 51% indicated the resources available to nursing students were adequate to help them be successful; 62% indicated the library hours met their needs; 52% indicated the skills lab hours met their needs; 57% felt the skills lab supported their learning and achievement of program outcomes; and 53% felt they had adequate access to technology and technology support. The percentage of students who agreed with each of these items was higher when calculated based upon only the students who answered the specific item, as many students did not respond to all items. There were numerous comments written by students. The overall results and comments were reviewed by faculty and action plans are being created to address concerns and areas for improvement.

Students may engage in accessing electronic health records at the clinical agencies as a part of the clinical learning experience. When students have access to this technology, the instructor or the clinical agency staff provide an orientation to students usually on the first day at the clinical agency, on accessing, documenting, and navigating through the system. Regulations for confidentiality are discussed.

Faculty and students have access to IT support at both campuses, with our full-time IT staff. In addition, faculty are provided with training and orientation to the Blackboard, as well as the email, Banner, Ultipro and online library, during new faculty orientation and throughout the semester as needed. These technology systems are utilized at varying levels depending upon an individual’s role at the College. The Dean of Instruction, Dean of Student Services, Human Resource Specialist, and the Dean of Nursing have expertise in these systems and are available to guide faculty in their use and access as needed.

(b) Maintain Institutional Accreditation

The College is regionally accredited through the Middle States Commission on Higher Education. The most recent accreditation action was obtained June 22, 2017, with a reaffirmation of accreditation earned. See Appendix D for the Statement of Accreditation Status.

(c) Develop and maintain written school of nursing administrative policies which are in accord with the institution

In addition to the policies described previously, the College created a policy related to decision-making for the Nursing programs (see Appendix E for Policy 10-0008). Bryant & Stratton College functions as one College with 19 locations, and offers Nursing programs at locations in Wisconsin, Ohio, and Virginia. The Nursing programs have a system-wide curriculum with consistent course titles, numbers, credits, course
configuration, descriptions, and course outcomes. The topics to be covered in each course are consistent among the campuses that offer the Nursing program, while the methodology for teaching, learning, and evaluating student performance, varies per instructor discretion and regional variances. Faculty participate in the development, review, evaluation, and improvement processes for the curriculum in the Nursing programs at all campuses. The faculty input is shared by the Nursing educational administrator for each program at regularly scheduled meetings throughout the year.

(d) Have written contracts between the school of nursing and institutions which offer associated academic study, clinical facilities, and agencies for related services for students.

The PN program does not currently have any contracts with agencies for associated academic study or services for students. The PN program maintains contracts with all clinical agencies in which students participate in learning activities. An example of a contract template is provided in Appendix F. Some clinical agencies may have a template they require, and the PN program accepts these contracts, as long as the necessary components are included. The contracts specify the expectations of the College as well as the clinical agency, provide for the protection of students, and generally outline the conditions for clinical placement. The contracts are maintained in the office of the Clinical Placement Coordinator and they are reviewed annually for currency and updating per contract language.

Initial clinical agency visits are conducted by the Dean of Nursing and Clinical Placement Coordinator, who meet with clinical agency administrative personnel. The staffing patterns, client population, ability to meet the program outcomes and course outcomes, and accessibility for students to conference rooms, parking, and charting systems are discussed. Specific expectations for clinical by the agency and by the PN program are described, and a tour of the facility is conducted. The Dean of Nursing and Clinical Placement Coordinator share information from the site visit with the faculty and discuss opportunities for utilizing the agency in the PN program. Throughout the semester, clinical agencies are being evaluated regularly. Clinical sites are evaluated by both students and faculty. Students provide feedback at the end of each semester via student feedback surveys regarding the learning experience at the clinical agency. Faculty share their feedback with the Clinical Placement Coordinator and the Dean of Nursing. If concerns arise, follow-up discussions occur with the relevant personnel. The ability of students to achieve course and program outcomes is evaluated each semester for each clinical site.

(2) Educational Administrator
(a) The qualifications for the educational administrator are all of the following:

1. Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
2. A graduate degree with a major in nursing
3. 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
4. Current knowledge of nursing practice

The Dean of Nursing, Dr. Linda Krueger, holds the qualifications as required by both the Wisconsin Board of Nursing and the College, for the educational administrator of the Nursing program. She oversees the PN, ADN, and BSN programs. See Table 7 below for a side-by-side comparison of the state requirements and qualifications of Dr. Krueger. (Appendix G includes Dr. Krueger’s Curriculum Vitae)

<table>
<thead>
<tr>
<th>Wisconsin Board of Nursing Requirement</th>
<th>BSC Dean of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATIONAL ADMINISTRATOR. (a) The qualifications for the educational administrator are all of the following:</td>
<td>1. Wisconsin RN License renewed and good through February 2020; unencumbered; #94704-030</td>
</tr>
<tr>
<td>1. Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.</td>
<td>2. MSN earned from UW-Eau Claire in 1992</td>
</tr>
<tr>
<td>2. A graduate degree with a major in nursing.</td>
<td>3. Education Specialist earned from UW-Stout in 2007- several courses in curriculum development and teaching principles Educational Doctorate with emphasis in Educational Leadership from Edgewood College in 2013, also included coursework in adult learning and teaching principles Nursing instructor at Chippewa Valley Technical College for 9 years from 2001-2010 in addition to occasional teaching from 2010-present</td>
</tr>
<tr>
<td>3. 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.</td>
<td>4. Maintains current knowledge of nursing practice through research (last published article in 2017), reading nursing journals, participating in seminars and webinars, participation in clinical teaching, staying abreast of clinical agency updates</td>
</tr>
</tbody>
</table>
Dr. Krueger had 15 years of nursing education and six (6) years of nursing education leadership experience at the time of the PN program inception. Dr. Krueger worked within a one-plus-one (1+1) Nursing program previously, for 14 years, which included a Practical Nurse component within an Associate Degree Nursing program prior to accepting the Dean of Nursing position at BSC. These qualifications also met the requirements of the College for the Dean of Nursing position.

(3) Faculty

(a) Faculty standards. The school of Nursing shall have evidence of the faculty meeting the standards in this section on file in the school of nursing office and available upon request by the board.

The Nursing program is in compliance with this expectation. Faculty submit an application through the online Ultipro system where they upload their resume or curriculum vitae. Transcripts are required for validation of earned credentials and are saved (hard copy) in the faculty file in the Human Resource office and/or (electronic copy) on the shared drive for access by administration.

(b) Qualifications for practical nursing faculty:

1. Hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered

2. A baccalaureate degree with a major in nursing

All nursing faculty teaching in the PN program meet the above requirements, and the requirements have been met for each semester since the inception of the PN program. Table 8 below identifies the credentials of full-time faculty teaching in the PN program each semester since the Winter 2016 term. Table 9 identifies the credentials of part-time faculty teaching in the PN program each semester since the Winter 2016 term. Please note the total part-time faculty numbers in Table 9 may differ from those reported in Table 4 due to the variation in number of faculty teaching in any of the Nursing programs versus the number of faculty teaching exclusively in the PN program.

Table 8. Full-Time Practical Nursing Faculty Per Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Total Full-Time Nursing Faculty in PN Program</th>
<th>Full-Time Faculty with MSN</th>
<th>Full-Time Faculty with BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2016</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 9. Part-Time Practical Nursing Faculty Per Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Total Part-Time Nursing Faculty in PN Program</th>
<th>Part-Time Faculty with MSN</th>
<th>Part-Time Faculty with BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2016</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>13</td>
<td>5 MSN 1 DNP</td>
<td>7</td>
</tr>
<tr>
<td>Winter 2017</td>
<td>12</td>
<td>1 DNP</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>14</td>
<td>5 MSN 1 DNP</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>17</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Winter 2018</td>
<td>11</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

(d) Faculty exceptions.
As can be seen above, there have been no faculty exceptions for the PN program.

(4) Curriculum
The faculty and Dean of Nursing, as well as faculty and program directors from the other BSC campuses offering Nursing programs, developed the PN curriculum. The curriculum was developed with the LPN scope of practice in mind, recognizing the variances in requirements for the Wisconsin, Ohio, and Virginia Boards of Nursing. Additional considerations included professional guidelines from the National League of Nursing competencies for graduates of practical nursing; Quality and Safety in Education of Nursing (QSEN) competencies; NCLEX-PN test plan; National Patient Safety Goals (NPSG); and contemporary practice based upon regional nursing practice in acute care, long-term care, home care, clinic, and school settings.

The curriculum will include:
(a) evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. The methods of instruction may include distance education methods.
In accordance with the teaching philosophy at Bryant & Stratton College (Seven Guiding Principles of Instruction, Chickering & Gamson, 1999) as well as adult learning theory, and the Community of Inquiry subscribed to by the College, faculty incorporate a variety of teaching and learning activities in order to guide students to meet the course outcomes. The various activities assist students to achieve the course outcomes and the end-of-program student learning outcomes.

The selection and implementation of teaching and learning activities are appropriate for the different components of a course, including the didactic, lab, and clinical. In addition to focusing on the end-of-program student learning outcomes and the component of the course, success on the NCLEX-PN is also a relevant consideration in the selection of activities. Methods of instruction and learning activities are described in each course syllabus and are aligned to the course and end-of-program student learning outcomes. Methods of instruction in the didactic environment include lecture, discussion, case studies, review of NCLEX questions, group work, videos, virtual excursion, student presentations, Blackboard discussions, and textbook or other resource readings. Methods of instruction in the lab setting include demonstration and return demonstration following skill practice, online modules, and utilization of medium fidelity simulation to present lungs sounds and heart tones, for example. Methods of instruction in the clinical and simulation setting include the activities required for providing care to clients and completing the preparatory or reflection assignments, and debriefing activities. During debriefing or post-conference, rich discussion occurs about the learning experience, and faculty utilize a variety of methods and questioning to stimulate critical thinking. Nursing care planning and concept mapping are often utilized. Examples of evidence-based practice, upholding NPSG and QSEN concepts, are evident at the clinical agencies utilized by the PN program. For instance, students and faculty may review the agency policies on safe medication administration, the prevention of falls, prevention of infection and pressure ulcers, and they may review best current evidence in comparison to interventions witnessed in the clinical setting.

The Nursing courses (designated by LPVN) are offered only in a face-to-face format. Students may elect to enroll in an online liberal arts course. The curriculum plan in its entirety is presented below in Table 10.

Table 10. PN Curriculum Plan

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr</td>
<td>BIOL 110 Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>6 cr</td>
<td>LPVN 100 Fundamentals of Practical Nursing</td>
</tr>
<tr>
<td>Credits</td>
<td>Course Name and Description</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>3 cr</td>
<td>MATH 201 College Math: Quantitative Reasoning</td>
</tr>
<tr>
<td>3 cr</td>
<td>ENGL 101 Research &amp; Writing I</td>
</tr>
<tr>
<td><strong>SEMESTER 2</strong></td>
<td><strong>Pre-Requisites</strong></td>
</tr>
<tr>
<td>3 cr</td>
<td>BIOL 210 Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>4 cr</td>
<td>LPVN 101 PN-Medical/Surgical Nursing I</td>
</tr>
<tr>
<td>3 cr</td>
<td>NURS 125 Lifespan Development and Nursing Practice</td>
</tr>
<tr>
<td>2 cr</td>
<td>LPVN 105 Pharmacology for LPNs</td>
</tr>
<tr>
<td>1 cr</td>
<td>LPVN 110 Intravenous Therapy</td>
</tr>
<tr>
<td><strong>SEMESTER 3</strong></td>
<td><strong>Pre-Requisites</strong></td>
</tr>
<tr>
<td>2 cr</td>
<td>LPVN 115 PN-Leadership and Transition</td>
</tr>
<tr>
<td>3 cr</td>
<td>LPVN 120 Maternal/Child Nursing</td>
</tr>
<tr>
<td>5 cr</td>
<td>LPVN 130 PN-Medical/Surgical Nursing II</td>
</tr>
<tr>
<td>3 cr</td>
<td>PSYC 101 Principles of Psychology</td>
</tr>
</tbody>
</table>

The College offers three (3) 15 week semesters per calendar year. The PN program can be completed in one (1) year. Students may attend part-time if they prefer. The sequencing of courses occurs as depicted above, and provide for students’ academic success with the progression of learning from basic to complex, foundations to broader concepts, and required liberal arts and science courses to support and enhance student learning. All courses are offered each semester. The individual course syllabi for each of these courses will include the course outcomes and the PN end-of-program student learning outcomes, the topics to be covered, learning objectives for each topic area, the assignments for students to complete, the teaching, learning, and evaluation methods, and the alignment of the content with the organizing framework. (See Appendix C for Sample Supplemental Course Syllabus, which depicts this information)

*The curriculum will include:*

(b) *Diverse didactic and clinical learning experiences consistent with program outcomes*

Faculty teaching in the PN program utilize a variety of classroom materials and teaching methodologies, as described above, in order to achieve the end-of-program student learning outcomes. These outcomes indicate that the graduate of the PN program will:

1. Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices
2. Function as a member of the interdisciplinary health care team using legal and ethical principles
3. Utilize effective communication methods which manage information, prevent errors, and support decision making necessary for the provision of quality patient care and continuous quality improvement
4. Utilize leadership skills in various settings as a collaborator of care
5. Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship centered care

Faculty have aligned the end-of-program student learning outcomes with the course outcomes and they provide teaching and learning experiences in the classroom and lab setting in accordance with these outcomes. (See Appendix H for the Alignment of SLO with Course Outcomes) Additionally, the evaluation strategies implemented guide the student and the faculty in recognizing the students’ level of proficiency in meeting the course and end-of-program student learning outcomes. The alignment is depicted in the course syllabi so that students understand how they will achieve the outcomes and how their performance will be evaluated. Teaching assignments for didactic learning are created based upon the faculty’s area of expertise and educational as well as experiential accomplishments. For example, Susan Thiel has over 30 years of experience working in the clinical arena in OB/maternity and she has provided care to women globally as she participates in mission trips to Africa. She brought a wealth of experience and examples to the classroom as she taught this particular specialty area in LPVN 120- Maternal/Child Nursing. Likewise, her course partner, Brea Sanders, has over ten (10) years of experience working as a nurse with children, in the acute care area, at Children’s Hospital of Wisconsin. She taught the pediatric portion of LPVN 120- Maternal/Child Nursing. Both of these instructors resigned prior to the Winter 2018 term. The LPVN 120 course is taught by two (2) new faculty, one (1) with expertise in pediatric nursing and the other with expertise in OB nursing. Tosha Bratcher worked for over 13 years as an LPN prior to earning her BSN. She teaches in the final semester LPVN 130- PN Medical-Surgical Nursing II and brings to class the lived experience and scope of practice of the LPN. Natasha Sanders-Beavers teaches the NURS 125- Lifespan Development & Nursing Practice (included in all Nursing program curriculum at BSC) and shares relevant examples with students from her many years of experience as a school nurse. Students are able to grasp the content and picture what they are learning when faculty can provide meaningful examples and connections to practice from the didactic learning.

There are a variety of clinical experiences for students as they progress through the program. Each clinical course has its own clinical evaluation tool, derived from the end-of-program student learning outcomes and course outcomes, as aligned with the organizing framework components of the QSEN and NLN competencies. (See Appendix I for a Sample Clinical Evaluation Tool) Students are provided a rating on their performance in each area from a “0”- Student performance is unsafe, inaccurate, shows incomplete
or late work, and requires continuous direction; to a “3”- Student performance is safe, accurate, efficient, proficient, coordinated, confident, and consistently functions beyond expected outcomes without direction. Students need to achieve a particular overall average score, which increases as they progress through the curriculum, and in order to pass the clinical, they cannot earn a score of “0” in any particular item area, because this would indicate they have not achieved the course outcome. The expectations for knowledge, skills and attitudes increase as students progress through the program. For example, in LPVN 100- Fundamentals of Practical Nursing, the student “articulates the steps in the nursing process when preparing for patient care” and “identifies the members of the interdisciplinary team pertinent to the patient situation” whereas in LPVN 130- PN Medical-Surgical Nursing II, the student will “implement the nursing process when preparing for patient care” and “collaborate with the appropriate members of the interdisciplinary team involved in patient care.” Another example which demonstrates progression in performance, is in LPVN 101- PN Medical-Surgical Nursing I the student is expected to “identify potential patient complications and choose appropriate sources of information when planning care” whereas in LPVN 130- PN Medical-Surgical Nursing II, the student will “identify potential patient complications and nursing interventions to prevent such complications” and “differentiate appropriate and inappropriate sources of information when planning care.” The student in LPVN 101 would need an average score of 1.6 on the final evaluation in order to pass the clinical, and the student in LPVN 130 would need an average score of 2.0 on the final evaluation in order to pass the clinical.

As noted previously, there are five (5) courses in the PN program which include a clinical component, totaling 405 hours. These clinical experiences occur mostly in long-term care and rehabilitation facilities, but may also include an internship experience with a preceptor at a school or clinic. Students complete their clinical hours in the simulation center for LPVN 120- Maternal/Child Nursing, and all clinical sections include at least one (1) learning experience in the simulation center. There is ample evidence in the literature to support incorporating simulation in place of the traditional clinical, and faculty have adopted this teaching and learning strategy to provide students with meaningful learning that they cannot obtain due to clinical site limitations. Faculty have aligned the simulation activities (pre-session, simulation, and debriefing) with the course outcomes. The Dean of Nursing has had conversations with home care agencies, in an attempt to broaden the internship experience potential. During the student registration period, special effort is made to ensure students are placed in different clinical locations each semester in order to broaden their experience and allow them to experience a variety of policies, organizational
and staffing examples, patient populations, and a variety of health care providers and ancillary personnel, in order to successfully achieve the end-of-program student learning outcomes.

(c) coursework shall include all of the following:

1. Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice

As noted in the PN curriculum plan, students complete two (2) biology courses, Anatomy & Physiology I and II, and courses in English, Math, and Psychology. Each of these courses provides the students with valuable learning relevant to the end-of-program student learning outcomes and in preparing them for nursing practice, as well as success in the LPVN courses. Anatomy and physiology is valuable to understanding disease processes and associated nursing care, pharmacology, and body system functioning. These courses prepare the students to be successful in their LPVN courses through the foundational knowledge they guide students to achieve. The focus of the English course is on developing writing skills and beginning to use research exploration in data collection, presenting ideas, and supporting conclusions. These skills are valuable to nurses in understanding the process of expressing oneself through writing in a professional manner and in grasping the basic knowledge of evidence-based practice. The LPVN courses expand upon this foundation through the content, and teaching and learning activities required of students. The math course is vital to helping students prepare for safe medication administration. Throughout the curriculum each course with a clinical component requires the student to pass a math medication calculation exam with a score of 100%. Students are allowed up to three (3) attempts, with a different exam for each attempt, in order to complete this requirement. Students who do not successfully earn 100% after three (3) attempts will fail the course. The faculty strongly believe in this practice as medication administration is such an important component of the LPN role, and safety of patients is paramount. The psychology course is important in the PN program to provide students with tools for understanding and communicating with people from different backgrounds, with various perspectives, and in being sensitive and responsive to the needs of others.

In accordance with the College transfer policy and the PN program transfer policy, students may be allowed to transfer the liberal arts courses from another institution which is regionally accredited, and the course outcomes match at least 80% of the corresponding BSC course outcomes. Students may also transfer biology courses with these same criteria, a grade of C or better, and a five (5) year currency. Non-clinical nursing courses may be allowed to transfer, which would include NURS 125- Lifespan Development.
& Nursing Practice, with a grade of C or better, and 80% match of course outcomes. A student may be allowed to attempt a test-out for LPVN 105- Pharmacology for LPNs and 110- Intravenous Therapy if they have taken an equivalent pharmacology course previously, and if they are certified in intravenous therapy. We have allowed only one student to test out of LPVN 110- Intravenous Therapy due to being certified in this area already. We have not had any students test out of the LPVN 105 course.

*(c) coursework shall include all of the following:*

2. *Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care*

Professional responsibilities are addressed in all LPVN courses. The role and responsibilities of the LPN related to nursing care is addressed in all courses. The demonstration of abiding by the professional responsibilities is clearly evaluated in each clinical course via the clinical evaluation tool. Legal and ethical issues are addressed throughout the program, in all LPVN courses as well. Legal and ethical issues are relevant to all areas of nursing practice. The history and trends in nursing and health care are specifically addressed in LPVN 100- Fundamentals of Practical Nursing. (See topics to be covered as listed in Course Syllabi in Appendix C)

3. *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.*

The curriculum includes prevention of illness and promotion, restoration, and maintenance of health in patients across the lifespan in all of the NURS and LPVN courses in the PN program. NURS 125- Lifespan Development & Nursing Practice incorporates nursing concepts across the lifespan, including health promotion and illness prevention, safety concerns, and developmental stages, throughout the lifespan. Cultural sensitivity is discussed, including cultural influences on human growth and development. LPVN 100- Fundamentals of Practical Nursing, includes a didactic and supervised clinical experience, and includes topics such as cultural, religious, and spiritual influences on health; stress and coping; health and wellness; caring for families; and basic disease process considerations related to oxygenation, nutrition, elimination, pain and skin. Students learn about the prevention of problems in these areas, as well as ways to promote, restore, and maintain health in these areas. While the majority of clinical patients in this course are elderly, there are opportunities for students to work with the clients undergoing rehabilitation, who tend to be recovering from surgery, and younger than the typical client in a long-term care setting.
All the clinical agencies provide for diverse learning experiences with clients from a variety of backgrounds.

LPVN 101- PN Medical-Surgical Nursing I, includes a didactic and clinical component. Similar to the clinical experiences in the LPVN 100- Fundamentals of Practical Nursing course, these students in the second semester experience providing care for clients with a wide range of backgrounds. Clients receiving rehabilitation care are often assigned to the students, as they relate directly to the learning occurring in the didactic portion of the course. This course includes topics related to cultural, religious, and spiritual influences on health; care of the surgical patient; and care of patients related to the following: mental health disorders, musculoskeletal conditions, cancer, disorders of the eyes and ears, patients with HIV/AIDS, and disorders of the respiratory and cardiovascular systems. The learning includes health promotion, disease prevention, and health restoration, related to each of these body systems.

LPVN 105- Pharmacology for LPNs is a didactic course which addresses legal aspects of medication administration, the utilization of herbal therapies, cultural modifications, polypharmacy, and psychopharmacology. Multiple categories of medications and classifications are discussed in this course, and include the discussion of nursing care related to each classification. The discussion of pharmacological treatment for conditions includes the alternatives of illness prevention, and also includes health promotion and maintenance activities.

LPVN 110- Intravenous Therapy is a didactic course. This course would focus on health restoration and maintenance in relation to intravenous therapy. Legal aspects and providing safe care during the initiation of therapy and ongoing throughout the therapy would address concepts of cultural and ethnic implications.

LPVN 115- PN Leadership and Transition is a didactic course with a clinical component. The clinical may be supervised by faculty and conducted in the simulation center or in a clinical agency. The clinical may be an internship experience with a preceptor LPN in the field. Specific topics covered in this course do not specifically relate to the prevention of illness or restoration, maintenance, and promotion of health, because these topics have been covered in all previous courses. In this course, the student applies what has been learned related to these concepts, to patient situations in clinical as well as on course exams.

LPVN 120- Maternal/Child Nursing includes a didactic and clinical component. The clinical is supervised, and is conducted in the simulation center, by faculty who have expertise in the content area and who
have been mentored to teaching in simulation. The simulation scenarios and the debriefing discussions are aligned with the course outcomes and provide students with opportunity to apply what they are learning in class and also meet the BON curriculum expectations. The didactic portion of the course includes caring for women during pregnancy, during labor and birth, and postpartum. Care of the child begins with the newborn and addresses all body systems related to their unique presentation and nursing care for children. Ethical issues, cultural, religious, and spiritual impact and community resources, are discussed, as well as support systems and abuse and neglect considerations.

LPVN 130- Medical-Surgical Nursing II includes topics related to the body systems not covered in LPVN 101- PN Medical-Surgical Nursing I. These would include the neurological system, endocrine system, urinary and gastrointestinal systems, and the integumentary system. Caring for patients with disorders of the gallbladder, pancreas, and liver, as well as caring for patients during disasters such as bioterrorism, and pandemic infections; and caring for patients with trauma, shock, and chemical dependencies, are also discussed. Students take into consideration preventative measures and health promotion, restoration, and maintenance related to each of these body systems or client situations. The clinical experiences are supervised and include clients from a variety of cultural, ethnic, social, and economic backgrounds, as well as diversity in age. Some students also experience clinical in the simulation center, and these experiences are created by faculty to align with the course and end-of-program student learning outcomes.

See Appendix J for the curriculum alignment with the BON requirements and the PN program. This document provides concise information related to course topics, course outcomes, and end-of-program student learning outcomes that demonstrate meeting the BON requirement for the aforementioned curriculum requirements. This document also addresses in a concise format, the clinical requirements, as described narratively, below.

(5) Clinical Learning Experiences

(a) Patient experiences shall occur in a variety of clinical or simulated settings and shall include all of the following:

1. Integrating patient safety principles throughout the didactic and clinical coursework.

The QSEN concepts are threaded throughout the curriculum, which includes safety, and are incorporated into each course, as can be seen on the course syllabi topics to be covered. Additionally, safety is expected in the clinical arena, and is evaluated in each clinical course, per the clinical evaluation tool. Safety includes providing care in a safe manner to the clients, administering medications in a safe manner, incorporating
National Patient Safety Goals, communicating appropriately, utilizing technology in a safe manner, and creating a safe environment. The end-of-program student learning outcomes address safety: provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices. In addition, all courses have at least one course outcome which relates directly to safety. Students must perform safely in the clinical setting, as a score of “0” on the clinical evaluation tool indicates the student performance is unsafe, and the student will receive a failing grade for clinical if the final evaluation includes a “0” on any item. As a specific example, students in LPVN 101- PN Medical-Surgical Nursing I, have post-clinical paperwork required to be completed and submitted to their clinical instructor. One specific question the students need to address is safety issues they encountered or assessed in their assigned client. These students also explain how they met a QSEN competency (of their choosing) during their clinical learning experience. Similar assignments are included in all other clinical courses.

2. Implementing 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.

The PN faculty continually evaluate the care being provided at the clinical agencies, the curriculum, and the content, in comparison to best evidence to ensure students are learning and applying evidence-based nursing practice. Faculty stay abreast of the most current research through their readings of nursing journals, updates from nursing newsletters, attendance at conferences and seminars, continuing their clinical practice, and reviewing policies and procedures from new publications. Clinical agencies utilize evidence-based practices and maintain policies consistent with best research. Many of the clinical agencies utilized in the PN program utilize quality improvement processes and share their activities with staff and students. Some facilities have bulletin boards with this information posted either in a public location or in a private staff area. Table 12 below provides examples of evidence-based practices and upholding National Patient Safety Goals during clinical experiences. In addition to the clinical site providing opportunities to engage in evidence-based activities, all clinical students have paperwork they complete following the learning experience, where they need to address interventions related to pain or other issues their client was having, and in the creation of a nursing care plan, where they need to identify the rationale (which is evidence-based) for each intervention.
<table>
<thead>
<tr>
<th>Clinical Site</th>
<th>Evidence-Based Practice and NPSG examples</th>
</tr>
</thead>
</table>
| Linden Grove-Waukesha    | - The use of safety needles (Insulin pen needs that retract after use)  
- All CNA's and students must have a gait belt on hand for transferring every patient  
- The Staff carry cell phones which alert them when residents are calling for assistance |
| VA-Union Grove           | - Nursing care plans are created with an interdisciplinary focus and are created to address each resident’s nursing care needs.  
- Pressure ulcer prevention techniques include involvement in exercise programs and keeping clients’ skin clean and dry when they are incontinent.  
- Safety includes frequent assessment for risk of falls and interventions are implemented to reduce the risk of injury. Trends in the patient history and medical record review are analyzed for implications to nursing care. Functional ability is assessed regularly.  
- Medication regimen is assessed regularly for the development of side effects  
- Medication safety occurs with the proper identification of the resident, five rights, and appropriate pre-medication assessments performed |
| Colonial Manor           | - EMAR for medication administration has reduced med errors  
- Photos attached to EMAR to provide increased safety and patient identification |
| Maple Ridge              | - Skin assessments, wound care rounds; frequent turn and positioning  
- Performs 5 rights prior to medication administration order verifications with monthly cart changes  
- Pt info on bathroom doors for each resident that has all the assistive information for the patient in the room (teeth, glasses, ambulation, assistance needed, etc.) |
| Cedar Springs            | - Policies 3.4.9 through 3.4.13  
- Comprehensive Care Plan Review for new admission or significant changes. Daily Recreation therapy Coordinator/Director of Rehabilitation meeting  
- Policies 5.1.1 through 5.11.1  
- Safety training for workers and patients on wheelchair and scooter use. Ergonomics/education and training. Minimal lift Program, sling and slide sheet mechanical lift. Ergonomics/Preventative Maintenance for all equipment, Service calls and battery care  
- Policies 3.4.1 through 3.4.7 |
<table>
<thead>
<tr>
<th>Simulation</th>
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</thead>
<tbody>
<tr>
<td>LPVN 120 Simulation for OB and pediatrics: Safe medication administration including the five rights and ID band, allergies, age appropriate validation; double checking for epi pen administration Monitoring for infection in mom after rupture of membranes Critical thinking in medication administration decision-making; teaching; and calculations Prevention of falls using call light placement; crib rails Injury prevention with seizure precautions Preventing skin breakdown in infants</td>
</tr>
</tbody>
</table>
3. Providing 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:

   a. Respecting patient differences, values, preferences, and expressed needs
   b. Involving patients or designees in decision-making and care management
   c. Coordinating and managing patient care across settings
   d. Explaining appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve health lifestyles

Each of the PN program end-of-program student learning outcomes relates to the topics and requirement for the item listed above: Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices; Function as a member of the interdisciplinary health care team using legal and ethical principles; Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of continuous patient care and quality improvement; Utilize leadership skills in various settings as a collaborator of care; and Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship-centered care.

Following each clinical day, students submit paperwork to their instructor based upon a reflection of the clinical learning experience. This paperwork guides students in their learning and provides additional means for faculty to evaluate the students’ knowledge. In LPVN 115- PN Leadership and Transition, specific questions the student would address, related to interventions and coordinating and managing care include the following: How did you prioritize the care you provided to your team of clients? Looking back, would you prioritize differently? Why or why not? Describe how you applied the nursing process with one of your clients, including what were the goals you created with your client? Did you encounter any conflict between your patients, family members, or staff members? How did you approach the situation? What could you have done differently?

The students in LPVN 100- Fundamentals of Practical Nursing complete a written paper in which two (2) questions they need to respond to are related to the patient being a partner in care. These questions include: How can we recognize the client as the source of control and a full partner in wellness? How can functioning effectively within all teams, fostering open communication, and sharing decision-making achieve a higher quality care?
As noted in the section above, cultural sensitivity, considering cultural preferences while planning for and providing care, and respecting individual’s preferences, are embedded into all LPVN courses as well as NURS 125- Lifespan Development & Nursing Practice. Each of the clinical evaluation tools include at least one (1) line item for evaluating the student’s performance in providing culturally competent and sensitive care, involving others in the care, coordinating care, and teaching appropriately to clients. Table 13 below depicts selected items from the clinical evaluation tools which demonstrate the curriculum in clinical learning experiences includes the requirement set forth above.

Table 13. Clinical Examples of Culturally competent care, respecting patients’ preferences, involving patients, coordinating care, and teaching appropriately

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>LPVN 100</td>
<td>Describes the impact of developmental, emotional, cultural, religious, and spiritual influences on the patient’s health status</td>
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<td></td>
<td>Includes the patient and family members when appropriate in planning and implementing patient care</td>
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<td></td>
<td>Respects patient values and preferences while providing care</td>
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<tr>
<td></td>
<td>Recalls the effectiveness of care provided and provide appropriate follow-up</td>
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<td></td>
<td>Advocates for the patient and family</td>
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<tr>
<td>LPVN 101</td>
<td>Demonstrate respect for the physical, social, cultural, and emotional needs of the patient and family</td>
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<tr>
<td></td>
<td>Communicate patient questions and level of understanding following teaching episodes with the RN and other appropriate health care team members</td>
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<tr>
<td></td>
<td>Choose health promotion activities which incorporate and are respectful toward the individual patient situation</td>
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<tr>
<td></td>
<td>Communicate effectively with the patient and/or family to alleviate fears, address coping responses, and provide support</td>
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<tr>
<td>LPVN 115</td>
<td>Develop, in collaboration with the RN, a plan for meeting unmet patients’ needs</td>
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<td></td>
<td>Reinforce health promotion and illness prevention teaching with an organized approach</td>
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<tr>
<td>LPVN 120</td>
<td>Include the patient and family members when appropriate in planning and implementing patient care</td>
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<td></td>
<td>Collaborate with the RN and other members of the health care team to incorporate evidence-based practices into clinical decision-making</td>
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<td></td>
<td>Reinforce teaching provided by the RN or other health care team members in an effective, clear, and respectful manner</td>
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<td></td>
<td>Collect data on patient response to treatments, cares provided, medications, and other nursing interventions</td>
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<tr>
<td>LPVN 130</td>
<td>Attend to the physical, social, cultural, and emotional needs of the patient and the family</td>
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<tr>
<td></td>
<td>Include the patient and family members in planning and implementing patient care</td>
</tr>
<tr>
<td></td>
<td>Choose and implement health promotion activities in collaboration with the RN which incorporate and are respectful toward the individual patient situation</td>
</tr>
<tr>
<td></td>
<td>Reinforce teaching provided by the RN or other health care team members in an efficient manner</td>
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</table>
4. Collaborating with interprofessional teams to foster open communication, mutual respect, and shared decision-making in order to achieve quality patient care

The PN program values collaboration and shared decision-making, as evidenced by the organizing framework inclusion of QSEN (with a teamwork and collaboration competency) and the NLN competencies of Human Flourishing, Nursing Judgment, and Professional Identity. All clinical learning experiences offer students opportunities to collaborate with members of the health care team. When clinical site visits are conducted to assess their appropriateness to the program, an important aspect that we consider is the constituents of the health care team and the willingness of the clinical agency to allow PN students to be an integral part of the team. Most of the clinical agencies utilized in the PN program have interprofessional team members present during the time students are in clinical and the students are often involved in conversations or observations with these team members. For example, students have opportunities to interact with activity therapists, physical therapists, occupational therapists, speech therapists, wound care nurses, case managers, dieticians, social workers, physicians, and nurse practitioners. There are two (2) PN end-of-program student learning outcomes which relate directly to interprofessional collaboration and quality patient care: Function as a member of the interdisciplinary health care team using legal and ethical principles; and Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of continuous patient care and quality improvement. All clinical evaluation tools include items related to collaboration and communication with health care team members. Table 14 below identifies the knowledge and skills expected of the students in regard to collaboration.

Table 14. Collaboration in Clinical Learning Experiences

<table>
<thead>
<tr>
<th>LPVN 100</th>
<th>Identifies the members of the interdisciplinary team pertinent to the patient situation</th>
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<tbody>
<tr>
<td></td>
<td>Communicates findings to health care team</td>
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<td></td>
<td>Collaborates with the RN to coordinate patient care</td>
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<tr>
<td>LPVN 101</td>
<td>Identify the appropriate members of the interdisciplinary team involved in patient</td>
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<td>care</td>
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<td></td>
<td>Communicate with the RN and other members of the health care team in a professional</td>
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<td></td>
<td>Illustrate the role of various members of the health care team in planning care</td>
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<td></td>
<td>Identify changes in patients’ conditions in a timely manner and report these to the</td>
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<tr>
<td></td>
<td>RN or other interdisciplinary team member appropriately</td>
</tr>
<tr>
<td>LPVN 115</td>
<td>Contribute to the health care team in a positive and effective manner</td>
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<tr>
<td></td>
<td>Communicate patient’s needs with health care team members effectively</td>
</tr>
<tr>
<td></td>
<td>Develop, in collaboration with the RN, a plan for meeting unmet patients’ needs</td>
</tr>
<tr>
<td>LPVN 120</td>
<td>Communicate with the members of the interdisciplinary team in a professional</td>
</tr>
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<td></td>
<td>manner</td>
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</tbody>
</table>
Collaborate with the RN and other members of the health care team to incorporate evidence-based practices into clinical decision-making. Communicate patient questions and level of understanding following teaching episodes with the RN and other appropriate health care team members. Identify changes in patients’ conditions in a timely manner and report these to the RN or other interdisciplinary team member appropriately.

| LPVN 130 | Examine evidence-based practices to apply to nursing care in collaboration with the RN and other members of the health care team. Include various members of the health care team in planning care. Support the plan of care developed by health care team members. Identify when additional health care team members are required to meet the needs of the patient and family. |

In addition to faculty evaluation of student behaviors, knowledge, and skills on the clinical evaluation tool, further evidence of the incorporation of collaboration is provided by students in their weekly clinical paperwork which is submitted after clinical, and provides for a reflection on the clinical experience. In LPVN 115- PN Leadership and Transition, for example, students write about their communication with their client and with other health care providers. They describe their client’s outcomes and whether the expected outcomes were met.

5. **Participating 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.**

Within the organizing framework for the PN program, is the QSEN, which includes a quality improvement competency. All LPVN clinical courses include a course outcome and learning activities which align with this competency. For example, students in the LPVN 100- Fundamentals of Practical Nursing clinical complete a QSEN project where they discuss factors or solutions that would improve their client’s situation by changing aspects of the client’s environment, systems, or treatment. The LPVN 115- PN Leadership and Transition clinical does provide opportunities for students to examine agency specific quality improvement processes for the impact on patient care. Students are asked to create a plan for incorporating quality improvement measures. The implementation of the National Patient Safety Goals (NPSG) also provides students with opportunities to evaluate for quality improvement. The NPSG are incorporated into all clinical courses. Faculty and students in LPVN 101- PN Medical-Surgical Nursing I are administering medications, and during this process, there have been occasions where errors were found and then communicated to the appropriate clinical agency administrative personnel. The instructor
follows up with a conversation with the students regarding the incident and measures that can be taken to prevent errors from happening.

6. *Using information technology to communicate, mitigate errors, and support decision-making.*

Some clinical agencies have implemented electronic health records. Faculty and students may have access to the electronic record, depending on the agency policy. Some agencies allow the faculty only to access the electronic health record. When students document in this situation, the instructor accesses the record, reviews with the student the documentation, and the instructor signs the document along with the student. Some agencies allow students to have access to the electronic health record, and in these situations, either the instructor or the clinical agency personnel train the students in the use of the electronic system. There are a variety of electronic systems, with Point-Click-Care and Matrix being the most popular. In addition to the utilization of the electronic health record, students use technology to support decision-making through research and evidence-based practice, using online resources. Students have access to the online library through the learning management system, both on and off-campus. Students have access to multiple large health care related databases, in which they can access articles of interest and investigate current research and evidence related to their client situation. Several nursing journals are also available on campus in the library.

All clinical courses include items related to information technology for communication or to support decision-making on the clinical evaluation tools. Examples are provided below:

LPVN 100- Follows established documentation procedures compliant with clinical agency
LPVN 101- Document findings accurately and appropriately, using the technology available and proper medical terminology
LPVN 115- Complete all cares, including documentation, within time allotted
LPVN 120- Utilize appropriate sources of information when planning care
LPVN 130- Differentiate appropriate and inappropriate sources of information when planning care; document findings accurately, appropriately, timely, using the technology available and proper medical terminology

*(b) All cooperating agencies selected for clinical experiences shall have standards which demonstrate concern for the patient and evidence the skillful application of all measures of safe nursing practices*
All clinical agencies utilized in the PN program have policies and procedures in place to protect the patient. Students and faculty have access to these policies. Specific expectations for upholding confidentiality, safety, actions to take during emergencies such as fire or inclement weather, patient rights, etc. are discussed with students during the orientation to the clinical site, by either the instructor or the clinical agency staff. Examples of policies include those which address preventing and reporting resident mistreatment, neglect, abuse, including injuries of unknown origin and misappropriation of resident property; safety training for workers and maintaining equipment in good working order; medication administration; order entry and verification; and requirements for maintenance of cardiopulmonary resuscitation and life support (CPR). Some organizations have policies regarding the use of mechanical patient lift devices and these policies, as well as all others, are respected and followed by the students and faculty.

(c) All faculty teaching clinical or practicum courses shall be experienced in the clinical area of the course and maintain clinical expertise

All faculty assigned to teach in the PN program are experienced in the area which they are teaching. Full- and part-time faculty may teach in the clinical environment, and faculty experience, educational preparation, and requests are taken into consideration for creating teaching assignments. Attempts are made to remain consistent with faculty placements at the clinical sites so that strong relationships can be built between the faculty and staff, faculty can become familiar with the flow and the unit organization, and they can develop relationships with the residents as well. All of these activities lead to a richer learning experience for the student. There have been no PN faculty exceptions requested of the BON since the inception of the PN program. While there are updates to the faculty list each semester, Table 15 below identifies the faculty assigned to clinical in the Winter 2018 term (current term) and their areas of expertise. Faculty maintain expertise in the clinical area through continued nursing clinical practice, engaging in professional development activities, and participating in clinical agency orientation and update sessions.
### Table 15. Clinical Faculty Assignments and Experience

<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>Clinical Course</th>
<th>Related Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bratcher, Tosha</td>
<td>LPVN 130/115</td>
<td>Prior to completing BSN, LPN with 13 years of experience in long-term care settings; RN with two (2) years of medical-surgical nursing experience in acute care setting; taught clinical for three (3) semesters prior to teaching lecture; continues to work as per diem staff nurse in acute care.</td>
</tr>
<tr>
<td>Briscoe, Brenda</td>
<td>LPVN 100</td>
<td>Over 18 years of nursing and education experience in long-term care, assisted living and hospice settings; teaching experience and curriculum development for nurse aide training courses.</td>
</tr>
<tr>
<td>Campos, Tammy</td>
<td>LPVN 100, LPVN 101</td>
<td>11 years of experience in outpatient care in a pulmonary clinic; over three (3) years of experience in acute care and inpatient hospice care with medical-surgical concepts; recent completion of MSN (5/2015) with focus on education pedagogy and curriculum development.</td>
</tr>
<tr>
<td>Fuhrman, Jacob</td>
<td>LPVN 100</td>
<td>6 years experience working in neurosciences, trauma, and emergency nursing; 1 year experience as a case manager; has taught the lecture of LPVN 100 since the program inception, and has been the course lead and coordinator of this course since the first offering of LPVN 100.</td>
</tr>
<tr>
<td>Harrison, Cindy</td>
<td>LPVN 100</td>
<td>Over 20 years of teaching experience in a variety of clinical courses and specialty areas, including mental health, long-term care and geriatrics, as well as teaching modalities such as online, lecture and clinical.</td>
</tr>
<tr>
<td>Isotalo, Angela</td>
<td>LPVN 100</td>
<td>Over 9 years of nursing experience in medical-surgical and intensive care inpatient units as well as two (2) years in interventional radiology; new to teaching with one semester prior to this clinical.</td>
</tr>
<tr>
<td>Kottwitz, Karen</td>
<td>LPVN 100</td>
<td>Extensive experience (33 years) in maternal/obstetric nursing; lactation specialist; solid foundation of physical assessment skills; four (4) years of teaching lab and clinical with students in PN, ADN, and BSN programs.</td>
</tr>
<tr>
<td>Opokua, Linda</td>
<td>LPVN 100</td>
<td>Over 8 years of nursing experience in acute care as well as long-term care and rehabilitation nursing; teaching in the ADN program for four (4) semesters in clinical as well as didactic courses.</td>
</tr>
<tr>
<td>Schafer, Erin</td>
<td>LPVN 120</td>
<td>Over three (3) years of experience in maternal/child (OB) nursing; taught OB clinical in BSN and LPN programs for one (1) year; certified in Advanced Life Support in Obstetrics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-time Faculty</th>
<th>Clinical Course</th>
<th>Related Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bustillo, Lyleth</td>
<td>LPVN 100</td>
<td>Over 26 years of nursing experience, with five (5) years in long-term care and rehabilitation nursing; has taught as a clinical instructor in an LPN program for three (3) years.</td>
</tr>
<tr>
<td>Eis, Margaret</td>
<td>LPVN 130/115</td>
<td>Over 35 years of nursing experience; Extensive experience in emergency nursing with over ten (10) years of experience along with certification in emergency and trauma nursing.</td>
</tr>
<tr>
<td>Name</td>
<td>LPVN</td>
<td>Experience</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Guibord, Shannon</td>
<td>LPVN 120</td>
<td>Over 22 years of nursing experience with the majority of this being in the pediatric specialty area; certified pediatric nurse; taught CPR classes in military for over 7 years; clinical instructor in PICU for one semester in BSN program</td>
</tr>
<tr>
<td>Marsh, Brian</td>
<td>LPVN 130/115</td>
<td>Over 14 years of experience in nursing with expertise in surgical nursing, intensive care and emergency nursing; current certification in PALS, ACLS, and BLS. Enrolled in MSN program, anticipating completion in Dec. 2017</td>
</tr>
<tr>
<td>Porter, Dion</td>
<td>LPVN 101</td>
<td>LPN experience for 3 years and RN experience for over 6 years; RN at long-term care and rehabilitation, community centers, currently employed in long-term care setting as RN supervisor</td>
</tr>
<tr>
<td>Scheels, Jennifer</td>
<td>LPVN 101</td>
<td>Over 14 years of nursing experience in long-term care leadership as director of nursing, MDS coordinator</td>
</tr>
</tbody>
</table>
(d) Faculty-supervised clinical practice shall include all of the following:

1. Development of skills in direct patient care.
3. Care and management of both individuals and groups of patients across the lifespan.
4. Delegation to and supervision of other health care providers.

Faculty-supervised clinical experiences occur in LPVN 100- Fundamentals of Practical Nursing, LPVN 101-PN Medical-Surgical Nursing I, LPVN 115- PN Leadership and Transition, and LPVN 130- PN Medical-Surgical Nursing II. The clinical for LPVN 120- Maternal/Child Nursing, is supervised by faculty, and is conducted in the simulation center. Students are assigned to provide direct care to clients in all clinical experiences, beginning with LPVN 100. Prior to attending clinical in this first PN course, students learn basic care skills on campus in the lab and demonstrate adequate performance of skills before being allowed to perform them in clinical. Students learn skills such as bathing, ambulating, feeding, bed-making, transferring, and use of supportive equipment such as walkers, canes, and crutches.

All faculty-supervised clinical experiences include students making clinical judgments and caring for individuals and groups of clients across the lifespan. The students are expected to progress in their ability to make clinical judgments as they go through the PN program, with less reliance on the instructor as they move from one semester to the next. Clinical judgments are evidenced as students complete their assessments and identify normal and abnormal findings and appropriate actions to take based upon these findings; create nursing care plans with the collaboration of the instructor and individualize the plan of care for the client; make decisions regarding medication administration in order to be safe in this skill; and as they determine whether their goals with the client were met and activities they might need to implement in order to achieve the goals. Clinical judgments are evaluated through the discussions students have with their instructor during the clinical experience, or as evidenced in the paperwork they submit following the clinical experience. Students in the first clinical might be assigned only one (1) client for the first few weeks of clinical, and progress to being assigned to two (2) or more clients by the end of clinical. Students will be assigned two (2) groups of clients in the second and third semester clinical experiences. They learn to manage their time and by the final semester, they delegate tasks to the nursing assistant and follow-up as required following the five (5) rights of delegation. Several items on each clinical evaluation tool provide faculty an opportunity to evaluate student performance in each of these areas of clinical judgment, delegation and supervision, and caring for groups of clients.
All clinical students complete required paperwork following the clinical learning experience. The paperwork serves several purposes. It allows for students to reflect upon the care they provided and how they might improve for the following week. The questions on the assignment allow for faculty to provide additional evaluation of student performance, knowledge, and behaviors, which they might not witness in the clinical learning experience. These assignments also provide students with time for in-depth review of disease processes, nursing care planning, pharmacology, interprofessional collaboration, and achievement of the course and end-of-program student learning outcomes. Students may not have time in clinical to conduct such reflection and learning. Specific questions on these assignments are related to cares/interventions provided with rationale, outcomes and goals determined with the client and the level of achievement of these goals, and implications of results of lab and other diagnostic studies. During the clinical day, faculty observe students while they provide care, assess their clients, and they are directly available during skills performed on the client, particularly for invasive procedures.

(e) Clinical experiences shall be supervised by qualified faculty

As noted above, all faculty teaching a clinical have met the Board of Nursing requirements for teaching in the PN program and they all are experientially and academically prepared to teach the clinical to which they are assigned. Faculty who are assigned to teach a clinical at an agency they are not familiar with meet with faculty who have taught at that site, meet with the administrative team at the site, and receive orientation to the agency before being allowed to bring students to the site.

(f) All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

The clinical component of the PN program is always directed by a nursing instructor who meets the qualifications and requirements of the Board of Nursing and the College. The PN program is supported by a full-time skills lab coordinator and simulation technician, who manages the manikins during the simulation clinical experiences. The simulation technician may provide feedback to students and the instructor, regarding how she felt as the “patient” during the scenario, or what she witnessed. The instructor creates the scenario, designs the preparatory session, conducts the debriefing, and evaluates the students’ performance.

The only clinical experience that involves preceptors is LPVN 115- PN Leadership and Transition. A nursing faculty member accepts responsibility for overseeing the clinical portion of this course when preceptors are utilized. The faculty member evaluates the students’ performance during the internship.
(6) Preceptors

(a) preceptors shall be approved by the faculty of the school of nursing

Preceptors are LPNs employed in a health care organization who provide one-on-one guidance and coaching for the BSC PN student. The only course in the program that utilizes preceptors is LPVN 115- PN Leadership and Transition. This course has a one (1) -credit hour lecture and one (1) -credit hour clinical, which equates to 45 hours of clinical. Due to the shortage of qualified preceptors, some students in LPVN 115 work with a preceptor while other students complete their clinical hours in an instructor-led clinical experience. The faculty determined that the LPN preceptor should have at least two (2) years of LPN experience. The faculty felt that the LPN practice and role is uniquely different from the RN and in order to provide the student with the most appropriate and up-to-date learning experience, only LPNs should be utilized as preceptors for the PN students.

(b) The 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.

The process of obtaining preceptors begins with an email or phone inquiry by the Clinical Placement Coordinator, upon recommendations of the clinical agencies, the faculty teaching in the PN program, and preceptors utilized previously. The Clinical Placement Coordinator requests for preceptors from a variety of health care organizations including long-term care, clinics, schools, and home care agencies. When the request is made, the dates for the internship are identified as well as the course objectives and the qualifications for preceptors, in accordance with the Wisconsin Board of Nursing regulations. The clinical agency contact person (usually the educator, unit manager, or Director of Nursing) typically requests volunteers from within the organization to be a preceptor, or the clinical contact person will personally recruit and request a staff LPN to agree to being a preceptor. The clinical agency contact person selects preceptors who are competent and strong performers in their organization. The clinical agency and the preceptor can attest to the licensure status, and this information is also available online through the Wisconsin online licensure verification system.

A faculty member oversees the students and follows up with the preceptors throughout the learning experience. An orientation packet is provided to the preceptor, usually via email. (See PN Preceptor Orientation Guide in Appendix K) The Orientation Guide describes the role and expectations of the preceptor, student, and faculty. Contact information is provided to include the instructor, the Clinical
Placement Coordinator, and the Dean of Nursing. The course outcomes and PN end-of-program student learning outcomes are listed. The clinical evaluation tool is included, with a description of the Quality and Safety Education for Nurses (QSEN) and NLN competencies (human flourishing, nursing judgment, professional identity, and spirit of inquiry) that comprise the organizing framework of the PN program.

The faculty member follows up via email and in person or via phone, to answer any questions the preceptor has regarding the Orientation Guide or their role and responsibilities. The faculty member will provide mentoring through a discussion of expectations, typical progression in learning and assignments for the student, and examples of questions the preceptor might consider asking the student during the clinical day. At least one (1) additional follow-up is made by the faculty member to receive feedback from the preceptor regarding the performance of the student, including knowledge, skills, and attitudes, and to answer questions from the preceptor. The faculty member provides additional mentoring at this time to discuss student learning, assignments, and activities the preceptor can utilize in maximizing the student learning experience. The feedback from the preceptor is utilized by the faculty member in providing suggestions to the student for areas of improvement and acknowledging strengths. In addition, the student completes a daily reflection based upon the course outcomes and end-of-program student learning outcomes. The student submits their daily reflection to the faculty member, who provides feedback to the student, and ultimately evaluates the student’s performance according to the clinical evaluation tool. The faculty member uses the information from the daily reflection to discuss assignments, activities, and other experiences that may benefit the student in meeting the course and end-of-program student learning outcomes with the preceptor, as a component of mentoring, and with the student, as learning opportunities.

*(c) 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 prepared.*

The PN faculty request that all preceptors currently be working as LPNs so that they can provide the most relevant experiences for the student preparing for LPN practice. Obtaining preceptors has been a challenge for the program, so in the future, faculty might consider allowing RN preceptors as well. All preceptors would need to be employed in an agency with which the program has a formal contract. The license verification occurs through the clinical agency as well as online.
(d) Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

The Clinical Placement Coordinator informs the agency of the qualifications of preceptors upon making the request. The clinical agency administrative personnel have been very helpful in identifying potential preceptors who are skilled in their nursing practice, recognized by the agency as a top performer, and are willing to work with students to guide them in their learning. Students work closely with the preceptor and may report concerns to the instructor at any time during the experience. Students also complete an evaluation of the preceptor at the end of the course, and this feedback is taken into consideration when preceptors are selected the following term. Faculty may also identify through the course of the internship if there are concerns and they may follow-up with the Clinical Placement Coordinator or the Dean of Nursing. We have not experienced concerns of this nature with our preceptors since the inception of the program.

(7) Evaluation

The school of nursing shall implement a comprehensive, systematic plan for ongoing evaluation. Evidence of implementation shall reflect progress toward or achievement of program outcomes.

The PN program faculty created a systematic plan for program evaluation based upon the standards for accreditation by the Accreditation Commission for Education in Nursing (ACEN). The ACEN identifies six (6) main standards and the criterion for each standard which must be met by the Nursing program. The systematic plan for program evaluation includes data for each criterion, with an identification of the expected level of achievement for the criterion, who is responsible for gathering and reporting the data, the timeframe for collecting data, the location of the data, and the results of the data collected. Once the data is gathered, faculty review the data, compare the outcomes to the expected level of achievement, and when the expected level of achievement is not met, faculty create action plans for improvement. Since the inception of the PN program in January, 2016, data has been gathered and reviewed for each standard. Action plans have been created and implemented accordingly. The systematic plan for program evaluation is provided in an attachment.

The PN program underwent an initial evaluation site visit by the Accreditation Commission for Education in Nursing (ACEN) in October, 2017. The site visit team identified compliance in all standards, with some areas needing development. The Evaluation Review Panel deliberation in January, 2018, identified the
same conclusion. Both teams recommended initial accreditation. The final decision will be made by the Board of Commissioners in March, 2018, with notification to the College anticipated in April, 2018.

A significant program outcome that is monitored regularly is the NCLEX pass rates. The Board of Nursing reports an annual NCLEX pass rate, and will consider the pass rates for the ADN program and the PN program in compliance. The requirement is a first-time pass rate of 80% or better. The pass rate for the ADN program in 2016 was 81.76%. The NCLEX pass rate for first time testers in 2017 is 82.47% for the ADN graduates, and 80.65% for the PN graduates. Both programs meet the expectations of the BON and the ACEN. While this is an improvement from the past two (2) years for the ADN program and meets the expectation for the PN program, the faculty have implemented action plans to further improve this outcome. In addition to the Board of Nursing providing an annual report, the administrative assistant for the Nursing programs at the Milwaukee West location examines the online application status on a weekly basis for all graduates, ADN and PN. Table 16 below summarizes the NCLEX data for the PN program that we have gathered through the online system.

Table 16. Tentative NCLEX-PN Pass Rate Data

<table>
<thead>
<tr>
<th>Completion Date</th>
<th>Total Number of Graduates</th>
<th>Number of Graduates who Tested NCLEX-PN</th>
<th>Number of Graduates who Passed NCLEX on First Attempt</th>
<th>NCLEX-PN Pass Rate for First Attempt</th>
<th>Number of Graduates who Passed NCLEX on Second Attempt</th>
<th>NCLEX-PN Pass Rate for First and Second Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2016</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>88%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>April 2017</td>
<td>33</td>
<td>29</td>
<td>19</td>
<td>65.5%</td>
<td>4</td>
<td>79%</td>
</tr>
<tr>
<td>August 2017</td>
<td>19</td>
<td>15</td>
<td>15</td>
<td>100%</td>
<td>100% (2018)</td>
<td>100% (2018)</td>
</tr>
</tbody>
</table>
The majority of the December, 2016 PN graduates took the NCLEX-PN exam by March, 2017 and we were pleased with the results from this first cohort. The April, 2017 PN graduates who tested in June were noted to be not doing well on the NCLEX-PN. Faculty recognized quickly, in late June, that the NCLEX pass rate was dropping. We immediately took action to review our course exams for rigor. Previous to this semester the faculty had set benchmarks for the rigor of exams, identifying the percentage of each course exam that would be at each level of Bloom’s taxonomy, with the expectation that in the final semester, the rigor would be the highest, with analysis or higher level questions comprising 55% of the exam items, alternative items comprising 30% of the exam, and only 15% of exam items at the application level. Upon review of the exams from each semester, we noted that we were not meeting our benchmarks in any of our courses. The course leads took immediate action by reviewing the exam analysis and revising their course exams to increase the rigor. In order to assist faculty, information related to test-writing and exam analysis was provided to the faculty through handouts and discussion at faculty meetings. In addition, some faculty participated in webinars on test-writing. Several NCLEX Review sources were purchased and shared with faculty for their utilization. A review of the current Elsevier and ATI resources was conducted, and faculty shared among themselves other resources for writing exam items. Faculty believe that the data suggests the course exams were not adequately preparing students for the rigor of the NCLEX-PN (Likewise, the faculty in the ADN program implemented the same exam review and addressed revisions in exams as needed.) The data also suggested that students may not be thinking critically about patient situations, or making connections with their learning from various courses, and we needed to improve both of these situations in order to improve our NCLEX-PN pass rate.

The PN students take the Assessment Technologies Institute (ATI) PN Predictor during their final term, in order to provide faculty and students with a prediction on how well students will perform on the NCLEX-PN. The PN Predictor data for the past three (3) semesters was reviewed and analyzed by the faculty. The data was utilized each semester to identify topic areas that needed to be addressed more comprehensively in the PN program and which course the topics fit best. Identifying a trend in Predictor results and a correlation to NCLEX-PN will continue to be monitored.

The faculty identified the following actions in response to the initial drop in NCLEX-PN pass rate:

1. All course exams will be revised in order to meet the benchmarks determined- revisions will begin with the remainder of exams for Spring 2017 semester, with all other exams revised for Fall 2017 semester
2. All clinical faculty will incorporate between 10 and 20 NCLEX questions each day in post-conference with a discussion of rationale and test-taking strategies

3. Beginning Fall 2017 all courses will create a grading schema whereby 90% of the course grade is based upon exams scores

4. Faculty will participate in test-writing professional development opportunities

5. A test-writing session was held on campus during faculty in-service, offered by Nurse Tim consultant, in January 2018

6. Support sessions will be conducted for students in test-taking strategies and study sessions

7. The Mountain Measure reports will be purchased for review of NCLEX-PN details (we already receive these reports for the ADN program)

8. Clinical faculty discussed alternative activities such as student presentations during post-conference, and making a greater effort to align patient assignments and post-conference discussion with what is being learned in lecture

9. We will continue to monitor weekly NCLEX results

10. We will continue to provide the three (3) day, live ATI NCLEX review course on campus

11. Faculty will share with students various options for resources on NCLEX questions, such as online applications, books, and other resources

12. Faculty will have discussions with students about the seriousness of the PN Predictor and preparing for the NCLEX

13. Data will be analyzed for correlation to success on NCLEX, which will include, but not be limited to: course grades, PN Predictor, faculty instinct, performance in clinical; attendance to tutoring, mentoring, or student support sessions; and the NCLEX test plan content will be reviewed again for congruency with our curriculum

14. Graduates who contact the faculty or the Dean of Nursing to share their success on NCLEX (or lack thereof) will continue to be asked for strategies for success and curriculum feedback

The faculty realize that increasing the rigor of exams also requires a change in teaching strategy, to help students learn in a different way, to apply what they are learning, and to develop their critical thinking skills. Therefore, additional teaching and learning strategies will continue to be implemented in the classroom in order to better prepare students for this level of rigor. Study sessions and test-taking strategy sessions will continue to be conducted each semester, as needed.
The action plan has resulted in increased NCLEX-PN pass rate as noted in Table 16, with the Spring and Fall 2017 graduates. According to the data we obtained during our online search, our Spring 2017 graduates so far have passed the NCLEX-PN at 100% on the first attempt, and 91% of Fall 2017 graduates who have tested the NCLEX have passed on their first attempt.

The faculty in the ADN program also conducted an extensive exam review, noted that the benchmarks were also not being met in that program, and immediately began to revise their course exams. The faculty agreed that 90% of the course grade in the ADN program will be comprised of exams. The faculty are also utilizing the NCLEX Review books and other materials, both hard copy and online, to facilitate their learning and the revision of exams. The clinical faculty began incorporating more NCLEX questions and a discussion of rationale and test-taking strategies as well. Students who are at risk of failing NCLEX (based upon their cumulative ATI exam scores) will be contacted via email and encouraged to utilize the ATI, faculty-provided course materials, and NCLEX Review options, in preparation for the NCLEX. The faculty are anticipating stronger NCLEX results prior to December, 2017 based upon the action plan, for both the ADN and PN graduates.
Appendix A

Policy 10-0035 Faculty Credentials
PURPOSE:

To provide guidelines for the hiring of faculty. Course assignments are made based upon a match between the breadth and depth of academic preparation and specific Bryant & Stratton College (BSC) course content. Faculty course assignments at the 100- and 200-levels are based on their possessing a degree in field. Faculty course assignments at the 300- and 400-levels require a course-for-course match: between a specific course in the faculty member's graduate coursework or, in limited instances as detailed in the policy below, undergraduate coursework and the BSC course to be assigned.

With respect to liberal arts courses, faculty assignments for all course levels (100 through 400) are based on possessing a degree in field.

Where the BSC policy is more limiting or stringent than the policies or requirements of any accrediting or approving agency, the BSC policy shall be given precedent. Should state requirements be more stringent in any specific area covered in this policy, campuses affected must adhere to the requirements defined by their state education department.

POLICY:

ALL FACULTY teaching at BSC must possess a terminal or master's degree in field unless specifically noted in this policy as a limited exception based on possession of a graduate degree coupled with a bachelor's degree in field and/or current nationally recognized certifications and/or a current valid license. In limited instances as specifically detailed later in the policy, a bachelor's degree coupled with a current recognized certification and/or a current license will suffice.

All-but-Dissertation (ABD) in field: Faculty possessing a documented All-but-Dissertation (ABD) or equivalent will be reviewed applying the rules of earned master's degree in field. Therefore, a faculty member possessing an ABD in field is eligible to teach the same courses defined for a professional possessing a master's degree within the discipline.

Degrees must be earned from a regionally, nationally, or internationally accredited institution.
APPLICATION by program area:

Faculty teaching courses with the following prefixes:

I. ACCT (accounting): Master's degree in Accounting or a master's in field (e.g. MBA, MS Management) with a bachelor's degree in accounting or a master's degree and CPA.

II. AHLT (medical assisting): Master’s degree in an allied health field and a current nationally recognized certification or valid license. Example fields: OT, PT, Medical lab technologists, Clinical Lab tech, medical records, respiratory therapists, and speech language pathologists, nursing and a license and health care administration with a clinical background and license.

Specific requirements apply to the following courses:

a. AHLT 235 Healthcare Reimbursement/Billing Emphasis: Faculty must possess a billing or coding certification to teach this course. Faculty possessing a CMRS, CCS, CCS-P, CPC, or CPC-H, RHIT, or RHIA certification may teach this course.

b. AHLT 240 Pharmacology: Faculty must possess coursework that reflects study in pharmacology.

c. AHLT 245 Medical Office Procedures/Electronic Records: Faculty possessing a CMRS, CCS, CCS-P, CPC, or CPC-H, RHIT, or RHIA certification may teach these courses.

Possible exceptions apply to the following courses:

a. AHLT III: Introduction to Healthcare: Faculty possessing the HTHS (health services) credential may teach this course; no certification or license required.

b. AHLT 120 Anatomy and Physiology I and AHLT 125 Anatomy and Physiology II: Faculty possessing an earned master's degree in biology, anatomy, physiology, zoology or a doctorate in medicine (M.D.) may teach these courses; no certification or license required.

Adjunct/Part-time AHLT

1. AHLT 130 Clinical Procedures, AHLT 230 Medical Laboratory: master's degree in an allied health field preferred; may teach with a bachelor’s degree in field and a current clinical certification.

2. AHLT 235 Healthcare Reimbursement/Billing Emphasis and AHLT 245 Medical Office Procedures/Electronic Records: master’s degree in an allied health field preferred; may teach with a bachelor’s degree in field and a current appropriate certification.

III. BUSS (business): Master's in field appropriate to BSC curriculum or MBA.

Possible exceptions apply to the following courses:

a. BUSS 213 Business Law & Ethics: Faculty possessing a Juris Doctorate may teach this course.

b. BUSS 250 Theories of eCommerce: Faculty possessing the appropriate master’s degree and Online Marketing Certified Associate certification (OMCA).

c. BUSS 305 Entrepreneurship, BUSS 325 Global Management: Faculty possessing the appropriate master’s degree as defined above but lacking topical course requirements for these courses may be considered for course placement with prior approval from Educational Services.
BRYANT & STRATTON COLLEGE
Policy & Procedure Statement

SUBJECT TITLE: Faculty Credentials
POLICY NO. 10-0035
EFFECTIVE DATE: 7/1/2016

REVISED:

SCHOOLS AFFECTED: All Campuses
APPROVED BY: Senior Management
NO. PAGES: 16

REFERENCE TO OTHER PUBLICATIONS GOVERNING THIS POLICY AND PROCEDURE STATEMENT:

Accrediting and Approving Agency Criteria, Faculty Guide

IV. CRJU (criminal justice): Master's degree in Criminal Justice.
   a. Possible exceptions apply to the following courses:
      b. CRJU 110 Criminal Courts, CRJU 200 Criminal Law, CRJU 222 Criminal Procedure: Faculty possessing a Juris Doctorate.
      c. CRJU216, 217,218: Only in Ohio. OPOTA instructors certified by the State of Ohio may teach.

V. ECED (early childhood education): A Master's degree in Early Childhood Education, Early Childhood Development, Early Childhood Studies, Early Childhood Leadership, Child Care or:
   a. Master's degree in Education from an institution of higher learning with a state license/certification indicating the person is qualified as a teacher for children from birth through age 8. (Examples include: kindergarten teacher, pre-kindergarten teacher, early childhood (regular or special education) teacher.
   b. Master's degree in Education with a major (24 + semester hours) in early-childhood education, child development or related area of specialty (e.g. childhood literacy) or a CDA Credential.
   c. Master's degree in Elementary Education with a concentration applicable to Early Childhood
   d. Master's degree in Special Education with a concentration applicable to Early Childhood

VI. ELEC (electronic technology): Master's degree in Electronic Engineering, Electronic Technology, or Engineering

VII. FINA (financial services): Master's degree in Finance, or MBA.

VIII. GRAD (graphic design) Master's degree in field or:
   a. Master's in a related field with graphic/digital concentration
   b. Master's degree with bachelor's degree in field
   c. Master's in Fine Arts and a current technology certification
   d. Master's degree with 12 graduate hours in field

IX. HCAS (healthcare services): Master's degree in field and a nationally recognized certificate related to the field of study or valid license. Example master's degrees include: biology, anatomy, physiology, zoology, exercise physiology, nursing, doctor of chiropractic (D.C) or a doctorate in medicine (M.D.). Specific requirements apply to the following courses:
   a. HCAS203 Fundamentals of Pharmacology: Faculty must possess coursework that reflects study in pharmacology.
   b. HCAS205 Pathophysiology: Faculty must possess coursework that reflects study in pathophysiology.

X. HEIT (Health Information Technology): Master's degree in field or in Healthcare Informatics with AHIMA certification RHIT or RHA:

XI. HOSS (hospitality): Master's degree in field or:
   a. Master's in Management with a concentration in Hospitality, Tourism, or Service
   b. Master's degree with bachelor's degree with a concentration in Hospitality, Tourism, or Service and a minimum of 12 hours in field

Master's degree with certification or completed certificate program in field
SUBJECT TITLE: Faculty Credentials

POLICY NO. 10-0035

EFFECTIVE DATE: 7/1/2016

REVISED:

SCHOOLS AFFECTED: All Campuses

APPROVED BY: Senior Management

NO. PAGES: 16

REFERENCE TO OTHER PUBLICATIONS GOVERNING THIS POLICY AND PROCEDURE STATEMENT: Accrediting and Approving Agency Criteria, Faculty Guide

XII. HTHS (health services): Required master's degree may be:
   a. Master of Public Health
   b. MBA with Healthcare concentration/focus
   c. MBA and ACHE, ACMPE certification or state license for LTC administration
   d. Master of Health Administration
   e. Master of Health Services Administration
   f. MA Hospital Administration
   g. MS in Management (MSM) with an emphasis in Health Care Management
   h. MA in Health Care Administration
   i. Master in Healthcare Informatics
   j. Master's degree in applicable discipline with Healthcare concentration/strong focus
   Possible exceptions apply to the following courses:
      a. HTHS 315 Healthcare Finance and Accounting Management: Faculty possessing the accounting credential may teach this course with a course for course match.

XIII. HURS (human resources): Required master's may be:
   a. Master's degree in Human Resources
   b. Master's degree in Organizational Management or Leadership
   c. Master's degree in business with a minimum of 12 graduate hours in human resource course work

XIV. HUSS (human and social services): Faculty only; Master's degree in Human Services, Master's degree in Psychology, or Master's degree in counseling or social work preferred or
   a. Master of Public Health
   b. MBA with Healthcare concentration/focus or with ACHE, ACMPE certification or state license for LTC administration
   c. Master of Health Administration or Health Services Administration
   d. MA Hospital Administration
   e. MS in Management (MSM) with an emphasis in Health Care Management
   f. MA in Health Care Administration
   g. Master in Healthcare Informatics
   h. Master's degree in applicable discipline with Healthcare concentration/strong focus

XV. INFT (information technology): Master's degree in Information Technology or Computer Science and one course in object-oriented programming (graduate or undergraduate level).
   Specific requirements apply to the following courses:
   1. INFT231 Cloud Computing: CompTIA Network+ N10-006 (certification date on or after 2/28/15)
   2. INFT123/124 Computing Skills: Successful completion of internal training modules prior to class assignment.
   Possible exceptions apply to the following courses:
   1. INFT123/124 Computing Skills: Master's degree required, in field preferred.
XVI. INMD (interactive media design): Master's degree in field (Graphic Design, Web Design, or Media) or
  a. Master's in a related field with graphic or digital concentration
  b. Master's degree with bachelor's degree in field
  c. Master's with 12 graduate hours in field
  d. Master's with current and relevant technology certification

XVII. Liberal Arts: Master's degree in field or as specified below:
  a. BIOL (biology): Master's degree in Biology or Zoology or a doctorate in medicine (MD)
  b. CHEM (chemistry): Master's degree in Chemistry.
  c. COMM (communications): Required master's degree may be:
     1. Master's degree in Communications
     2. Master's degree in English

Possible exceptions apply to the following courses:
  1. COMM 115 Introduction to Information Literacy: Faculty possessing master's degree in Library Science or Library Information Science may teach this course.
  d. ECON (economics): Master's degree in Economics or master's degree in Business or MBA
  e. ENGL (English): Master's degree in English

Possible exceptions apply to the following courses:
  1. ENGL 079/099/102: MS in Education if their bachelor's degree is in field.
  f. HUMA (humanities): Master's degree in the humanities field appropriate to the course assignment
  g. HIST (history): Master's degree in History
  h. LITR (literature): Master's degree in English or Literature
  i. MATH (mathematics): Master's degree in field preferred; or required master's degree coupled with a minimum total of 18 math credits earned at the master's level. Note: Faculty who teach at the 300-400 level must have a master's degree in field.

Possible exceptions apply to the following courses:
  1. MATH 077/097/1101: MS in Education if their bachelor's degree is in field.
  j. NSCI (natural science): Master's degree in a natural science
  k. PHIL (philosophy): Master's degree in Philosophy
  l. PSYC (psychology): Master's degree in field required;

Possible exceptions apply to the following courses:
  1. PSYC 100/200: Master's degree in sociology.
  m. SOSC (sociology): Master's degree in field required.

Possible exceptions apply to the following courses:
  1. SOSC 105/115/116 Career Development I-Theory & Practice and SOSC225/226/227 Career Development II-Theory & Practice: Master's degree plus successful completion of internal training program prior to teaching these courses.
  2. SOSC 102 Principles of Sociology and SOSC301 Interpersonal Relations and Group Dynamics: Master's degree in psychology.
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REFERENCE TO OTHER PUBLICATIONS GOVERNING THIS POLICY AND PROCEDURE STATEMENT: Accreditng and Approving Agency Criteria, Faculty Guide

XVIII. LPVN (Licensed Practical/Vocational Nursing): Master's degree in Nursing preferred; may teach with a bachelor's degree in Nursing. Must have a current valid license. In addition to meeting the requirements of this policy, faculty teaching in nursing must meet the requirements of their state nursing boards.

XIX. MDAA (Medical Administrative Assistant): Master's degree in an allied health field.

XX. MAAT (Medical Administrative Assistant): Master's degree in an allied health field and a nationally recognized certification related to the field of study or valid license.

Specific requirements apply to the following course:

a. MAAT 235 Healthcare Reimbursement/Billing Emphasis: Faculty must possess a billing or coding certification to teach this course. Faculty possessing a CMRS, CCS, CCS-P, CPC, or CPC-H, RHIT, or RHIA certification may also teach this course.

Possible exceptions apply to the following courses:

a. MAAT II Introduction to Healthcare: Faculty possessing the HTHS credentials may teach this course; no certification or license required.

b. MAAT 120 Anatomy and Physiology I and MAAT 125 Anatomy and Physiology II: Faculty possessing an earned master's degree in biology, anatomy, physiology, zoology, nursing, exercise physiology or a doctorate in medicine (M.D.) with currency in education and/or practice and relevant coursework may teach these courses.

c. MAAT 245 Medical Office Systems/Electronic Records: Faculty possessing a CMRS, CCS, CCS-P, CPC, or CPC-H, RHIT, or RHIA certification may teach these courses.

Adjunct/Part-time MAAT: Master's or bachelor's degree required, in field preferred and nationally recognized certification related to the field of study or valid license.

XXI. MARK (Digital Marketing): All faculty must have the Online Marketing Certified Associate (OMCA) certification, internal training and one of the following Master's degree in:

a. Marketing (including but not limited to Marketing Management, Internet Marketing, Digital Marketing, or Integrated Marketing Communications)

b. Public Relations

c. Media Studies (including but not limited to New Media and Multimedia).

d. Master's degree in Business Administration or Communications with one of the following additional credentials:
   i. 18 credits in marketing coursework undergraduate or graduate level
   ii. bachelor's degree in marketing
   iii. master concentration/emphasis/certificate in Marketing or Media & Promotions

XXII. MCCG (Medical Certified Coding): Master's degree, in a Healthcare field preferred, and one of the following nationally recognized certifications are required: CCS or CCS-P

Possible exceptions apply to the following courses:

a. 100 level MCCG can be faculty possessing a CCA certification.
### XXIII. MIBC (Medical Insurance Billing and Coding)

Master's degree, in a Healthcare field preferred, and one of the following nationally recognized certifications are required: CCS, CCS-P, CPC, or CPC-H, RHIT, or RHIA. Possible exceptions apply to the following course:

- MIBC236: Master's degree, in a Healthcare field preferred, and CMRS, CCS, CCS-P, CPC, or CPC-H, RHIT, or RHIA

### XXIV. MRC (Medical Reimbursement and Coding)

MRCP, MRCH: Master's degree, in a Healthcare field preferred, and one of the following nationally recognized certifications are required: CCS, CCS-P, CPC, or CPC-H, CMRS, RHIT, or RHIA.

### XXV. NETW (Networking)

Master's degree required, in field preferred; Also, faculty must complete internal training. Specific requirements apply to the following courses:


### XXVI. NTRN (Internship)/CAPS (Capstone)

Master's degree required. Additionally, the faculty member must complete internal training specific to course.

### XXVII. NURS (Nursing)

Master's degree in Nursing and a current valid license. In addition to meeting the requirements of this policy, faculty teaching in nursing must meet the requirements of their state nursing boards.

### XXVIII. OTAP (Occupational Therapy Assistant)

Master's degree required, in field preferred, and a current OT or OTA valid license.

### XXIX. PLEG (Paralegal)

Required master's degree may be:

- Master's degree in Paralegal Studies
- Master's degree in Legal Studies
- Juris Doctorate

### XXX. PTAP (Physical Therapy Assistant)

Master's degree required, in field preferred, and a current PT or PTA valid license.

### XXXI. SECR (Security)

Master's degree required, in field preferred; All SECR courses also require a current, relevant security certification. Also, faculty must complete internal training.

### XXXII. TECH (Technology)

Master's degree required, in field preferred; Also, faculty must complete internal training. Specific requirements apply to the following courses:

1. TECH131 Hardware & Networking Fundamentals and TECH141 Software & Operating Systems: CompTIA A+ 220-901 and 220-902 (certification date on or after 12/15/15).
XXXIII. **VOIM (Office Management):** Master’s degree required as defined below required. Additionally, the faculty member must have Microsoft Office Specialist (MOS) certification or complete internal training specific to course assignment.
   a. Master's degree in business technology
   b. Master's degree with a minimum of 12 graduate credits in technology
   c. MBA or MS in Business Education
   d. Master’s degree in a technology-related field (information systems, computer science, office information systems, instructional design, software applications etc.)
Faculty hired as of May 2009: see note A below:

In order to be qualified to teach, a faculty member hired prior to May 2009 must evidence one of the following:

1. Faculty member possesses an academic credential in field at the master's level, and required certification(s) as necessary for selected programs, as defined above for ALL FACULTY.

2. Faculty member possesses an academic credential in field at the bachelor's level and a master's degree (see note B below), along with required certification(s) as necessary for selected programs.

3. Faculty member whose bachelor's and master's degrees are not in his/her field of instruction evidences at least 12 graduate-level credits in discipline, as demonstrated by
   a. Master's degree transcript evidences graduate-level credits in discipline (1 to 12 credits), and if less than 12 credits,
   b. Faculty member augments his/her academic credentials by completing the necessary study to evidence a total of at least 12 credits in discipline. Credits would require pre-approval from the System Office and would be completed within two years (see notes C & D below).

Certification(s) as necessary for selected programs are also required.

4. Faculty member whose academic credential, consistent with the September 2008 revised BSC Policy No. 035 Faculty Credentials, is a bachelor's degree and current certification must, going forward, comply with the credential standards for his/her discipline as expressed in this model for ALL FACULTY. This may require the faculty member to complete course work or a new degree at the graduate level.

5. For faculty hired as of May 2009 desiring to teach VOIM: if they are currently teaching OFST courses with a degree other than those specified for VOIM, the following will apply: those possessing an MS Office/Technology, MS in Ed, or MS in Vocational Ed will need to complete the internal training in order to teach 100 – 200 level courses.

6. NOTE: Associates defined as "support to the faculty" in the Nursing Program (Nursing Clinical Support Personnel and Nursing Lab Personnel) do not function as faculty who have responsibility for instruction and evaluation of students. These associates supp011 and work under the direction of nursing faculty and must meet the credential requirements for their position as prescribed by the state nursing board; as they are not faculty, they do not have to additionally meet the faculty credentialing requirement as detailed in this policy. (See the attached Job Descriptions: Attachments 1 and 2.)
CURRENT FACULTY: ADDITIONAL NOTES:

A. Options 2, 3, and 4 above apply only to faculty hired as of May 2009 and only if employment is continuous. Any faculty member who leaves the College (breaks continuous employment) and is subsequently rehired would be considered "new faculty." Faculty members newly hired, or rehired after a break in employment, to teach for the September 2009 term and beyond are considered "new faculty."

B. Faculty member whose bachelor's degree in field is the primary determinant for discipline-specific course assignments can teach in that discipline at the 100-200 level only.

C. Faculty member who meets the minimum 12 graduate credits in field requirement to augment a master's degree that is not in his/her field of instruction will be qualified to teach in the discipline at the 100-200 level only. Faculty who teach at the 300-400 level must have a master's degree in field.

NOTE: Credits defined as "graduate level" are credits granted for master's or post-master's degree courses.

D. Graduate study as described below requires pre-approval from the System Office.
   a. Full-time and part-time faculty hired as of May 2009 pursuing graduate study to obtain 12 or fewer graduate credits must (1) commit to this option by signing a final action plan; (2) submit an official notification of acceptance by June 1, 2010; and (3) commence study of the first course by September 2010. Faculty pursuing required graduate study must complete the requirement within two years of commencing that study.
   b. Full-time and part-time faculty hired as of May 2009 who must pursue a full degree at the graduate level to continue teaching at Bryant & Stratton College based on compliance with this revision to Policy No. 035 must (1) commit to this option by signing a final action plan; (2) submit an official notification of acceptance into a graduate degree program by June 1, 2010; (3) commence study of the first course toward the graduate degree by September 2010; and (4) complete study and attain the graduate degree by September 2014.
The College seeks full compliance (100%) to the policy; however, understands that valid exceptions will occur. Therefore, the College will manage to a policy exception rate.

Although the College is accredited as one institution with multiple locations, each state must adhere to the regulations of their respective state education bodies and the related requirements for program accreditors and state education department’s program approval process. Therefore, the exception rate and related metric will be managed at the local level. Campuses will be held accountable to remain at or below a 12% faculty appointment exception rate.

The exception rate will be calculated each term as follows:

(#of COURSE APPOINTMENTS made outside of the policy/the total# of COURSES offered)

The following considerations must be applied when allowing an exception:

- All state and accrediting body requirements must be met. Exceptions will not be made when state and accreditation bodies have defined requirements.
- Exceptions should be made to allow a strong faculty candidate, not credentialed in the field/course however, substantially experienced in the field or course, to receive a course appointment.
- An exception appointment must include documentation to the faculty member's file.
- The exception rate will NOT apply to a sh01t-term (less than one semester) out-of-compliance credentialed faculty appointment made to accommodate for the mid-course loss of an instructor. However, this type of appointment must follow the process for sh01t-term faculty appointments (sign-off and submit to educational services Director of Faculty Development).

Reporting and Compliance

- Campuses will manage to a 12% exception rate each term.
- All exceptions must include documentation (see below) and a campus director sign-off.
- Exceptions will be managed at the course level. For example, if a faculty member is hired under the exception provision to teach 3 of the same courses (1 prep/3 courses), this is considered 3 exceptions.
- Each campus/market should remain highly attentive to faculty composite. At minimum, there should always be one full-time faculty member or administrator to oversee a program of study or general education discipline.
- Exception appointments must assure a minimum of a master's degree; however, in rare exception cases, a bachelor credential MAY be considered. If a bachelor's credential is being considered, substantial documentation must be submitted to the campus director, with sign-off approval from Chief Academic Officer, before the appointment is made.
- A compliance review will be performed annually by a peer team, led by an educational services director.
Request for Temporary Waiver of Faculty Academic Credential
(as required in Bryant & Stratton College Policy No. 035- Faculty Credentials)

To support a request for a temporary waiver:
1. Supply the information requested below
2. Attach supportive documentation as described below
3. Submit the request to the campus director

Campus:

Academic Term for Requested Waiver:

Prospective Faculty Member’s Name:

Academic Degree(s) and Field(s):

Additional Education/Certification/Experience in Field:

Program Area / Courses the Prospective Faculty Member would teach:

Total number of faculty under waiver this term / total number of faculty on campus = percent of waivers this term

This waiver is requested for one of the following situations (check one):

An instructor who currently possesses appropriate educational and experiential preparation necessary to teach in the program but whose degree/certification level does not fully satisfy the requirements of BSC Policy No. 035 level is to be hired to fulfill an immediate need with the understanding that he/she will teach one term only.

An instructor who currently possesses appropriate educational and experiential preparation necessary to teach in the program but whose degree level does not fully satisfy the requirements of BSC Policy No. 035 level is to be hired to fulfill an immediate need for one term with the understanding that assignment of a teaching schedule beyond that one term can occur only if he/she completes the degree/certification level required by BSC Policy No. 035 prior to beginning another term as a faculty member with the College.

Attach the following documentation to support the waiver request:

1. Current resume for the prospective faculty member
2. College transcript, or evidence of a request for a transcript
3. Plan for completion of required degree/certification level (if it is anticipated that the prospective faculty member will teach beyond one term)
4. Letter of permission for an exception to state board policy from the state board (if needed)

____ Approved    Denied

Signed_________________________  Date_________________
ATTACHMENT 1: Clinical Support Personnel Job Description

JOB SUMMARY
The main function of the nursing clinical support personnel is to maintain direct supervision of students during patient care in the clinical area as these students complete the clinical phase of specific courses within their program of study. The nursing clinical support personnel will communicate and collaborate with the faculty member responsible for the content area. The nursing clinical support personnel work under the direction of the didactic or MSN-prepared faculty member to reinforce classroom instruction and contribute to (1) the development of students’ clinical knowledge, skills, and behaviors and (2) the evaluation of the student's performance in the delivery of patient care in the patient care setting.

JOB FUNCTIONS
Under the direction of the didactic or MSN-prepared faculty, nursing clinical support personnel perform the functions listed below.

To reinforce classroom instruction and contribute to the development of students' clinical knowledge, skills, and behaviors, they:

- Provide direction, supervision, and reinforcement of classroom instruction in the clinical area.
- Help to clarify the expectations and objectives of the clinical assignments.
- Select clients and/or experiences according to the clinical focus as outlined in the course syllabus.
- Actively participate in reinforcing clinical procedures.
- Assist students with clinical data interpretation.
- Conduct pre and post conferences for clinical procedures.
- Supervise students during clinical hours and hold them accountable to the program policies and standards of their profession.
- Record and maintain anecdotes of strengths and concerns related to student performance.
- Provide ongoing constructive verbal and written feedback to students regarding their clinical performance.
- Attend program meetings as requested.
- Inform the Program Director of Associate Degree Nursing or Nursing Program Coordinator of any agency problems/concerns.

To assist the faculty member for the course and contribute to the evaluation of students’ clinical knowledge, skills, and behaviors, they:

- Provide written documentation of clinical performance on the clinical evaluation tool at midterm and at the end of each semester and provide these completed evaluation tools to the supervising faculty member for course grading purposes.
- Hold private conferences with students for the review of clinical performance evaluations.

Nursing clinical support personnel are expected to maintain currency in the specialty area through periodic reading, seminar attendance, instructional development program attendance, and/or work experience.
KNOWLEDGE, SKILLS, and EXPERIENCE

- Ohio and Virginia requires a minimum of a BSN.
- Milwaukee requires MSN or a BSN enrolled in a MSN program of study with a Board of Nursing waiver or BSN with an emergency waiver.
- Preferred candidates will have 2 years' teaching experience, evidence of interdisciplinary collaboration, and work with diverse populations. Successful teaching experience at the college level, student evaluations, course documentation, etc. is preferred.
- Non-teaching professional job experience strongly preferred.
- Working knowledge of computer software (e-mail, Microsoft Word, etc.)
- Demonstrated commitment to professional development and student success
- Commitment to continuous curriculum enhancement and application of best practices
- Strong team player
- Ability to make meaningful and positive connections with diverse student body in a career college environment
ATTACHMENT 2: Nursing Lab Personnel Job Description

**Job Summary**

The main function of the nursing lab personnel is maintenance of the nursing lab. The Lab Coordinator is responsible for organization of the lab, scheduling students and clinical groups, and providing practice opportunities for the students. The Lab Coordinator in addition to maintaining the lab also functions as lab support personnel. This includes ordering supplies, coordinating scheduling needs of the different clinical groups, providing practice opportunities and practice time for students. The lab support personnel use protocols to determine students' readiness for application of skills in a clinical environment.

**Job Functions**

Under the direction of the Nursing Program Director, the Lab Coordinator organizes and runs the lab. Coordinating with the didactic faculty, nursing clinical support personnel perform the functions listed below.

**Lab Coordinator**

- Coordinate the use of the nursing lab to ensure maximum utilization in coordination with the nursing program faculty
- Coordinate with the nursing faculty regarding skills lab times and set-up to ensure equipment and supplies are available as needed
- Monitor supply use and order necessary supplies for the nursing lab to ensure adequacy for the classes and maximum cost savings
- Help coordinate the nursing lab scheduling to ensure maximum access to and utilization by students
- Additional non-instructional duties as directed
- Coordinate with clinical and didactic faculty to set up nursing lab with appropriate equipment and supplies for each of the skills lab
- Provide hands-on tutoring supp01t in the sciences and clinical practice to students
- Follow protocols developed by clinical and didactic faculty to provide practice opportunities for students and provide their observation so that the faculty member can make a determination of the student's readiness for application of skills under nursing faculty supervision in the clinical setting.

**Lab Support Personnel**

Under the direction of the Lab Coordinator

- Coordinate with clinical and didactic faculty to set up nursing lab with appropriate equipment and supplies for each of the skills lab
- Provide hands-on tutoring supp01t in the sciences and clinical practice to students
- Follow protocols developed by clinical and didactic faculty to provide practice opportunities for students and provide their observation so that the faculty member can make a determination of the student's readiness for application of skills under nursing faculty supervision in the clinical setting.
Knowledge, Skills and Experience

- Minimum of a Bachelor's Degree in Nursing. MSN or BSN with current enrollment in an MSN program preferred for the Lab Coordinator
- Minimum of an Associate Degree in Nursing with current experience and enrollment in a BSN completion program for the lab support personnel positions
- Demonstrated expertise in providing skills training or tutoring one-on-one or in small groups
- Exceptional organizational and interpersonal skills
- Preferred: teaching and/or tutoring experience
- Ability to collaborate with faculty in identifying needs and developing and implementing creative solutions
- Available to work at least two evenings per week and some weekends during the semester
Bryant & Stratton College

Course Syllabus LPVN 100 Fundamentals of Practical Nursing

This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.

Semester Credit Hours: 6
Lecture: 2 cr (30 total)
Lab hrs/wk: 2 cr (90 total)
Clinical hrs/: 2 cr (90 total)

Term: 2015

Proficiency Available: NO
Research Required: YES
Prerequisite(s): 
Co-requisite(s):
Date of Last Revision: 1/2015

COURSE CATALOG DESCRIPTION:
This course introduces foundational principles and skills of practical nursing. These principles and skills use an interdisciplinary approach to provide nursing care to adult patients. The nursing process will be introduced to assist in the collaboration of care in the clinical setting. The course presents principles of health promotion, maintenance, and restoration in the care of the adult. This course will provide the practical nursing student experiences to practice fundamental nursing principles and skills necessary to provide care in a variety of settings. Clinical experiences are based on basic nursing procedures, skills, and critical thinking learned and practiced in the nursing skills lab.

LEARNING OUTCOMES

Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.

Course Outcomes: Upon completion of this course, students will be able to:

Theory
Describe the nursing process and principles of involving the patient, family, and interdisciplinary team in a holistic manner to provide quality patient care.
Demonstrate nursing skills to provide relationship-centered nursing care using a foundation of critical thinking and evidence-based practices.
Utilize evidence-based practices in collaboration with the RN in providing safe and competent nursing care.
Apply national patient safety goals to provide safe and effective patient care in a variety of settings.
Apply documentation principles in the use of patient records, while upholding ethical and legal standards.
Examine how the spiritual, physical, psychological, social, and cultural aspects of the patient are used to promote relationship-centered care.
Engage in self-reflection and inquiry to identify learning needs to participate in lifelong learning activities.
Explain how quality improvement processes are implemented to ensure patient safety initiatives and to monitor performance measures.

Institutional Outcomes:
Information Literacy and Communication – Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
Relational Learning – Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
Thinking Abilities – Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
Quantitative and Scientific Reasoning – Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.

Community and Career – Participate in social, learning, and professional communities for personal and career growth.

MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:
Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.


SKILLS ASSISTANCE: The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.

TOPICS TO BE COVERED MAY INCLUDE

Nursing Today
Health Care Delivery Systems
Incidence/prevalence of disease in the healthcare system
Issues in healthcare
Nursing Process Review
Critical Thinking
Legal and Ethics Review
Caring in Nursing Practice and Caring for Families
Therapeutic communication techniques
Support Systems
Stress and Coping
Suicide Assessment
Health and Wellness
Cultural, Religious, Spiritual Influences on Health
Infection Control
Documentation
Patient Teaching and Health Promotion
Patient Safety and Comfort
Loss, Death and Grief
Advance Directives
Surgical patient
Geriatric and Nutritional considerations
Vital Signs
Delegation
Patient Advocacy
Abuse and Neglect
Health Assessment and Physical Examination
Lifting, Moving and Positioning Patients
Mobility and Immobility
Activity and Exercise
Hygiene
Skin Alterations
Oxygenation
Nutrition
Urinary Elimination
Bowel Elimination
Pain and Pain Control
Administration of oral medications (skills lab)
Dressings
Wound care
Administration of parenteral medications
Sleep
Sensory Alternations
# Bryant & Stratton College

## Course Syllabus LPVN 101 PN-Medical/Surgical Nursing I

This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.

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| Research Required: YES | |

## COURSE CATALOG DESCRIPTION:

This course provides information to the student on basic medical surgical principles and skills. The use of the nursing process to make problem-solving decisions about medical surgical health care needs will be presented. Medical surgical concepts presented include peri-operative care, principles of pain management, oncology care, health promotion, the wellness/illness continuum, nutrition, and diet therapy. Care of patients who have common diseases and disorders affecting the following body systems: musculoskeletal, sensory, immune and lymphatic, respiratory, and cardiovascular systems will be included. Use of information technology to provide basic care will be explored in relationship to medical surgical clients. Principles of medical surgical nursing and medication administration with an interdisciplinary approach to providing care to adult clients requiring medical-surgical nursing care are practiced in the clinical area. Demonstrating and monitoring IV therapy will be included in this course.

## LEARNING OUTCOMES

Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.

**Course Outcomes:** Upon completion of this course, students will be able to:

**Theory**
- Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice.
- Demonstrate proficiency in computer literacy including the ability to use desktop applications and electronic communication to promote effective communication and support decision-making.
- Collaborate with members of the healthcare team to plan appropriate nursing care for patients with medical surgical conditions.
- Utilize patient care technologies, information systems, and communication devices that support safe nursing practice.
- Relate appropriate diagnostics and pharmacologic therapies to specific disease processes in providing holistic nursing care.
- Contribute to the development and implementation of health promotion activities appropriate to patients’ medical surgical conditions and their developmental level, learning needs, language preference, spiritual beliefs, and culture.
- Evaluate expected patient outcomes in a collaborative and caring manner that provides direction for nursing interventions in urgent situations, based on signs or symptoms of medical emergency.

**Institutional Outcomes:**

**Information Literacy and Communication** – Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written, and/or oral formats.

**Relational Learning** – Transfer knowledge, skills, and behaviors acquired through formal and informal learning and life experiences to new situations.

**Thinking Abilities** – Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
Quantitative and Scientific Reasoning – Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.

Community and Career – Participate in social, learning, and professional communities for personal and career growth.

MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:
Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.


SKILLS ASSISTANCE: The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.

TOPICS TO BE COVERED WILL INCLUDE
Caring for Medical-Surgical Patients
Stress Management
Cultural, Religious, Spiritual Influences on Health
Review of Critical Thinking and the Nursing Process
Informed consent
Care of Preoperative and Intraoperative Surgical Patients
Care of Postoperative Surgical Patients
IV Therapy
Obtaining lab specimens and interpreting results
Understanding diagnostics studies and the LPN role
Chronic Illness and Rehabilitation
Care of Patient with Mental Health Disorders
Anxiety
Bipolar
Panic Disorders
Schizophrenia
PTSD
Review of The Musculoskeletal System
Care of Patients with Musculoskeletal and Connective Tissue Disorders
Care of Patients with Disorders of the Eyes and Ears
Care of Patients with Disorders of the Upper Respiratory System
Care of Patients with Disorders of the Lower Respiratory System
Care of Patients with Hypertension and Peripheral Vascular Disease
Care of Patients with Coronary Artery Disease and Cardiac Surgery

Care of Patients with Cancer
Review of the Sensory System
Geriatric and Nutritional considerations
The Immune and Lymphatic Systems
Care of Patients with Immune and Lymphatic Disorders
Care of Patients with HIV/AIDS
Review of The Respiratory System
Review of The Cardiovascular System
Care of Patients with Cardiac Disorders
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.

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COURSE CATALOG DESCRIPTION:
This course will explain the role of the practical nurse in relationship to pharmacology. The student will learn about drug classifications, actions, side effects, adverse reactions, contraindications, and calculation of medication dosages. Medications, procedures, regulations, and considerations for safe administration are emphasized. Medication considerations for specific populations across the lifespan will be studied.

LEARNING OUTCOMES
Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.

Course Outcomes: Upon completion of this course, students will be able to:
Demonstrate knowledge of safe medication administration in order to provide relationship-centered nursing care utilizing the nursing process through evidence-based practices.
Apply national patient safety goals to ensure safe medication administration.
Follow legal and ethical standards when administering medications.
Examine how the spiritual, physical, psychological, social, and cultural aspects of the patient are used to promote relationship-centered care in safe medication administration.
Participate in patient health promotion activities including reinforcement of medication education appropriate to the situation and the patient’s developmental level, learning needs, language preference, spiritual beliefs, and culture.

Institutional Outcomes:
Information Literacy and Communication – Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
Relational Learning – Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
Thinking Abilities – Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
Quantitative and Scientific Reasoning – Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
Community and Career – Participate in social, learning, and professional communities for personal and career growth.

MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:
Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.

SKILLS ASSISTANCE: The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.

TOPICS TO BE COVERED WILL INCLUDE

- Pharmacology and the Nursing Process
- Patient Teaching
- Legal Aspects Affecting the Administration of Medication
- Foundations and Principles of Pharmacology
- Lifespan and Cultural Modifications
- Self-Care: Over-the-Counter Products, Herbal Therapies, and Drugs for Health Promotion
- Food-Drug Interactions
- Polypharmacy
- Review of Mathematical Principles
- Calculating Drug Dosages
- Antivirals, Antiretrovirals, and Antifungal Medications
- Antiinfective Medications
- Hematologic Products
- Cardiovascular Medications
- Allergy and Respiratory Medications
- Central and Peripheral Nervous System Medications
- Psychopharmacology
- Medications for Pain Management and Anesthesia
- Anti-inflammatory, Musculoskeletal, and Anti-arthritis Medications
- Hormones and Steroids
- Gastrointestinal Medications
- Genitourinary Medications
- Antineoplastic Medications
- Topical Medications
- Chemical and Other Dependencies
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.

Semester Credit Hours: 1

Lecture: 0.5 cr (7.5 hrs total)
Lab hrs/wk: 0.5 cr (22.5 hrs total)
Internship hrs/term: 0

Term: 2015

Proficiency Available: NO

Research Required: YES

Prerequisite(s):

Co-requisite(s):

Date of Last Revision: 11/15

COURSE CATALOG DESCRIPTION:
This course presents an overview of IV therapy principles and guidelines. A glossary of common terminology pertinent to intravenous therapy is included. Principles of asepsis are reviewed, basic equipment and supplies needed to start and maintain intravenous therapy are outlined. Pharmacology related to intravenous therapy and methods of managing intravenous therapy are included. The roles of the Practical Nurse in managing IV therapy are discussed.
This course includes didactic, laboratory, and supervised clinical practice, including a testing component through which a student is able to demonstrate competency related to intravenous therapy, and a means to verify that a student has successfully completed the course in intravenous therapy. Students will also practice intravenous therapy skills during the clinical component of the PN-Medical-Surgical Nursing course.

LEARNING OUTCOMES
Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.

Course Outcomes: Upon completion of this course, students will be able to:
Explain the law and rules related to the role, accountability, and responsibility of the licensed practical nurse in intravenous therapy.
Discuss policies and procedures related to intravenous therapy and affiliating clinical agencies.
Apply principles of the sciences related to intravenous therapy.
Provide safe and appropriate nursing care for individuals receiving intravenous therapy.
Perform the procedure for venipuncture, including: anatomy and physiology of the peripheral veins used for venipuncture; collection of equipment, site selection, palpation of veins, and skin preparation.
Recognize signs and symptoms of local and systemic complications in the administration of fluids and/or antibiotics and guidelines for management of these complications as well as preventive measures.
Perform procedures for reconstituting and administering intravenous antibiotics via piggyback which shall include, but not be limited to, pharmacology, compatibilities, and flow rates.
Maintain a central line for infusing only the solutions specified by law.

Institutional Outcomes:
Information Literacy and Communication – Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written, and/or oral formats.
Relational Learning – Transfer knowledge, skills, and behaviors acquired through formal and informal learning and life experiences to new situations.
Thinking Abilities – Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
Quantitative and Scientific Reasoning – Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
Community and Career – Participate in social, learning, and professional communities for personal and career growth.
MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:

Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.


SKILLS ASSISTANCE: The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.

TOPICS TO BE COVERED WILL INCLUDE

Introduction to Intravenous Therapy
Review of Anatomy and Physiology of the Cardiovascular and Respiratory Systems as related to Homeostasis
Relationships between intravenous therapy and the body's homeostatic and regulatory functions
Review of Asepsis
Microbiology and standard precautions
Principles and practices of universal blood and body fluid precautions
Basic Equipment and Supplies for Intravenous Therapy
Preparing the Patient
Review of Dosage Calculations
Foundations of Intravenous Therapy
LPN Role in Intravenous Therapy
Pharmacology Related to Intravenous Therapy
Pharmacology, and pharmacology mathematics, including formulas used to calculate flow rate;
Equipment and Supplies/criteria for use/ troubleshooting malfunction
Fluid and Electrolytes / Fluid and Electrolytes Complications
Nutritional Considerations
Selecting the IV Infusion Site
Starting an Intravenous Infusion
Procedures for venipuncture
Managing Intravenous Infusion
  o adding intravenous solutions to existing infusions
  o additive administration and intravenous line maintenance
  o hanging and regulating the flow of intravenous solutions
  o changing intravenous tubing, performing intravenous dressing changes
  o flushing and converting peripheral intermittent infusion devices and IV locks
  o guidelines for preventing, identifying, and managing complications
  o related relationship-centered psychosocial preparation and care
  o documentation related to intravenous care
Complications from Intravenous Therapy
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.

Semester Credit Hours: 2
Lecture: 1 cr (15 hrs total)
Lab hrs/wk: 0
Internship hrs/term: 1 cr (45 hrs total)
Term: 2015

Proficiency Available: NO
Research Required: YES
Prerequisite(s): 
Co-requisite(s): 
Date of Last Revision: 11/15

COURSE CATALOG DESCRIPTION:
In this course, the student will learn to assist in the coordination of human and material resources for assigned clients, participate in group processes to promote the provision of nursing care, use the nursing process to make decisions about basic health care needs and use information technology to provide basic care. Learning experiences will provide growth for the student to make the transition from student to practical nurse. In this course students apply clinical principles and use an interdisciplinary approach to provide care to adult clients requiring medical-surgical nursing care incorporating leadership skills. The student will use principles of health promotion; maintenance and restoration; and physiological integrity across the life span to meet patient health care needs in a clinical setting. Students will learn time management and delegation skills as well as implement various components of quality assurance.

LEARNING OUTCOMES
Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.

Course Outcomes: Upon completion of this course, students will be able to:

Apply general principles of leadership and management skills in the provision of nursing care.
Function as the patient's advocate to improve health care delivery and patient outcomes.
Model effective use of organizational, time management, and delegation skills in order to meet the health care needs of patients.
Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures.
Articulate the process of obtaining and maintaining licensure as a practical nurse.
Utilize job-seeking skills in a professional manner to gain employment.

Institutional Outcomes:
Information Literacy and Communication – Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written, and/or oral formats.
Relational Learning – Transfer knowledge, skills, and behaviors acquired through formal and informal learning and life experiences to new situations.
Thinking Abilities – Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
Quantitative and Scientific Reasoning – Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
Community and Career – Participate in social, learning, and professional communities for personal and career growth.

MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:
Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.

(Mosby’s pocket dictionary of medicine, nursing & health professions (7th ed.) St. Louis. MO: Elsevier

**SKILLS ASSISTANCE:** The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.

**TOPICS TO BE COVERED WILL INCLUDE**
The NCLEX-PN® Examination
Study Plan for NCLEX-PN Exam
Scope of Practice/Nurse Practice Acts
Coordinated Care
  o Advocacy/ Client Rights
  o Collaboration with Interdisciplinary Team
  o Confidentiality/Information Security/ Information Technology
  o Continuity of Care
  o Establishing Priorities
  o Ethical Practice
  o Performance Improvement (Quality Improvement)
  o Referral Process
  o Resource Management
Leadership Skills
LPN/LVN Charge Nurse Skills: Management
Delegation
The Health Care System: Financing, Issues, and Trends
PN Predictor Practice
Emergency Response Plan
Variance reporting
Finding a Job: What Works and What Doesn’t
Health Care Settings: Potential Job Sites
Resume Writing
Interviewing
Future Career Decisions: Choosing What Is Right for You
Professional Development and Lifelong Learning
PN Predictor
**Bryant & Stratton College**

**Course Syllabus LPVN 120 Maternal/ Child Nursing**

This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.

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**COURSE CATALOG DESCRIPTION:**
This course introduces the practical nursing student to the study of the reproductive systems, maternal, and child health nursing. The course will include obstetric nursing care in a healthy pregnancy with emphasis on physical safety to ensure best possible outcomes for the mother, baby, and family. Content addresses care of mother and baby from conception to postpartum as well as discharge and home care. An overview of high – risk situations will be included.

This course introduces the practical nursing student to pediatric nursing including health promotion and disease prevention unique to the pediatric patients and their families. Deviation from normal growth and development will be explained to meet health care needs of pediatric patients. Study of principles and skills to assist children with health deviations to achieve, maintain, and restore an optimum level of health will be included. Clinical experiences are based on previous learned nursing skills.

**LEARNING OUTCOMES**
Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.

**Course Outcomes:** Upon completion of this course, students will be able to:
- Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice when caring for the maternity or pediatric patient.
- Collaborate with members of the healthcare team to plan appropriate nursing care for maternity or pediatric patients using patient care technologies, information systems, and communication devices that support safe nursing practice.
- Relate appropriate diagnostics and pharmacologic therapies to specific disease processes in providing holistic nursing care involving maternity or pediatric patients and families.
- Contribute to the development and implementation of health promotion activities appropriate to the situation for the maternity or pediatric patients’ developmental level, learning needs, language preference, spiritual beliefs, and culture.
- Evaluate the expected maternity or pediatric patients’ outcomes in a collaborative and caring manner that provides direction for nursing interventions in urgent situations, based on signs or symptoms of medical emergency.
- Demonstrate proficiency in computer literacy including the ability to use desktop applications and electronic communication to promote effective communication and support decision-making.

**Institutional Outcomes:**
- **Information Literacy and Communication** – Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written, and/or oral formats.
- **Relational Learning** – Transfer knowledge, skills, and behaviors acquired through formal and informal learning and life experiences to new situations.
Thinking Abilities – Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.

Quantitative and Scientific Reasoning – Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.

Community and Career – Participate in social, learning, and professional communities for personal and career growth.

### MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:

Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.


### SKILLS ASSISTANCE:

The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.

### TOPICS TO BE COVERED WILL INCLUDE

| Human Reproductive Anatomy and Physiology Review | The Child with a Sensory or Neurological Condition |
| Fetal Development | The Child with a Respiratory Disorder |
| Prenatal Care and Adaptations to Pregnancy | The child with Endocrine Conditions |
| Review Growth, Development, and Nutrition | The Child with a Genitourinary Condition |
| The Child’s Experience of Hospitalization | The Child with a Skin Condition |
| The Child with a Musculoskeletal Condition | The Child with an Emotional or Behavioral Condition |
| Health Care Adaptations for the Child and Family | ADHD |
| Nursing Care of Women with Complications During Pregnancy | Autism |
| Abuse or Neglect | Eating Disorders |
| Nursing Care of Mother and Infant During Labor and Birth | |
| Nursing Management of Pain During Labor and Birth | |
| Nursing Care of Women with Complications During Labor and Birth | |
| The Family After Birth | |
| Nursing Care of Women with Complications After Birth | |
| The Nurse’s Role in Women’s Health Care | |
| Cultural, Religious, Spiritual Impact and Community Resources | |
| Support Systems | |
| The Term Newborn | |
| Preterm and Postterm Newborns | |
| Newborn Nutrition | |
| The Newborn with a Perinatal Injury or Congenital Malformation | |
| Impact of family in maternal child health | |
| Ethical issues in perinatal nursing | |
| The Child with a Cardiovascular Disorder | |
| The Child with a Condition of the Blood, Blood-Forming Organs, or Lymphatic System | |
| The Child with a Gastrointestinal Condition | |
| The Child with Fluid and Electrolyte Imbalance | |
| Nutrition | |
| Childhood Communicable Diseases, Bioterrorism, Natural Disasters, and the Maternal–Child Patient | |
**Bryant & Stratton College**

**Course Syllabus LPVN 130 PN-Medical/Surgical Nursing II**

This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.

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**COURSE CATALOG DESCRIPTION:**

This course builds upon the concepts covered in Med Surg I. The use of the nursing process to make problem-solving decisions about medical surgical health care needs will be presented. A review and application of peri-operative care, principles of pain management, oncology care, health promotion, the wellness/illness continuum, nutrition, and diet therapy will continue to be emphasized. Care of clients who have common diseases and disorders affecting the following body systems: neurologic, endocrine, urinary, and gastrointestinal will be included. Use of information technology to provide basic care will be explored in relationship to medical surgical clients. Principles of medical surgical nursing and medication administration with an interdisciplinary approach to providing care to adult clients requiring medical-surgical nursing care are practiced in the clinical area. Demonstrating and monitoring IV therapy will be included in this course.

**LEARNING OUTCOMES**

Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.

**Course Outcomes:** Upon completion of this course, students will be able to:

**Theory**

- Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice.
- Demonstrate proficiency in computer literacy including the ability to use desktop applications and electronic communication to promote effective communication and support decision-making.
- Collaborate with members of the healthcare team to plan appropriate nursing care for patients with medical surgical conditions
- Utilize patient care technologies, information systems, and communication devices that support safe nursing practice.
- Relate appropriate diagnostics and pharmacologic therapies to specific disease processes in providing holistic nursing care.
- Contribute to the development and implementation of health promotion activities appropriate to patients’ medical surgical conditions and their developmental level, learning needs, language preference, spiritual beliefs, and culture.
- Evaluate expected patient outcomes in a collaborative and caring manner that provides direction for nursing interventions in urgent situations, based on signs or symptoms of medical emergency.

**Institutional Outcomes:**

**Information Literacy and Communication** – Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written, and/or oral formats.

**Relational Learning** – Transfer knowledge, skills, and behaviors acquired through formal and informal learning and life experiences to new situations.

**Thinking Abilities** – Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.

**Quantitative and Scientific Reasoning** – Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.

**Community and Career** – Participate in social, learning, and professional communities for personal and career growth.
MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:
Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.


SKILLS ASSISTANCE: The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.

TOPICS TO BE COVERED WILL INCLUDE
Review of The Neurologic System
Care of Patients with Head and Spinal Cord Injuries
Care of Patients with Disorders of the Brain
Care of Patients with Peripheral Nerve and Degenerative Neurologic Disorders
The Endocrine System
Care of Patients with Pituitary, Thyroid, Parathyroid, and Adrenal Disorders
Care of Patients with Diabetes and Hypoglycemia
The Urinary System
Care of Patients with Disorders of the Urinary System
Review of the Gastrointestinal System
Care of Patients with Disorders of the Upper Gastrointestinal System
Care of Patients with Disorders of the Lower Gastrointestinal System
Eating Disorders
Care of Patients with Disorders of the Gallbladder, Liver, and Pancreas
Care of Patients with Trauma or Shock
Care of Patients with Chemical Dependencies
IV Therapy
Care of Patients During Disasters, Bioterrorism Attacks, and Pandemic Infections
The Integumentary System
Care of Patients with Integumentary Disorders and Burns
Geriatric and Nutritional considerations
**NURS 125 LIFESPAN DEVELOPMENT AND NURSING PRACTICE**

This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.

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**Proficiency Available:**

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**COURSE CATALOG DESCRIPTION:**

The focus of this course is to introduce the concepts of normal growth and development, developmental theories, and strategies for the nurse to consider regarding nursing care of the patient across the lifespan.

**LEARNING OUTCOMES**

Bryant & Stratton College prepares graduates for career and life by facilitating learning experiences for students to achieve the following intended outcomes:

**Course Outcomes:** Upon completion of this course, students will be able to:

- Explain the concept of lifespan development—human growth and learning from conception to death
- Identify major theorists and theories in developmental psychology.
- List and describe the major stages of human growth and development and patient teaching and learning implications.
- State appropriate behavioral expectations and developmental tasks associated with each major stage of development.
- Describe the biological, nutritional, psychological, social changes and cultural implications that occur at each stage of the life cycle.
- Explore the processes involved in death and dying.
- Relate lifespan development concepts to the nursing process, and apply leadership skills to health promotion/restoration.

**Institutional Outcomes:**

- **Information Literacy and Communication** - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- **Relational Learning** - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- **Thinking Abilities** - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- **Quantitative and Scientific Reasoning** - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- **Community and Career** - Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

**CAREER CONNECTION & WORKPLACE CAPABILITIES:**

Each course will provide learners with an opportunity to connect the subject matter of the class to their intended profession, to draw the bright line between the topic studied and its application/value in the workplace. Details about the career connection and workplace competency will be provided on the supplemental syllabus and tracking calendar.

**MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:**

*Bryant & Stratton College faculty, as content area experts, selected the following media package for this course. A decision was made from these approved packages and is reflected on the supplemental syllabus.*

**SKILLS ASSISTANCE:** The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.
<table>
<thead>
<tr>
<th>Topics to Be Covered Will Include:</th>
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<tbody>
<tr>
<td>Theories of development</td>
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<tr>
<td>Government Influences on healthcare</td>
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<td>Family Influences on healthcare</td>
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<td>Prenatal Influences on health development</td>
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<tr>
<td>The infant</td>
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<td>Early childhood</td>
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<td>Middle childhood</td>
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<td>Adolescence</td>
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<tr>
<td>Information literacy:</td>
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<tr>
<td>Best current evidence</td>
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<tr>
<td>Manage knowledge related to appropriate behavioral expectations and developmental tasks associated with each major stage of development</td>
</tr>
<tr>
<td>Types of Communication appropriate to different developmental stages</td>
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<tr>
<td>HCAPS</td>
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<tr>
<td>Courtesy</td>
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<td>Respect</td>
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<td>Active listening</td>
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<tr>
<td>Explanations</td>
</tr>
<tr>
<td>Service</td>
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<tr>
<td>Leadership</td>
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<tr>
<td>Nursing role with healthy people 20/20 across the lifespan</td>
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<tr>
<td>Nutrition</td>
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<tr>
<td>Nutritional needs across the lifespan</td>
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<tr>
<td>QSEN</td>
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<tr>
<td>Patient-Centered care</td>
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<tr>
<td>Teamwork and collaboration</td>
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<tr>
<td>Evidence-based practice</td>
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<td>Quality improvement</td>
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<tr>
<td>Safety</td>
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<tr>
<td>Informatics</td>
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</table>
Bryant & Stratton College

Practical Nurse Program

LPVN100: Fundamentals of Practical Nursing

Spring 2017

Course Syllabus
LPVN100: Fundamentals of Practical Nursing Course Syllabus

PURPOSE
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Provided for you is additional information describing the approach to the course, which includes instructional methods, tracking calendar, assignments, grading scheme, and guidelines for your success.

COURSE CATALOG DESCRIPTION
This course introduces foundational principles and skills of practical nursing. These principles and skills use an interdisciplinary approach to provide nursing care to adult patients. The nursing process will be introduced to assist in the collaboration of care in the clinical setting. The course presents principles of health promotion, maintenance, and restoration in the care of the adult. Upon successful completion of the course, the student will have practical nursing student experiences to practice fundamental nursing principles and skills necessary to provide care in a variety of settings. Clinical experiences are based on basic nursing procedures, skills, and critical thinking learned and practiced in the nursing skills lab.

DETAILS
Term: 2017
Prerequisites or Co-requisites Required: None
Proficiency Available: No
Research Required: Yes
Lecture Cr Hrs: 2 hrs (30 hours total)
Lab Cr Hrs: 2 hrs (90 hours total)
Clinical Cr Hrs: 2 hrs (90 hours total)
Semester Credit Hours: 6 hrs

Quality and Safety Education for Nurses (QSEN) Competencies
Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values and needs.
Teamwork & Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
Quality Improvement: Use data to monitor outcomes of care processes and improvement methods to design and test changes to continuously improve quality and safety of health care systems.
Safety: Minimize risk of harm to clients and providers through both system effectiveness and individual performance.
Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

NLN Competencies
Human Flourishing – Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.
Nursing Judgment – Provide a rationale for judgements used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.
Professional Identity – Assess how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the health care team.

Spirit of Inquiry – Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

Bryant & Stratton Institutional Outcomes

Information Literacy and Communication: Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.

Relational Learning: Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.

Thinking Abilities: Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.

Quantitative and Scientific Reasoning: Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.

Community and Career: Participate in social, learning, and professional communities for individual growth and to function as a citizen of a multicultural world.

Nursing Program Student Learning Outcomes

Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices.

Function as a member of the interdisciplinary health care team using legal and ethical principles.

Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of continuous patient care and quality improvement.

Utilize leadership skills in various settings as a collaborator of care.

Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship-centered care.

LPVN100 Course Outcomes

Describe the nursing process and principles of involving the patient, family, and interdisciplinary team in a holistic manner to provide quality patient care.

Demonstrate nursing skills to provide relationship-centered nursing care using a foundation of critical thinking and evidence-based practices.

Utilize evidence-based practices in collaboration with the RN in providing safe and competent nursing care.

Apply national patient safety goals to provide safe and effective patient care in a variety of settings.

Apply documentation principles in the use of patient records, while upholding ethical and legal standards.

Examine how the spiritual, physical, psychological, social, and cultural aspects of the patient are used to promote relationship-centered care.

Engage in self-reflection and inquiry to identify learning needs to participate in lifelong learning activities.

Explain how quality improvement processes are implemented to ensure patient safety initiatives and to monitor performance measures.
CAREER CONNECTION & WORKPLACE CAPABILITIES
Each course will provide students with an opportunity to connect the subject matter of the class to their intended profession, to draw the bright line between the topic studied and its application/value in the workplace. Completion of the assessments in LPVN100 will provide opportunities for reflection on and discussion of the essential workplace capability of communication, information literacy, positive attitude, which support the course outcomes. Students will learn how to effectively express thoughts, interact with others, utilize therapeutic communication skills, and utilize information when applying the nursing process.

MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS
Instructors at Bryant & Stratton College are content-area experts and select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.

Required

Recommended
### LPVN100 Spring 2017 Lecture Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics</th>
<th>Reading To Be Done Before Class Start (deWit Fund. Con. and Skills)</th>
<th>Evaluations</th>
<th>Learning Objectives</th>
<th>Course Outcomes, QSEN, Student Learning Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Intro to LPVN 100/Syllabus Review EVOLVE Account History of Nursing Health and Wellness Considerations for Medication Administration Medication Calculation &amp; Conversion</td>
<td>Chapter 1: Nursing and the Health Care System (p. 1-11)</td>
<td>Questions given in lecture Adaptive Quiz Discussion Interactive PPT Large Group Activity Small Group Activity Dosage Calculation Stations Video Case Studies</td>
<td>Describe Florence Nightingale’s influence on nurses’ training. Explain why nursing is both an art and a science. Indicate how evidence-based practice is helpful in nursing. Define nursing. Discuss how our thoughts of nursing compare to the accepted one. Discuss standards of practice for the LPN/LVN are applied in the clinical setting. Discuss the ways in which the desirable attributes of the nurse might be demonstrated. Identify the educational ladder available to nurses. Describe educational pathways open to an LPN after graduation. Compare methods of delivery of nursing care. List four practice settings in which LPNs may find employment. Discuss today’s health care system, its components, and changes proposed. Relate how the managed care system has affected your own health care. List the practice areas in the community in which you could be employed as a vocational nurse. Compare traditional and current views of the meanings of health and illness. Describe and discuss the definition of the word “health.” Describe and discuss the definition of the word “sickness.” Discuss why nurses need to be aware of any cultural, educational, and social differences that might exist between themselves and their patients.</td>
<td>QSEN: 1, 2, 3, 4, 5, 6 NLN: 1, 2, 3, 4 IO: 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5 CO: 1, 2, 3, 4, 5, 6, 7, 8</td>
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<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
<td>Questions</td>
<td>Learning Objectives</td>
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<tr>
<td>05/08/17</td>
<td>Vital Signs</td>
<td>Chapter 21: Measuring Vital Signs (p. 334-366) Chapter 31: Pain, Comfort, and Sleep (p. 589-603)</td>
<td>Questions given in lecture Adaptive Quiz Adaptive Learning Goals Discussion Interactive PPT Large Group Activity Small Group Activity Dosage Calculation Stations Video Case Studies</td>
<td>Review the anatomic structures involved in the regulation of the vital signs and describe their functions. Identify the physiologic mechanisms that regulate temperature, heart rate, blood pressure, and respiration. List the factors that affect body temperature. Discuss measuring and recording the body temperature of an adult and a child at the oral, rectal, axillary, and tympanic sites using a glass, electronic, and tympanic thermometer. Discuss normal and abnormal characteristics of the pulse. Describe the respiratory patterns considered to be normal and abnormal. Explain the relationship of Korotkoff sounds to systolic and diastolic blood pressure. QSEN: 1, 3, 4, 5 NLN: 1, 2, 3, 4 IO: 1, 2, 3, 4 SLO: 1, 2, 3, 5 CO: 1, 2, 3, 4, 5, 6, 7, 8</td>
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</tbody>
</table>
State why pain is considered the sixth vital sign.
Practice measuring and record an apical pulse and a radial pulse.
Practice counting and recording respirations.
Discuss recognizing deviations from normal vital sign patterns.
Determine factors that might be adversely affecting the patient’s temperature, pulse, respiration, or blood pressure.
Discuss the application of The Joint Commission pain standards in planning patient care.
Give the rationale for why pain is considered the “sixth vital sign.”
Illustrate the physiology of pain.
Describe the use of a variety of nursing interventions for pain control, including biofeedback, distraction, guided imagery, massage, and relaxation.
Learn how to ask questions to assist the patient in accurately describing sensations of pain and discomfort.
Evaluate the effects of various techniques used for pain control.
Talk about the care of patients receiving patient-controlled analgesia (PCA) or epidural analgesia.
Discuss the effects of pain medication, as well as reporting and recording observations appropriately.

**Medication Calculation TEST**
Five Step Nursing Model Documentation

**Chapter 4: The Nursing Process and Critical Thinking (p. 46-53)**

**Chapter 5: Assessment, Nursing Diagnosis, and Planning (p. 54-69)**

**Chapter 6: Implementation**

**Medication Calc TEST**
Questions given in lecture
Adaptive Quiz
Adaptive Learning Goals Discussion
Interactive PPT
Large Group Activity
Small Group Activity
Concept Mapping & Care plan Development
Video
Case Studies

Explain the use of the nursing process.
Identify the components of the nursing process.
Compare and contrast the terms critical thinking, clinical reasoning, and clinical judgment.
Identify the steps of the problem-solving process.
List the steps used in making decisions.
Identify ways to improve critical reasoning skills.
Explain the use of the nursing process.
Identify the components of the nursing process.
Compare and contrast the terms critical thinking, clinical reasoning, and clinical judgment.
Identify the steps of the problem-solving process.
List the steps used in making decisions.

QSEN: 1, 2, 3, 4, 5, 6
NLN: 1, 2, 3, 4
IO: 1, 2, 3, 4
SLO: 1, 2, 3, 4
CO: 1, 2, 3, 4, 5, 6, 7, 8
| and Evaluation (p. 70-80) | Chapter 7: Documentation of Nursing Care (p. 81-98) | Identify ways to improve critical reasoning skills.  
Apply the critical thinking process to a real-life problem.  
Discuss the use of critical thinking in nursing.  
Apply nursing process to a patient care assignment.  
Explain the basic principles of setting priorities for nursing care.  
List factors to be considered when setting priorities.  
Use critical thinking to prioritize care for a patient assignment.  
Identify the purpose of assessment/data collection.  
Discuss the basic methods used to gather a patient’s information.  
Differentiate objective data from subjective data.  
Use sources of data for the formulation of a patient database.  
Collect assessment data for a patient and document it.  
Correlate patient problems with nursing diagnoses from the accepted North American Nursing Diagnosis Association–International (NANDA-I) list.  
Analyze the data collected to determine patient needs.  
Identify appropriate nursing diagnoses from the NANDA-I list for each example patients.  
Identify the components of a proper Nursing Diagnosis structure for effective communication.  
Prioritize the nursing diagnoses.  
Select appropriate outcome criteria for selected nursing diagnoses.  
Plan goals for each patient and write outcome criteria for the chosen nursing diagnoses.  
Practice writing specific goal/outcome statements.  
Plan appropriate nursing interventions to assist the patient in attaining the goals/expected outcomes.  
Set priorities for providing care to a group of patients.  
Identify factors to consider in implementing the plan of care.  
Describe the Standard Steps commonly carried out for all nursing procedures.  
Develop a useful method of organizing work for the day. |
| 4 | UNIT I TEST | Communication and Education General Assessment | Chapter 8: Communication and the Nurse-Patient Relationship (p. 99-114) | Lecture 1-3 TEST | Questions given in lecture Adaptive Quiz Adaptive Learning Goals Discussion Interactive PPT Large Group Activity Small Group Activity | Describe the components of the communication process. List factors that influence the way a person communicates. Compare effective communication techniques with blocks to communication. Describe the difference between a therapeutic nurse-patient relationship and a social relationship. Discuss the importance of communication in the collaborative process. | QSEN: 1, 2, 3, 4, 5, 6 NLN: 1, 2, 3, 4 IO: 1, 2, 3, 4 SLO: 1, 2, 3, 4, 5 |
| Chapter 9: Patient Teaching and Health Promotion (p. 115-122) | Concept Mapping & Care plan Development Video Case Studies | List guidelines for effective communication with a physician by telephone. Identify ways to delegate effectively. Discuss ways the computer is used for communication within the health care agency. Describe how communication skills can affect the quality and safety of patient care. Discuss using interviewing skills to obtain an admission history from a patient. Practice interacting therapeutically in a goal-directed situation. Discuss effective communication with a patient who has an impairment of communication. Practice giving an effective report. Learn how to be present and non-judgmental when communicating with patients and be mindful of their needs. Discuss the purposes of patient teaching. Use patient teaching to promote the national goals of health promotion and disease prevention as listed in Healthy People 2020 and the Canada Health Act. Describe ways in which people learn and correlate the importance of these types of learning to teaching. List and differentiate between conditions and factors that can affect learning. Identify adjustments to the teaching plan needed for teaching the very young patient or the elderly patient. Discuss types of resources available to assist in patient teaching. Identify aspects and objects of documentation that must be included in teaching. Describe ways in which teaching can be continued following hospital discharge. Discuss assessing an assigned patient’s learning needs. Practice developing a teaching plan based on the patient’s learning needs. Implement the teaching plan at a prearranged time. Evaluate the effectiveness of the teaching and the plan. |

| Chapter 22: Assessing Health Status (p. 367-390) | | CO: 1, 2, 3, 5, 7, 8 |
Discuss the types of assessment used in various situations. Demonstrate the techniques used during physical examination. Talk about assessing the patient’s psychosocial and physical functioning by gathering information in an organized way. Show and watch a basic physical examination on a patient. Show and watch a visual acuity test on a patient. Show and watch physical assessments of the cardiovascular, respiratory, gastrointestinal, and neurologic systems. Describe how to gather information for a comprehensive database for a patient. Discuss how to teach patients the assessment techniques for the early detection of cancer. Discuss how to educate patients about the recommendations for periodic diagnostic testing.

| 5 05/30/17 | Fluid, Electrolyte, and Acid-Base Balance | Questions given in lecture Adaptive Quiz Adaptive Learning Goals Discussion Interactive PPT Large Group Activity Small Group Activity Concept Mapping & Care plan Development Video Case Studies Leadership Assignment | Discuss the various functions water performs in the body. List the major electrolytes and the function of each. Describe ways in which body fluids are continually being distributed among the fluid compartments. Identify the signs and symptoms of the common fluid and electrolyte imbalances. Learn how to assess a patient for signs of fluid and electrolyte imbalance. Identify abnormal electrolyte values. Discuss symptoms for the patient with hypokalemia. Discuss how to develop a plan of care for a patient who has a fluid and electrolyte imbalance. State the main signs and symptoms of acid-base imbalances. List ways to identify patients who might be at risk for an acid-base imbalance. | QSEN: 1, 3, 4, 5, 6 NLN: 1, 2, 3, 4 IO: 1, 2, 3, 4 SLO: 1, 3, 5 CO: 1, 2, 3, 4, 5, 6, 7, 8 |
| 6 06/05/17 | Ethical and Legal Considerations Delegation and Leadership | Questions given in lecture Adaptive Quiz Adaptive Learning Goals Discussion Interactive PPT | Explain the legal requirements for the practice of nursing and how they relate to a student nurse. Identify the consequences of violating the nurse practice act. | QSEN: 1, 3, 4, 5, 6 NLN: 1, 2, 3, 4 |
Chapter 10: Delegation, Leadership, and Management (p. 123-132)

Large Group Activity
Small Group Activity
Concept Mapping & Care plan Development
Video
Case Studies
Leadership Assignment

Examining the issue of professional accountability, professional discipline, and continuing education for licensed nurses.

Compare and contrast the terms negligence and malpractice.

Discuss the responses to harassment in the health care field.

Reflect on how laws relating to discrimination, workplace safety, child abuse, and sexual harassment affect your nursing practice.

Discuss the National Patient Safety Goals and identify where these can be found.

Interpret rights that a patient has in a hospital, nursing home, community setting, or psychiatric facility.

Discuss what you can do to protect yourself from lawsuits or the damage of lawsuits.

Differentiate a code of ethics from laws or regulations governing nursing.

Describe the NAPNES standards of practice.

Describe three elements of informed consent.

Explain advance directives and the advantage of having them written out.

Differentiate between the different leadership styles.

Compare and contrast examples of effective and ineffective communication.

Describe characteristics of an effective leader.

List considerations for delegating tasks to unlicensed assistive personnel (UAPs).

Determine the leadership style of previous leaders in our life.

Discuss how to appropriately delegate tasks to a nurse’s aide or UAP.
### UNIT II TEST
**Nursing Through The Lifespan**

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>06/12/17</td>
<td><strong>Lecture 4-6 TEST</strong>&lt;br&gt;Questions given in lecture&lt;br&gt;Adaptive Quiz&lt;br&gt;Adaptive Learning Goals&lt;br&gt;Discussion&lt;br&gt;Interactive PPT&lt;br&gt;Large Group Activity&lt;br&gt;Small Group Activity&lt;br&gt;Concept Mapping &amp; Care plan Development&lt;br&gt;Video&lt;br&gt;Case Studies</td>
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<td><strong>Describe prenatal development.</strong>&lt;br&gt;<strong>Describe the physical development of children.</strong>&lt;br&gt;<strong>Discuss Freud’s theory of personality and the mind.</strong>&lt;br&gt;<strong>Discuss moral development according to Kohlberg.</strong>&lt;br&gt;<strong>Explain the stages of Erikson’s theory of psychosocial development.</strong>&lt;br&gt;<strong>Explain the stages of Piaget’s theory of cognitive development.</strong>&lt;br&gt;<strong>Identify the principles of growth and development.</strong>&lt;br&gt;<strong>Discuss the importance of regular prenatal health care.</strong>&lt;br&gt;<strong>Discuss recommended feeding patterns for newborns and older infants.</strong>&lt;br&gt;<strong>Identify advantages of early childhood education.</strong>&lt;br&gt;<strong>Explain the male and female physical changes of puberty.</strong>&lt;br&gt;<strong>Identify developmental tasks of adolescence.</strong>&lt;br&gt;<strong>Discuss concerns related to adolescence.</strong>&lt;br&gt;<strong>Explain the importance of screening young children for physical development.</strong>&lt;br&gt;<strong>Explain how parents and other caregivers can encourage age-appropriate cognitive and psychosocial development.</strong>&lt;br&gt;<strong>Describe the different types of parenting styles.</strong>&lt;br&gt;<strong>List three stages of adulthood.</strong>&lt;br&gt;<strong>Explain Schaie’s theory of cognitive development in young and middle adults.</strong>&lt;br&gt;<strong>Discuss Erikson’s stages of psychosocial development in young and middle adults.</strong>&lt;br&gt;<strong>List the functions of the family.</strong></td>
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<td><strong>QSEN: 1, 2, 3, 4, 5, 6&lt;br&gt;NLN: 1, 2, 3, 4&lt;br&gt;IO: 1, 2, 3, 4, 5&lt;br&gt;SLO: 1, 4, 5&lt;br&gt;CO: 1, 2, 3, 4, 5, 6, 7, 8</strong></td>
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<td>8 06/19/17</td>
<td>Oxygenation and Respiration</td>
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Describe the effects of divorce on involved persons.
Describe the physical and psychosocial development and changes of young and middle adults.
Design an educational example to help adults maintain a healthy lifestyle.
Identify health concerns of young adults.
Identify health concerns of middle adults.
Explain how caring people can nourish the cognitive and psychosocial development of adults.
Compare and contrast the theories of aging.
State how a person might behave in light of the psychosocial theories of aging.
Identify factors that contribute to longevity.
Discuss physical changes that occur as adults get older.
Identify signs and symptoms of normal aging.
Design an educational example to help older adults maintain physical health.
Explain Schaie’s theory of cognitive development in the older adult.
Explain Erikson’s stage of psychosocial development in the older adult.
State ways the nurse could help older adults maintain cognitive health.
Discuss how nurses would guide the older adult’s family members regarding signs that the older person needs assistance.
Discuss and identify abuse in the older adult and reactions to be completed by the nurse.

Explain how the respiratory system functions.
Name the causes of hypoxia and hypoxemia.
Identify procedures to follow in the event of a respiratory arrest.
Discuss clearance of airway in an example of an obstruction.
Describe the various methods used for oxygen delivery.
List safety precautions to be observed when patients are receiving oxygen therapy.

QSEN: 1, 2, 3, 4, 5, 6
NLN: 1, 2, 3, 4
IO: 1, 2, 3, 4
SLO: 1, 2, 3, 4, 5
CO: 1, 2, 3, 4, 5, 6, 7, 8

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Section</th>
<th>Questions given in lecture</th>
<th>Case Studies</th>
<th>Lecture 7-9 TEST</th>
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</thead>
<tbody>
<tr>
<td>07/03/17</td>
<td>UNIT III TEST Gastrointestinal Renal</td>
<td>Chapter 29: Promoting Urinary Elimination (p. 535-566)</td>
<td>Adaptive Quiz</td>
<td>Case Studies</td>
<td>QSEN: 1, 2, 3, 4, 5, 6, 7, 8 NLN: 1, 2, 3, 4, 5 IO: 1, 2, 3, 4 SLO: 1, 2, 3, 4, 5 CO: 1, 2, 3, 4, 5, 6, 7, 8</td>
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### Chapter 30: Promoting Bowel Elimination (p. 567-588)

<table>
<thead>
<tr>
<th>Interactive PPT</th>
<th>Large Group Activity</th>
<th>Small Group Activity</th>
<th>Concept Mapping &amp; Care plan Development</th>
<th>Video</th>
<th>Case Studies</th>
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<tbody>
<tr>
<td>Understand different equipment used to promote urinary health.</td>
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<td>Identify how to assess a patient’s urinary status.</td>
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<td>Describe how to obtain a “clean-catch” (midstream) specimen.</td>
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<td>Show how to insert an indwelling catheter using sterile technique.</td>
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<td>Compare and contrast the purposes and principles of indwelling and intermittent catheterization.</td>
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<td>Summarize the rationale for using a continuous bladder irrigation system.</td>
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<td>Analyze different methods of managing urinary incontinence.</td>
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<td>Learn how to perform catheter care.</td>
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<td>How to teach a patient how to perform Kegel exercises.</td>
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<td>Describe the process of normal bowel elimination.</td>
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<td>Identify abnormal characteristics of stool.</td>
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<td>Summarize the physiologic effects of hypoactive bowel and interventions to assist patients with constipation.</td>
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<tr>
<td>Analyze safety considerations related to giving a patient an enema.</td>
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<td>Summarize nursing measures to promote regular bowel elimination in patients.</td>
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<tr>
<td>See how to perform a focused assessment of the bowel.</td>
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<td>Demonstrate how to write a nursing care plan for a patient with bowel problems.</td>
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<tr>
<td>Learn how to prepare to administer an enema.</td>
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<tr>
<td>Analyze the physical and psychosocial implications for a patient who has an ostomy.</td>
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<td>Discuss the stoma and peristoma assessment and skin care.</td>
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<td>Describe types of intestinal diversions.</td>
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<td>Practice assisting and teaching a patient with a bowel retraining program for incontinence.</td>
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<td>Reply how to provide ostomy care, including irrigation and changing the ostomy appliance.</td>
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</tbody>
</table>

CO: 1, 2, 3, 4, 5, 6, 7, 8

SLO: 1, 2, 3, 4, 5

**11 07/10/17 Nutrition and Diet**

**Chapter 26: Concepts of Basic Questions given in lecture Adaptive Quiz**

Review the structure and function of the gastrointestinal system.

QSEN: 1, 2, 3, 4, 5, 6
## Nutrition and Cultural Considerations (p. 452-476)

### Chapter 27: Diet Therapy and Assisted Feeding (p. 477-500)

<table>
<thead>
<tr>
<th>Adaptive Learning Goals</th>
<th>Discussion</th>
<th>Interactive PPT</th>
<th>Large Group Activity</th>
<th>Small Group Activity</th>
<th>Concept Mapping &amp; Care plan Development</th>
<th>Video</th>
<th>Case Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview USDA MyPlate and learn how to assist patients in planning their diets.</td>
<td>List medical conditions that may occur as a result of protein, calorie, vitamin, or mineral deficiency or excess.</td>
<td>Learn how to identify patients at risk for nutritional deficits.</td>
<td>Discuss the function of proteins, carbohydrates, fats, vitamins, minerals, and water in the human body.</td>
<td>Identify food sources of proteins, carbohydrates, fats, vitamins, and minerals.</td>
<td>Identify a variety of factors that influence nutrition.</td>
<td>Explore cultural influences on nutrition practices.</td>
<td>Compare nutritional needs throughout life’s stages.</td>
</tr>
<tr>
<td>Discuss how to use therapeutic communication with a patient while discussing needed diet modification.</td>
<td>Demonstrate how to develop a teaching plan for the patient for whom a therapeutic diet is prescribed.</td>
<td>Identify the nurse’s role related to diet therapy and special diet.</td>
<td>Compare and contrast a full liquid with a clear liquid diet.</td>
<td>Describe health issues related to nutrition.</td>
<td>List disease processes that may benefit from diet therapy.</td>
<td>Demonstrate how to develop a teaching plan for nutritional therapy.</td>
<td>Verbalize the rationale for assisted feedings and tube feedings.</td>
</tr>
<tr>
<td>Discuss the procedure for tube feeding.</td>
<td>Identify medical rationale and nursing care for a patient receiving total parenteral nutrition (TPN).</td>
<td>Understand the possible complications associated with modified diets, tube feedings, and TPN.</td>
<td>Discuss how to learn a facility’s policies, procedures, and protocols for nutrition-related problems and complications with tube feedings.</td>
<td>NLN: 1, 2, 3, 4</td>
<td>IO: 1, 2, 3, 4</td>
<td>SLO: 1, 2, 3, 4, 5</td>
<td>CO: 1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>Date</td>
<td>Considerations in Older Patients</td>
<td>Chapter 40: Common Physical Care Problems of the Elderly (p. 815-828)</td>
<td>Questions given in lecture</td>
<td>Adaptive Quiz</td>
<td>Adaptive Learning Goals Discussion</td>
<td>Interactive PPT</td>
<td>Large Group Activity</td>
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<tr>
<td>07/17/17</td>
<td>Considerations in Older Patients</td>
<td>Chapter 41: Common Psychosocial Care Problems of the Elderly (p. 829-841)</td>
<td>QSEN: 1, 2, 3, 4, 5, 6 \nNLN: 1, 2, 3, 4 \nIO: 1, 2, 3, 4, 5 \nSLO: 1, 2, 3, 4, 5 \nCO: 1, 2, 3, 4, 5, 6, 7, 8</td>
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</tbody>
</table>
Demonstrate the ability to interact therapeutically with patients with depression and suicidal tendencies.
Discuss how to educate older adults about crime prevention.

<table>
<thead>
<tr>
<th>13 07/24/17</th>
<th>UNIT IV TEST Cultural and Spiritual Considerations Loss, Grief, Stress, and Coping</th>
<th>Chapter 14: Cultural and Spiritual Aspects of Patient Care (p. 174-188)</th>
<th>Lecture 10-12 TEST Questions given in lecture Adaptive Quiz Adaptive Learning Goals Discussion Interactive PPT Large Group Activity Small Group Activity Concept Mapping &amp; Care plan Development Video Case Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Chapter 15: Loss, Grief, and the Dying Patient (p. 189-206)</td>
<td>Describe how culture influences health and health care choices. Discuss the ways in which poverty often impedes adequate health care within our country. Discuss ways to protect patients’ rights when their culture does not permit the use of a medical intervention. Discuss how to demonstrate cultural competence when caring for a culturally different patient. Compare ethnic differences of Hispanic Americans and Middle Eastern Muslims. Incorporate major differences in dietary and nutritional choices among cultural and religious groups into patients’ care plans. Identify beliefs and values affecting health care that might be found among patients from Hispanic American, Asian American, American Indian, African American, and European American groups. Plan ways to support the spiritual needs of patients of various religions. Describe how religious beliefs and practices may affect health and health care choices. Discuss boundaries of professional care for a patient whose religious beliefs are different from yours. Identify signs of spiritual distress in a patient and how to plan interventions to relieve it. Correlate the stages of grief and dying with their associated behaviors and feelings. Discuss the concept of hospice care. Identify common fears a patient is likely to experience when dying. Identify ways in which a nurse can support or instill hope in the terminally ill patient and family.</td>
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<td>QSEN: 1, 2, 3, 4, 5 NLN: 1, 2, 3, 4 IO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5 CO: 1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
</tbody>
</table>
| **Date** | **Wounds and Function** | **Chapter 38: Providing Wound Care and Treating Pressure Ulcers** (p. 758-788) | **Chapter 39: Promoting Musculoskeletal Function** (p. 789-814) | **Questions given in lecture**  
Adaptive Quiz  
Adaptive Learning Goals  
Discussion  
Interactive PPT  
Large Group Activity  
Small Group Activity  
Concept Mapping & Care plan Development  
Video  
Case Studies | **Discuss how to show compassionate therapeutic communication techniques with a terminally ill patient and family.**  
**Describe expected symptoms related to metabolic changes at end-of-life stages.**  
**Illustrate the difference between the patient’s right to refuse treatment and assisted suicide.**  
**Describe nursing interventions for comfort care that can be implemented for a dying patient for pain, nausea, dyspnea, anxiety, constipation, incontinence, thirst, and anorexia.**  
**Discuss the reason for completing an advance directive to a terminally ill patient.**  
**Learn how to provide information regarding organ or tissue donation.**  
**Describe the physiologic processes by which wounds heal.**  
**Discuss factors that affect wound healing.**  
**Discuss signs and symptoms of wound infection.**  
**Discuss actions to be taken if wound dehiscence or evisceration occurs.**  
**Discuss the functions and purpose of a wound drain.**  
**Identify the advantages of vacuum-assisted wound closure.**  
**Compare and contrast the therapeutic effects of application of hot and cold objects.**  
**Discuss procedures for use of the drainage device and sterile dressings.**  
**Identify the proper care for a pressure ulcer.**  
**Describe wound irrigation.**  
**Differentiate between sutures, staples, and Steri-Strips.**  
**Describe the different ways a wound can be debrided.**  
**Discuss the effects of inactivity on respiratory exchange and airway clearance.**  
**Describe appropriate care of a cast.**  
**Verbalize the differences among an air-fluidized, low air-loss, and continuous lateral-rotation bed by listing the reasons for their use.**  
**Name pressure relief devices that help prevent skin injury in immobile patients.** | **QSEN: 1, 2, 3, 4, 5, 6**  
**NLN: 1, 2, 3, 4**  
**IO: 1, 2, 3, 4**  
**SLO: 1, 2, 3, 4, 5**  
**CO: 1, 2, 3, 4, 5, 6, 7, 8** | **106**
| 15 08/07/17 | COMPREHENSIVE FINAL TEST | Lecture 1-15 TEST | Discuss possible psychosocial needs of the alert immobile patient.  
Describe the purpose of skin traction.  
Discuss transfer devices used to increase the safety of the patient.  
Describe how to perform a neurovascular assessment on an immobilized extremity.  
Discuss the use of bandages and slings to immobile a body part.  
Discuss the use of elastic bandages over joints and stumps.  
Discuss instruction for a patient using a walker, crutch, cane, brace, prosthesis, and wheelchair. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics</th>
<th>Reading To Be Done Before Class Start (deWit Fund. Con. and Skills)</th>
<th>Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 05/30/17</td>
<td>Medication Calculation Attempt #2 Fluid, Electrolyte, and Acid-Base Balance</td>
<td>Chapter 25: Fluid, Electrolyte, and Acid-Base Balance (p. 430-451)</td>
<td>Questions given in lecture Adaptive Quiz Adaptive Learning Goals</td>
</tr>
<tr>
<td>6 06/05/17</td>
<td>Leadership Assignment (in class) Ethical and Legal Considerations Delegation and Leadership</td>
<td>Chapter 3: Legal and Ethical Aspects of Nursing (p. 28-45) Chapter 10: Delegation, Leadership, and Management (p. 123-132)</td>
<td>Leadership Assignment Questions given in lecture Adaptive Quiz Adaptive Learning Goals</td>
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<tr>
<td>Date</td>
<td>Assignment/Quiz</td>
<td>Chapters</td>
<td>Lecture/Test</td>
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<tr>
<td>7/10/17</td>
<td>UNIT II TEST Medication Calculation Attempt #3 Nursing Through The Lifespan</td>
<td>Chapter 11: Growth and Development: Infancy Through Adolescence (p. 133-151)</td>
<td>Lecture 4-6 TEST Questions given in lecture Adaptive Quiz Adaptive Learning Goals</td>
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<td>Chapter 12: Adulthood and the Family (p. 152-163)</td>
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<td>Chapter 13: Promoting Healthy Adaptation to Aging (p. 164-173)</td>
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<tr>
<td>7/17/17</td>
<td>Clinical Mid-Term Evaluation Oxygenation and Respiration</td>
<td>Chapter 28: Assisting with Respiration and Oxygenation (p. 501-534)</td>
<td>Questions given in lecture Adaptive Quiz Adaptive Learning Goals</td>
</tr>
<tr>
<td>7/24/17</td>
<td>HH/QSEN Patient Summary Sleep Alternative Therapies</td>
<td>Chapter 31: Pain, Comfort, and Sleep (p. 603-609)</td>
<td>Questions given in lecture Adaptive Quiz Adaptive Learning Goals</td>
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<td>Chapter 32: Complementary and Alternative Therapies (p. 610-618)</td>
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<td>Chapter 30: Promoting Bowel Elimination (p. 567-588)</td>
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<tr>
<td>8/07/17</td>
<td>HH/QSEN Assignment Nutrition and Diet</td>
<td>Chapter 26: Concepts of Basic Nutrition and Cultural Considerations (p. 452-476)</td>
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<td>Chapter 15: Loss, Grief, and the Dying Patient (p. 189-206)</td>
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<tr>
<td>9/07/17</td>
<td>Final Lab Test Clinical Final Evaluation Wounds and Function</td>
<td>Chapter 38: Providing Wound Care and Treating Pressure Ulcers (p. 758-788)</td>
<td>Questions given in lecture Adaptive Quiz Adaptive Learning Goals</td>
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<tr>
<td>9/14/17</td>
<td>COMPREHENSIVE FINAL TEST</td>
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<td>Lecture 1-14 TEST</td>
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</table>
INSTRUCTOR AND STUDENT RESPONSIBILITIES
As your instructor, it is my responsibility to make sure our class sessions are productive, focused, and meaningful, and that you have opportunities to learn and practice skills in a safe and comfortable environment with feedback opportunities. I’ll be there to guide you every step of the way. I will provide timely feedback on your work and regularly update the Blackboard grade book. Your responsibility is to take advantage of the teaching I’m providing by attending and actively participating in class activities, coming to class prepared with homework and reading assignments completed, and asking questions as needed. An important part of success is making sure you complete the all assignments completed a timely manner. This way, I can give you help as you progress and so you do not become overwhelmed. The courses early in the program will include a lot of instructor guidance. As you progress toward graduation, you will have more responsibility as an independent learner. The purpose in structuring your experience this way is so that you are prepared for independent learning in your new career.

LECTURE SECTION/TIME/FACULTY
Section T01  Tuesday  1000-1200; 1300-1600  Bay 12  Professor Jacob Fuhrman
Section T02  Wednesday 1000-1200; 1300-1600  Bay 12  Professor Jacob Fuhrman
Section Q01  Friday  1000-1200; 1300-1600  Wau 12A  Professor Jacob Fuhrman
Drop Date: 05/09
Withdrawal Date: 07/04

FACULTY CONTACT INFORMATION
Course Lead: Professor Jacob Fuhrman  jjfuhrman@bryantstratton.edu  414-302-7000

Lab/Clinical Instructors:
Professor Shewanna Brown-Johnson  sabrownjohnson@bryantstratton.edu
Professor Janine Eagon  jleagon@bryantstratton.edu
Professor Cindy Harrison  cdharrison@bryantstratton.edu
Professor Karen Kottwitz  klkotwitz@bryantstratton.edu
Professor Raquel Lever  rmllever@bryantstratton.edu
Professor Debbie Pichler  depichler@bryantstratton.edu
Professor Dion Porter  dmporter@bryantstratton.edu
Professor Ginger Randolph  gbrandolph@bryantstratton.edu
Professor Sara Ravenscraft  saravenscraft@bryantstratton.edu
Professor Natasha Sanders-Beavers  nasandersbeavers@bryantstratton.edu
Professor Delbert Slowik  djslowik@bryantstratton.edu

OFFICE HOURS
Offered: Per Instructor
Jacob Fuhrman: T: 1200-1300; W: 1200-1300; F: 1200-1300; by appointment
Professor Eagon: T 0900-1300; TH 0800-1600; by appointment
Professor Harrison: W 1030-1100; 1900-1930; by appointment
Students will initiate meetings via email and await confirmation from the faculty member of the given date and time. Students will have the front desk receptionist page the faculty upon arrival.

NURSING LAB
Staff and hours are posted at each campus. Please schedule an appointment to ensure attention.
Bayshore: 414-302-7000.515  Skills Lab Coordinator:  Professor Mary Beth Aasen
Wauwatosa 414-961-9600.503  Skills Lab Coordinator:  Ms. Michele Werk
STUDENT CHAIN OF COMMUNICATION

Theory/Lab/Clinical Direction Issue
Communicate and resolve with the assigned instructor.
If unresolved, the instructor and student will include the Course Lead in the resolution.
If still unresolved, the Dean of Nursing, Nursing Program Administrator, and/or Clinical Placement Coordinator of the Nursing Program will be consulted.
If still unresolved, the student should contact the Dean of Instruction.

Theory/Lab/Clinical Schedule Issue
Contact the student’s Academic Advisor to resolve.
The Academic Advisor may involve the Course Lead and Nursing Clinical Placement Coordinator as appropriate.
The Dean of Nursing, Nursing Program Administrator, and/or Clinical Placement Coordinator of the Nursing Program will be consulted in extenuating circumstances.

Grade Appeal
Contact the student’s academic advisor for steps in this process.
Complete the grade appeal form with the requested evidence.
Submit the grade appeal form and evidence to the Dean of Instruction within the established timeframe, as described in the Nursing Program Student Handbook.
Wait for the Grade Appeal Committee to complete a verdict.

NURSING PROGRAM DIRECTOR
Dr. Linda Krueger, EdD, MSN, RN, Dean of Nursing  414.302.7007.572  lmkrueger@bryantstratton.edu

EMAIL GUIDELINES FOR FACULTY AND STUDENTS
Be aware of appropriate language and tone when sending electronic messages.
Be aware of any conversation or stringed messages so that information not pertaining to the receiver is not communicated.
Be aware of TO and CC fields so that inappropriate parties are not included in messages.
Remember that once an email is sent, it cannot be retracted. It then becomes a part of public record. It is best to have confidential conversations face to face in a private area.
Emails are expected to be checked at least daily by 1700. Nursing faculty will read and respond to email within 48 hours. Email received over the weekend is to be responded to on Monday.
An electronically submitted assignment is not considered received until an electronic receipt is received from the instructor.
When in doubt, follow the Bryant & Stratton College email policy.
Exceptions:
The above guidelines may not apply to holidays when the campus is closed and/or during semester breaks.
At the discretion of faculty members, email communication can be terminated and a mandatory physical meeting will be required further discuss a particular academic issue.

PEER COLLABORATION
Students will have various opportunities to collaborate with their peers, both inside and outside the classroom. Peer collaboration is encouraged and will facilitate progress toward meeting Program and Course Outcomes.
LIFELONG LEARNING COMPETENCY DEVELOPMENT INCLUDING INFORMATION LITERACY

The learning experiences in this course will help the student to develop lifelong learning competencies, which include relational learning, metacognition, community and career, and information literacy. Completing work in this course will help students to:

Lifelong Learning: Use of evidence based practice to analyze and solve problems as well as continuous engagement in clinical and personal growth opportunities.

Community and Career: The nurse is a leader whose responsibilities include:
- Developing and maintaining collaborative relationships to improve client care and the teaching/learning work environment.
- Developing a thorough understanding of the organization and financing of healthcare.
- Understanding economic, political, legal, and social factors that may influence the delivery of healthcare.
- Managing and prioritizing responsibilities and accountabilities in an efficient and effective manner.
- Comprehending and integrating the legal and ethical guidelines in professional nursing practice.
- Assuming accountability and responsibility for one’s own practice, delegating nursing activities, and pursuing lifelong personal and professional development.
- Participating in efforts to improve the utilization of resources for cost containment, client safety, and health outcomes.
- Advocating for safe, quality, and compassionate healthcare for clients across the continuum of healthcare environments.

Relational Learning: Serving as a member within the interdisciplinary health care team and completing group assignments.

Metacognition: Utilizes critical thinking and the nursing process to make independent and interdependent nursing decisions. Recognize that the client and caregivers must adapt to changes in their environment.

Information Literacy: Gathering, integrating, and conveying information electronically, verbally, or in writing.

CAREERLIFEPREP

CareerLifePrep is an experience embedded in all programs and courses that helps students develop employability skills to obtain, maintain, and advance in their career fields. CLP activities provide you with experience performing the same tasks you will be expected to do in your career. You will develop an ePortfolio throughout your coursework, which will allow you to showcase development of your career-related skills. These also allow you to speak to your knowledge, skills, and behaviors, and to obtain valuable feedback and practice in developing these essential skills.

WORKPLACE CAPABILITY AND READINESS

Completion of LPVN100 assessments will provide students opportunities for reflection and discussion of essential workplace capabilities. Examples of these include interpersonal skills such as communication and information. Students will learn how to effectively express thoughts, interact with others, demonstrate therapeutic communication skills, and utilize information when applying the nursing process, which support the Course Outcomes.
PROFESSIONAL COMPETENCIES
Acquiring certain professional skills, developing professional competencies (QSEN), and meeting professional standards of practice (ANA) are all a part of learning to become a professional nurse. These skills and professional competencies (QSEN) include, but are not limited to, communication, class preparation, time management, accountability, honesty, and respect for individuals. Acquisition of skills and professional competencies (QSEN) will facilitate the formation of professional working relationships and prepare the student for professional nursing roles across the healthcare continuum.

Bryant and Stratton have adopted the following from the American Nurses Association:
Nursing: Scope and Standards of Practice, 2nd ed., 2010
ANA Standards of Nursing Practice
Describes a competent level of nursing care using critical thinking and the nursing process, which is the foundation of clinical decision making for all nursing actions in provision of patient care.
ANA Standards of Professional Performance
Describes a competent level of behavior in the nurse’s professional role. Provides the highest quality of care, which includes accountability for actions, clients, and relationship with peers.
Describes carrying out nursing responsibilities and accountabilities that provides quality nursing care. Outlines the ethical obligations of the profession.
Nursing’s Social Policy Statement: The Essence of the Profession (ANA, 2010).
Identifies, defines, and describes the nursing profession and its accountability to society. Includes the regulation and licensing of the nursing profession.

The ability of a student to integrate the Code of Ethics for Nurses, ANA Scope and Standards of Practice, QSEN Competencies, and professional nursing practice will contribute to the student’s success in the nursing program.

AUTHENTIC ASSESSMENTS
Examples may include, but are not limited to, developing and documenting a health history of a patient, addressing QSEN competencies in a patient situation, and developing and communicating a patient care plan using the five step nursing model.

DIAGNOSTIC ASSESSMENTS
Early in the semester, a non-graded diagnostic assessment may be used to assess students’ current learning needs as well as to guide students toward successful completion of course requirements. That same diagnostic assessment will be completed by students at the end of the course to assist the student’s ongoing professional development. Data from diagnostic assessments are utilized by course faculty to evaluate the effectiveness of curriculum, judge instruction, assess students’ preparedness, improve classroom experiences, and progress toward meeting course outcomes.

TECHNOLOGY USAGE
All final drafts of graded writing pieces must be computer generated, other than written worksheets. Computers in computer labs and the library are available for student use. All students are expected to use multiple available technologies in nursing practice. Examples of technologies use in the course work include, but are not limited to, computer-based documentation systems, Evolve.com website and resources, online testing, word processing, PowerPoint presentations, and web-based library searches.
LEARNING ASSISTANCE AND STUDENT SUPPORT SERVICES
Resources for student success are available on campus and online. Limited free writing assistance is accessible through SMARTTHINKING at the Virtual Library http://vl.bryantstratton.edu. Writing, reading, math, and science assistance is available through the Learning Resource Center (LRC). Faculty members are available for student support. However, as stated previously, students are responsible to schedule appointments via Bryant & Stratton College email.

SPECIAL ACCOMMODATION
Under the guidelines of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), the college is required to provide reasonable accommodations to students with disabilities. Reasonable accommodations will be provided for qualified students with disabilities. If a student has a diagnosed disability that might affect their performance in this class, and would like to request special accommodations, he/she should provide documentation to the campus ADA Coordinator. The ADA Coordinator will review the student’s needs to determine the appropriate course of action. This information will be kept confidential, with the exception of the relevant instructors. Accommodations must be renewed with the ADA Coordinator each term.

ADA Coordinator:
Dr. Linda Krueger, EdD, MSN, RN, Dean of Nursing  414.302.7007.572  lmkrueger@bryantstratton.edu

CNA CERTIFICATION
Upon completion of all elements of LPVN100 (theory, lab, and clinical), an LPVN student is eligible to take the National Nurse Aide Assessment Program examination. Download the Division of Quality Assurance form F-62696 (Student Nurse / Graduate Nurse Training Verification). This can be found at http://www.dhs.wisconsin.gov/forms1/f6/f62696.pdf. Complete Part I (Personal Information). Have the nursing instructor complete and sign Part II. Attach an official transcript and submit your paperwork to:
DQA Office of Caregiver Quality ATTN: Nurse Aide Training Consultant
P.O. Box 2969
Madison, WI
53701
Applicants will then receive further instruction once the application has been approved or denied.

ADJUSTMENTS TO THE SYLLABUS
The course faculty frequently review the syllabus. Revisions assure that the most current guidelines related to evidence-based practice are reflected as well as to accommodate necessary changes. It is the instructor’s prerogative to adjust the syllabus. Any such changes will be given supplied to all LPVN100 students in document form in class and by email.
# LPVN100: Fundamentals of Practical Nursing Course Requirements

<table>
<thead>
<tr>
<th>COURSE REQUIREMENT</th>
<th>TOTAL POINTS</th>
<th>% OF TOTAL GRADE</th>
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<tbody>
<tr>
<td>THEORY: 4 Comprehensive Exams</td>
<td>1200</td>
<td>60%</td>
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<tr>
<td>Exam = 50 questions; 300 points</td>
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<tr>
<td>THEORY: Comprehensive Final Exam</td>
<td>400</td>
<td>20%</td>
</tr>
<tr>
<td>Final = 80 questions; 400 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEORY: Preparation Points</td>
<td>150</td>
<td>7.5%</td>
</tr>
<tr>
<td>Lecture Week = 10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEORY: Medication Calculation &amp; Conversion Exam</td>
<td>PASS/FAIL For Completion*</td>
<td></td>
</tr>
<tr>
<td>THEORY: Leadership Assignment</td>
<td>PASS/FAIL For Completion*</td>
<td></td>
</tr>
<tr>
<td>LAB: Quizzes</td>
<td>70</td>
<td>3.5%</td>
</tr>
<tr>
<td>LAB: Final Physical Assessment Exam</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>LAB: Skills Testing</td>
<td>PASS/FAIL For Completion*</td>
<td></td>
</tr>
<tr>
<td>LAB: Skills Documentation</td>
<td>PASS/FAIL For Completion*</td>
<td></td>
</tr>
<tr>
<td>CLINICAL: Health History/QSEN Assignment</td>
<td>80</td>
<td>4%</td>
</tr>
<tr>
<td>CLINICAL: Final Clinical Evaluation</td>
<td>PASS/FAIL For Completion*</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2000</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Students must pass all “PASS/FAIL” assignments on time to successfully complete the course.

## GRADE POINTS

<table>
<thead>
<tr>
<th>GRADE PERCENT</th>
<th>GRADE LETTER</th>
<th>GRADE POINT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
<td>4.0</td>
<td>Performance of the student has been of the highest level, showing sustained excellence in meeting course requirements.</td>
</tr>
<tr>
<td>85 - 89.99%</td>
<td>B+</td>
<td>3.5</td>
<td>Performance of the student has been very good, though not at the highest level.</td>
</tr>
<tr>
<td>80 - 84.99%</td>
<td>B</td>
<td>3.0</td>
<td>Performance of the student has been good, though not of the highest level.</td>
</tr>
<tr>
<td>75 - 79.99%</td>
<td>C+</td>
<td>2.5</td>
<td>Performance of the student has been satisfactory, more than adequately meeting the course requirements.</td>
</tr>
<tr>
<td>70 - 74.99%</td>
<td>C</td>
<td>2.0</td>
<td>Performance of the student has been acceptable, adequately meeting the course requirements to pass and earn credit.</td>
</tr>
<tr>
<td>0 - 69.99%</td>
<td>F</td>
<td>0</td>
<td>Performance of the student failed to meet course requirements therefor no credit is earned.</td>
</tr>
</tbody>
</table>

Scores are not rounded. For example, if your final score is 69.99%, you will receive a failing grade for the course. No extra credit is awarded in any Bryant & Stratton course. Per Appendix A and Appendix C, deductions to a student’s grade may be made based on professionalism and behavior within the class.

## EARLY ALERT/REMEDIATION

If a student’s success in the course is in jeopardy, the instructor will initiate an Early Alert and develop a plan for remediation. Behaviors that can cause jeopardy include, but are not limited to, absences, academic performance, behavioral concerns, and dishonesty. This will alert students to the current status in the course and determine what will need to be done to promote the greatest success in the class. See Appendix E for more details and expectations.
MEDICATION CALCULATION AND CONVERSION COMPETENCY EXAM

A student must earn a score of 100% on the Medication Calculation and Conversion Competency Exam in each clinical course. A student is allowed three attempts to earn a passing grade of 100%, which will need to be completed by 06/17/17. If a student fails any version of the Med Exam, he/she will need to complete a documented half-hour in the LRC before being allowed to take the second or third attempt. Students cannot retake the Med Exam until the score of the exam is made available to the student. Failure to earn 100% on the Med Exam within the timeframe will result in failure of the course. Students who wish to use a nonprogrammable, simple calculator may supply their own. Absolutely no phones or calculators with a store function are allowed at any time. Students are allowed a maximum of three attempts to pass the medication calculation exam. Only one attempt at the exam may be taken each week. Refer to the course calendar for the exam dates.

THEORY UNIT EXAMS

Students are expected to take exams on the scheduled date and time within the class section in which they are officially registered.

The student will earn zero points on an exam if not present with the proper documentation and an approved Appendix C before the start of the exam. If a student has an emergency that makes it impossible to notify the instructor of an inability to take the exam as scheduled, the instructor may reschedule the exam at his/her own discretion.

Any student arriving after the start of the exam will be allowed to take the exam in the remaining time allotted for the exam. At the discretion of the faculty, professionalism points may be deducted for any reason, but may not exceed 50% of the total exam points. Professionalism point deductions include, but are not limited to, disruptions to the exam and tardiness on exam day.

Students with pending late work are not permitted to take any subsequent exam.

The grade earned on the exam will be based only on the answers recorded on the Datalink answer form. All students taking a test with a Datalink answer form must include first and last name, the test title, and the student’s ID number on the Datalink answer form in order to be accepted. Only a #2 pencil is to be used on the Datalink answer form. If the Datalink machine cannot read any answer on the Datalink answer form and is marked incorrect, the grade will reflect that score.

Only pencils and erasers can be available to the student during exams. Every other object is prohibited, including hats, sunglasses, coats, hoodies, cellphones, food, and drink. All items besides pencils and erasers brought to the room must be against the wall and out of reach of any student before the beginning of test time.

Unit exams are comprehensive. The theory final exam is comprehensive for all course material. Exam grades will be provided to the students within five business days following an exam.

If a student has a question during an exam, the student is to raise his/her hand and wait for the proctor to answer. If the student is found speaking or leaving his/her seat during an exam, the student will receive a 0% on the exam. Students may not leave the room once the exam has been distributed, but can leave after turning the exam into the instructor on completion.

There is to be no discussion of test questions between students and faculty about the exam until grades are posted. The results of the exams can be reviewed by the student. If time constraints do not allow for an exam to be reviewed during class, it is the student’s responsibility to schedule a time with the instructor via email. Students who disagree with any test score may complete the Test Question Query Form.

In order for students to be successful on NCLEX, students are provided an average of 90 seconds per exam item in this course. For example, a 30 item exam will be given 45 minutes of class time to complete.
ASSIGNMENTS
Assigned obligations are due at the beginning of class (theory, lab, or clinical) or as directed by the instructor. Any work submitted after this time is considered late. The student is responsible to submit completed work by the assigned due date and time without reminders. Handwritten work needs to be in black or dark blue ink. Incomplete or illegible assignments may not be accepted or graded by direction of the instructor. It is the instructor’s discretion whether handwritten work is or is not complete or legible.
If a lab skill check-off is not completed by the required date, the student may be unable to attend the next scheduled clinical or lab as directed by the instructor. Once the requirement has been met, the student will be allowed to attend clinical or lab. Missed clinicals due to incomplete work will result in a clinical fail day as stated in Appendix C.
A late penalty as stated in Appendix C is applied to any and all late work. If a student has an emergency that makes it impossible to notify the instructor of an inability to submit the assignment as scheduled, the instructor may accept the assignment at his/her discretion.
A 20% deduction from the total assignment points will be made for each calendar day the assignment is late. This means that a 20% deduction is made if an assignment is submitted after the assigned time the same day it is due and a 40% if submitted the next day. For pass/fail assignments, if the task is not submitted in its entirety as directed by the instructor, the student may receive a fail day in lab or clinical. Subsequent assignments or exams in any portion of the LPVN100 class will not be accepted until the missed assignment is submitted in its entirety.
Late work must be submitted electronically via Bryant & Stratton college email to validate the date and time submitted. Assignments sent via email will not be considered received unless there is a return email confirmation from the instructor to indicate the work is complete. Students are expected to check Bryant & Stratton email and are held accountable for any unread information. Makeup work for lab or clinical is only given with an excused absence.

PREPARATION POINTS
Assignments will be given by the course lead to guide students in preparing for their time in lecture. These assignments are to be completed by midnight the day prior to their lecture day. If these assignments are not completed in its entirety, no points will be given for that week. Students are encouraged to get access to the Elsevier Evolve products as early as possible to ensure correct completion, assessment, and recording of points. If the instructor is not able to access record of student work at the time the work is due, zero points will be recorded. No late or make up work is accepted.

PROFESSIONAL CONDUCT
Bryant & Stratton is a career college, which means that the college excels at preparing students for their future careers. This not only includes knowledge and skill content, but also professionalism, etiquette, punctuality, and other appropriate behavior. Expected conduct is outlined in the Appendixes found at the end of the syllabus. Infractions of any single criteria will result in point deductions as described in the related appendix. If a student cannot demonstrate appropriate behaviors, Bryant & Stratton may request an official meeting with the student to discuss a future plan. Failure to correct behavior may lead to a failure of the course or removal from the nursing program.
Academic Dishonesty
Integrity is important in every aspect of an individual’s life. The academic environment is no exception. Consequently, it is expected that students submit his/her own and original work for each assignment. Examples of academic dishonesty include, but are not limited to, plagiarism, submitting the same paper for two different classes or for a repeated class, copying another person’s work or answers, sharing work or answers with another person, communicating with another student during exams, and using words or ideas of another person without proper attribution in a correct APA format citation. Should a student be discovered demonstrating academic dishonesty, the instructor will assign consequences appropriate to the violation. All academic dishonesty will be communicated with the Dean of Nursing and will be referred for a formal conduct hearing. Failure to show for a conduct hearing will result in failure in the course. For more information, please refer to the Code of Student Conduct portion of the current Bryant & Stratton College Official Catalog.

Etiquette Expectations
All policies can be found within the Professional Student Conduct section of Bryant & Stratton Nursing Program Student Handbook and the Student Conduct section of the Official College Catalog. Within LPVN100, students are expected to participate and communicate with others in the classroom. If a student has a comment to make regarding a topic under discussion, the student is to raise his/her hand and speak when the instructor allows. This action will be held, as it keeps the distractions and errors in communication to a minimum. Students found to be disruptive may be asked to leave the class. Any devices that make noise are to be turned off or silent while class is in session. These devices include, and not limited to, cell phones, personal pagers, recording devices, and computers.

Attendance
Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the professional community. Attendance at every class is required; if a student must be absent, he/she will be held accountable for class work and due dates missed. Students who arrive on time and schedule outside appointments at times other than class time will be able to maximize the benefits of this course. Important things to know about attendance:

- Attendance is taken at all academically-related activities including class and labs and is part of your permanent record.
- It is your responsibility to contact your instructor to make arrangements for any material or work being missed due to your absence.
- If you miss 14 consecutive calendar days across all of your classes (including holidays and weekends), Bryant & Stratton College is required to drop you from all of your courses for that term, which will result in a W (withdrawal) or a WF (withdrawal at a failing level) on your transcript for each course. If you believe that you may miss 14 consecutive days, you should contact your academic advisor to discuss your situation and options as you must appeal prior to missing the 14th consecutive day of class.
- Late is any time after the start of class.
- A student who misses a lecture day may request permission from the instructor to attend another section.
- All assignments are scored based on the late work policy despite made-up days.
TIME COMMITMENT NECESSARY TO EARN COURSE CREDIT

Bryant & Stratton College subscribes to a philosophy commonly held by institutions across higher education: achievement of success with college-level study will necessitate that the student devotes both scheduled in-class time as well as significant out-of-class time to meeting course outcomes. In order to successfully achieve all outcomes for this six credit hour course, it is expected that each student will participate in the scheduled in-class hours (five credit hours each week) and dedicate an approximate total of 250 hours during the term for out-of-class preparation and work time. Out-of-class time will be necessary for completing textbook readings and related assignments, accessing information, and using additional resources as identified by the instructor and/or through student research, and completing both non-graded and graded drafts and final writings. A student should anticipate the overall time commitment both inside and outside of class in order to be successful in this course.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Approximate Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Lecture Hours</td>
<td>5 hours weekly = 75 hours over term</td>
</tr>
<tr>
<td>Textbook Readings and Assignments.</td>
<td>6-9 hours weekly = 90-135 hours over term</td>
</tr>
<tr>
<td>Clinical Hours</td>
<td>4-8 hours weekly = 90 hours over term</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>3 hours weekly = 45 hours over term</td>
</tr>
<tr>
<td>Clinical/Lab Assignments and Research</td>
<td>8 hours weekly = 120 hours over term</td>
</tr>
<tr>
<td>Lab Practice Hours</td>
<td>1 hours weekly = 15 hours over term</td>
</tr>
<tr>
<td>Completing LPVN100</td>
<td>Approx. 500 hours over the term</td>
</tr>
</tbody>
</table>

* Though each student’s actual allocation of time to specific out-of-class activities will vary, he/she should anticipate that the overall time commitment, in and out of class, will be necessary for successful completion of this course.
LPVN100: Fundamentals of Practical Nursing Skills Laboratory Information

SKILLS TESTING GUIDELINES
All skills are pass/fail; they do not add to the course points. Students who do not abide by the dress code cannot test on a skill. Skills must be successfully passed within two weeks of the initial testing date to continue attending lab. Students will be evaluated on their ability to perform the skill according to the skill checklist. A passing or failing result on a check-off is up to the discretion of the instructor. Students will have a limited amount of time to perform skills without prompting. If unable to successfully perform the skill during an acceptable time, students will receive a failing attempt. All skills must be passed by the scheduled Final Lab Exam. Failure to do so will result in a failing grade in the course.

LAB DAY ATTENDANCE
Students are expected to attend all lab sessions. Late is any time after the start of class. Students may not attend other lab sessions in lieu of attending the assigned lab session. All absent or tardy students will need to make up missed content outside of class time and be prepared to test off on the scheduled test-off day. As previously stated, failure to complete lab content may result in clinical exclusion and/or a Failure Day. A student can only have one Failure Day. A student receiving two or more Failure Days will receive a failing score for LPVN100.

RETESTING
Failed skills require remediation with nursing faculty, lab coordinators, or student workers accompanied by the appropriate documentation prior to retesting the skill. Students must provide a one-page, double-spaced, typed reflection on how and why they were unsuccessful and potential implications their performance may have on client outcomes. The reflection must include a reference and is due at the time of retesting. Students cannot retest the same day they failed the skill and/or immediately after remediation. It is up to the instructor’s discretion whether to allow a student to attend clinical based on skill testing failure. A missed clinical day due to failed skills will result in a day failure. As stated, two day failures result in a failure of the LPVN100 course.

PEER EVALUATION
Refer to the Peer Evaluation Guidelines Form in the Lab Binder.

DRESS CODE POLICY AND EQUIPMENT REQUIREMENTS
Refer to the Bryant & Stratton LPVN Program Student Handbook and Lab Binder.
LPVN100: Fundamentals of Practical Nursing Clinical Information

ESSENTIAL FUNCTIONS AND ABILITIES OF THE NURSING STUDENT
Students accepted into the LPVN program will need the cognitive ability, emotional stability, physical ability, and endurance to complete the nursing program. The nursing student must be able to exercise safe judgment based on assessment data, remain visibly calm in emergency situations, interact in a caring manner with clients and others, follow directions, effectively respond to the evaluation process, be flexible, and demonstrate honesty and integrity. At no time should a nursing student pose a significant risk or direct threat to the health and safety of anyone. Any student requiring a reasonable accommodation to be able to perform essential functions of a nursing student must contact the clinical instructor. Essential functions of the nursing student must include, but is not limited to:

Delivering nursing care, which involves standing, sitting, kneeling, bending, pushing, pulling, carrying, lifting, walking, reaching, and twisting. The ability to lift at least 50 lbs is essential to assist clients with ambulation, transfers, position changes, and transportation. Manual dexterity is essential in the performance of many nursing tasks such as preparation of certain medications and administration of treatments. CPR certification without restrictions is required.

Following written and verbal direction.

Communicating knowledge, including written and verbal. This includes the ability to read, write, hear, and see. Students must be able to speak clearly enough to participate in individual and group discussions in a variety of settings.

Observing and accurately reporting client data. Students will need the ability to see, hear, feel, and smell is essential to the collection of data.

Incorporating client data into the plan of care with collaboration with the RN. This includes physiological, psychosocial, spiritual, and cultural needs of the client.

Implements and evaluates nursing care based on the plan of care. This includes the ability to utilize standard nursing equipment.

Reinforces education provided for clients and their families. There are many educational tasks the nursing student performs, which can involve discharge planning with the client and teaching peers.

CLINICAL EVALUATION
The clinical portion is recognized as a pass/fail. You must pass clinical in order to complete LPVN100. Two day failures result in failure of the course. The clinical instructor will evaluate clinical performance every week, at midterm, and at semester end. Students will receive prompt verbal feedback of performance weekly. The instructors will evaluate students’ performance with the four following tools:

Weekly Journal Entry (WJE)
Students will complete a reflective journal entry weekly, based off the Weekly Journal Entry Form given on page thirty-four of the syllabus. Failure to complete the journal within three calendar days will result in a failure day. Clinical instructors will explain criteria on the first clinical day.
Clinical Evaluation Tool (CET)
Clinical performance is evaluated according to the four B&S College Student Criteria, which are listed on page one of the syllabus. The CET, which starts on page thirty-five of the syllabus, lists all competencies and outcomes expected to be met at the assigned performance level by a student in clinical at the end of the semester. Students will be evaluated by this tool twice in the semester. At mid-term, the tool will be completed by the student and instructor. At that time, the clinical faculty will discuss the two results and comment on the students’ self-evaluation. At semester end, the CET will again be completed by the student and faculty with opportunity for discussion. The student must sign the CET after discussion. Failure to sign will result in a failure of clinical. The student’s signature does not indicate agreement, only that the student had the opportunity to read and discuss the evaluation. Failure to meet all clinical competencies at the assigned level by semester end results in a clinical failure.

Health History/QSEN Assignment (HH/QSEN)
Students will complete a written assignment in APA format concerning the health history and QSEN competencies of a patient at the clinical site. This will be collected and graded by the clinical instructor.

CLINICAL TOPICS
Clinical provides unique experiential learning opportunities. The instructor will incorporate theory and lab content appropriately according to the specific clinical site. Students will perform the skills and procedures in the clinical setting learned in the other portions of the class topics will include, but are not limited to, physical assessment, vital signs, pain assessment, fall risk assessment and appropriate interventions, skin breakdown assessment and appropriate interventions, aspiration assessment and appropriate interventions, creation of care plans, student observation of leadership management roles, safety and disaster planning, seizure precautions, sensory alterations, sleep patterns, nutrition assessment and appropriate interventions, and hydration assessment and appropriate interventions.

DRESS CODE AND EQUIPMENT REQUIREMENTS
Refer to the Bryant & Stratton College LPVN Program Student Handbook and instructor direction. Each student is required to have a watch with a second hand, stethoscope, a pen light, and bandage scissors.

CLINICAL DAY ATTENDANCE
Students are expected to attend all clinical sessions. Late is any time after the start of class. Students may not attend other clinical sessions in lieu of attending the assigned clinical session. All absent or tardy students will need to make up missed content outside of class time. Failure to complete clinical content may result in a Failure Day. A student can only have one Failure Day. A student receiving two or more Failure Days will receive a failing score for LPVN100.
LPVN100 WEEKLY JOURNAL ENTRY

Cover the following topics, in APA format, while reflecting on your clinical experience and email to your clinical instructor within three days after your scheduled clinical day.

Patient's Medical Diagnoses
Five Nursing Considerations For Medical Diagnoses
Explanation Of Medical Diagnoses
Expected Signs And Symptoms
Signs That Would Be Concerning And Require Intervention
Examples Of Interventions
Expected Short Term Plan For Patient
Contraindications For Medical Diagnoses
Subjective and Objective Information Expected To Be Gathered On Patient (Assessment)
Four Nursing Diagnoses With Rationale (Refer To NANDA Resources Available)
Two Objective Nursing Goals With Time Frame For Nursing Diagnoses (Planning)
Two Actions Needed To Be Completed To Help The Patient Meet Goals (Implementation)
Examples Of Teaching Completed With Patient (Implementation)
List Goals Patient Met (Evaluation)
List Goals Patient Did Not Yet Met (Evaluation)
Five New Medications Researched
Generic and Trade Name
Classification
How Medication Has Therapeutic Effect
Purpose For Dosage
Contraindications/Interactions
Considerations
Pregnancy Category
Usual Dose
Symptoms Of Overdose
Side Effects
Onset
Duration
Describe Critical Thinking/Clinical Judgment Used During Day
Observed, Relevant Information
Relationships Among Identified Elements
Analysis and Interpretation Of Information
Planned Actions Resulting From Observed Data
Course Outcome Met This Week
Goals For Next Week
Student Learning Outcome Met This Week
Detailed Example Of How SLO Is Met
Interesting, Surprising, Or Memorable Instances During Clinical Day
Identification of strengths:

Areas for development:

Plan for improvement:

Faculty comments at mid-term:

Student Signature:  Date/Time:

Faculty Signature:  Date/Time:
Student: 

Semester: 

Course: 

Clinical Site: 

Identification of strengths:

Areas for development:

Plan for improvement next semester:

Student Signature: 

Date/Time: 

Faculty Signature: 

Date/Time: 
<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date/Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Signature:</td>
<td>Date/Time:</td>
</tr>
</tbody>
</table>

The LPVN100 Final Clinical Instructor Evaluation Summary must be signed by both the student and instructor.
LPVN100 CLINICAL EVALUATION TOOL: STUDENT AND COURSE CRITERIA

<table>
<thead>
<tr>
<th>Student:</th>
<th>Semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Clinical Site:</td>
</tr>
</tbody>
</table>

STUDENT CRITERIA
Students are evaluated and expected to fulfill the following criteria based on federal, state, and institutional guidelines.

Nursing Program Student Learning Outcomes
Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices.
Function as a member of the interdisciplinary health care team using legal and ethical principles.
Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of continuous patient care and quality improvement.
Utilize leadership skills in various settings as a collaborator of care.
Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship-centered care.

LPVN100: Fundamentals of Practical Nursing Course Outcomes
Describe the nursing process and principles of involving the patient, family, and interdisciplinary team in a holistic manner to provide quality patient care.
Demonstrate nursing skills to provide relationship-centered nursing care using a foundation of critical thinking and evidence-based practices.
Utilize evidence-based practices in collaboration with the RN in providing safe and competent nursing care.
Apply national patient safety goals to provide safe and effective patient care in a variety of settings.
Examine how the spiritual, physical, psychological, social, and cultural aspects of the patient are used to promote relationship-centered care.
Engage in self-reflection and inquiry to identify learning needs to participate in lifelong learning activities.
Explain how quality improvement processes are implemented to ensure patient safety initiatives and to monitor performance measures.

NLN Competencies
Human Flourishing – Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.
Nursing Judgment – Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.
Professional Identity – Assess how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the health care team.
Spirit of Inquiry – Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.
Quality and Safety Education for Nurses (QSEN) Competencies

Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values and needs.

Teamwork & Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality Improvement: Use data to monitor outcomes of care processes and improvement methods to design and test changes to continuously improve quality and safety of health care systems.

Safety: Minimize risk of harm to clients and providers through both system effectiveness and individual performance.

Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

REQUIREMENT
Students cannot receive a score of 0 in any category and must receive at least a 1.5 average at the final evaluation for a passing grade in clinical.

STUDENT SCORING GUIDE
0= Student performance is unsafe, inaccurate, shows incomplete or late work, and requires continuous direction.
1= Student performance is safe, accurate, somewhat efficient, and requires frequent reminders and guidance to function at an adequate level.
2= Student performance is safe, accurate, efficient, coordinated, confident, and requires occasional direction with minimal guidance.
3= Student performance is safe, accurate, efficient, proficient, coordinated, confident, and consistently functions beyond expected outcomes without direction.
### Clinical Objectives

<table>
<thead>
<tr>
<th>LPVN100 Course Outcomes</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Describe the nursing process and principles of involving the patient, family, and interdisciplinary team in a holistic manner to provide quality patient care. (QSEN 1, 2, 5) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 5)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulates the steps in the nursing process when preparing for patient care.</td>
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<td></td>
</tr>
<tr>
<td>Identifies the members of the interdisciplinary team pertinent to the patient situation.</td>
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<td></td>
</tr>
<tr>
<td>Includes the patient and family members when appropriate in planning and implementing patient care.</td>
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</tr>
<tr>
<td><strong>2. Demonstrate nursing skills to provide relationship-centered nursing care using a foundation of critical thinking and evidence-based practices. (QSEN 1, 5) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 5)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collects pertinent data. *</td>
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</tr>
<tr>
<td>Describes the impact of developmental, emotional, cultural, religious, and spiritual influences on the patient’s health status.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses patient data to anticipate needs and guide patient care decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects patient values and preferences while providing care.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performs nursing skills which are individualized and incorporate respect for the patient.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Utilize evidence-based practices to make clinical judgments in providing safe and competent nursing care. (QSEN 1, 2, 3, 4, 5, 6) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 4, 5)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborates with the RN to coordinate patient care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains the nursing process in providing holistic patient care. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizes health promotion and maintenance considerations in patient care. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforces health teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describes the rationale for nursing care provided. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implements safety precautions such as hand washing, appropriate aseptic and sterile technique, repositioning and ambulating.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes changes in patient condition and report to the RN appropriately. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects appropriate tasks to be delegated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recalls the effectiveness of care provided and provide appropriate follow-up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Apply national patient safety goals to provide safe and effective patient care in a variety of settings. (QSEN 1, 4, 5, 6) (NLN 1, 2, 4) (SLO 1, 2, 3, 5)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performs appropriate patient identifiers prior to providing care. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures alarms on equipment are audible and functioning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upholds infection control and isolation precautions. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports pertinent data to appropriate personnel. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains a clean, orderly patient care setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Apply documentation principles in the use of patient records, while upholding ethical and legal standards. (QSEN 2, 3, 6) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 4, 5)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Records observation data accurately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains confidentiality at all times. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows established documentation procedures compliant with clinical agency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies normal and abnormal findings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents thoroughly and using appropriate terminology.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Examine how the spiritual, physical, psychological, social, and cultural aspects of the patient are used to promote relationship-centered care. (QSEN 1, 5) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 4, 5)

<table>
<thead>
<tr>
<th>Communicates with patients and family members in a respectful and professional manner. *</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathers data regarding patients’ spiritual, physical, psychological, social, and cultural influences.</td>
<td></td>
</tr>
<tr>
<td>Describes how patient care will be individualized based upon findings.</td>
<td></td>
</tr>
<tr>
<td>Develops professional relationship with patients and family members.</td>
<td></td>
</tr>
<tr>
<td>Provides nursing care which demonstrates value and respect for the patient’s spiritual, physical, psychological, social, and cultural needs and preferences. *</td>
<td></td>
</tr>
<tr>
<td>Communicates findings to health care team.</td>
<td></td>
</tr>
</tbody>
</table>

7. Engage in self-reflection and inquiry to identify learning needs to participate in lifelong learning activities. (QSEN 5) (NLN 1, 2, 3, 4) (SLO 1, 3, 5)

<table>
<thead>
<tr>
<th>Reflects on nursing care provided and identify ways to improve.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies learning needs and take initiative to seek learning opportunities.</td>
<td></td>
</tr>
<tr>
<td>Identifies personal and professional growth opportunities.</td>
<td></td>
</tr>
<tr>
<td>Maintains professional behavior, which includes timeliness, appearance, communication, preparation for patient care. *</td>
<td></td>
</tr>
<tr>
<td>Performs nursing care in an organized manner.</td>
<td></td>
</tr>
</tbody>
</table>

8. Explain how quality improvement processes are implemented to ensure patient safety initiatives and to monitor performance measures. (QSEN 1, 2, 3, 4, 5) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 4, 5)

<table>
<thead>
<tr>
<th>Describes quality improvement efforts identified and practiced at the clinical site.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and report patient safety concerns. *</td>
<td></td>
</tr>
<tr>
<td>Advocates for the patient and family.</td>
<td></td>
</tr>
</tbody>
</table>

**MID-TERM:** OVERALL SCORE_______ AVERAGE_______

**COMMENTS:**

**FINAL:** OVERALL SCORE_______ AVERAGE_______ PASS/FAIL_______

**COMMENTS:**

Please Total: Course Outcomes 3: _______ Average (divide by 9): _______

<table>
<thead>
<tr>
<th>Course Outcomes 2:</th>
<th>Average (divide by 5):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Outcomes 5:</td>
<td>Average (divide by 5):</td>
</tr>
<tr>
<td>Course Outcomes 8:</td>
<td>Average (divide by 3):</td>
</tr>
<tr>
<td>Course Outcomes 6:</td>
<td>Average (divide by 6):</td>
</tr>
</tbody>
</table>
## DETAILS REGARDING ATTENDANCE FOR APPENDIX A & C

<table>
<thead>
<tr>
<th>LECTURE</th>
<th>POINTS DEDUCTED</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TARDY</td>
<td>5 10 etc...</td>
<td>Student participates in activities present for. Student late for scheduled exam will finish exam in the remaining time allotted for exam. Five points are deducted and deduction will increase to ten points for the next tardy. Instructor may return points if Form C is accepted.</td>
</tr>
<tr>
<td>LEAVING EARLY</td>
<td>5 10 etc...</td>
<td>Five points are deducted and deduction will increase to ten for the next instance. Instructor may return points if Form C is accepted.</td>
</tr>
<tr>
<td>ABSENCE W/O APPROPRIATE DOCUMENTATION</td>
<td>10</td>
<td>Student needs to notify instructor prior to scheduled start. At the discretion of the instructor, may attend another course section. If accepted, is marked absent until day make-up is completed. May not participate in test. Receives zero points on scheduled exam.</td>
</tr>
<tr>
<td>ABSENCE WITH APPROPRIATE DOCUMENTATION</td>
<td>0</td>
<td>Student needs to notify instructor prior to scheduled start. At the discretion of the instructor, may attend another course section. If accepted, is marked absent until day make-up is completed. The student is responsible for making up exam at the convenience of instructor.</td>
</tr>
<tr>
<td>LATE ASSIGNMENTS</td>
<td>20% 5</td>
<td>20% off total assignment points each calendar date. Five points subtracted from Professional Points. Student will be unable to attend lab, clinical, or exams until all late work is received.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LABORATORY</th>
<th>POINTS DEDUCTED</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TARDY</td>
<td>5</td>
<td>Student needs to notify instructor prior to scheduled start. To the discretion of the instructor, the student may or may not receive a fail day. An alternative lab assignment may be given to make up for time. Instructor may return points if Form C is completed and accepted. Five points are deducted via Appendix A.</td>
</tr>
<tr>
<td>LEAVING EARLY</td>
<td>5</td>
<td>Student needs to notify instructor prior to scheduled start. At the discretion of the instructor, the student may or may not receive a fail day. Five points are deducted via Appendix A. An alternative lab assignment may be given to make up for time. Instructor may return points if Form C is completed and accepted.</td>
</tr>
<tr>
<td>ABSENCE W/O APPROPRIATE DOCUMENTATION</td>
<td>0</td>
<td>Receives one Failure Day. Student needs to notify instructor prior to scheduled start. Students are responsible for missed content and skills testing. Students may not attend a different session. An alternative lab assignment may be given to make up for time.</td>
</tr>
<tr>
<td>ABSENCE WITH APPROPRIATE DOCUMENTATION</td>
<td>0</td>
<td>Student needs to notify instructor prior to scheduled start. At the discretion of the instructor, may attend another course section. If accepted, is marked absent until day make-up is completed. The student is responsible for making up quiz at instructor’s convenience.</td>
</tr>
<tr>
<td>LATE ASSIGNMENTS</td>
<td>20% 5</td>
<td>20% off total assignment points each calendar date. Ten points subtracted from Professional Points. Student will be unable to attend lab, clinical, or exams until all late work is received.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL</th>
<th>POINTS DEDUCTED</th>
<th>DETAILS</th>
</tr>
</thead>
</table>

131

394
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TARDY</td>
<td>5</td>
<td>Student needs to notify instructor prior to scheduled start. To the discretion of the instructor, the student may or may not receive a fail day. An alternative clinical assignment may be given to make up for time. Instructor may return points if Form C is completed and accepted. Five points are deducted via Appendix A.</td>
</tr>
<tr>
<td>LEAVING EARLY</td>
<td>5</td>
<td>Student needs to notify instructor prior to scheduled start. At the discretion of the instructor, the student may or may not receive a fail day. Five points are deducted via Appendix A. An alternative lab assignment may be given to make up for time. Instructor may return points if Form C is completed and accepted.</td>
</tr>
<tr>
<td>ABSENCE W/O APPROPRIATE DOCUMENTATION</td>
<td>0</td>
<td>Receives one Failure Day. Student needs to notify instructor prior to scheduled start. Students are responsible for missed content and evaluations. Students may not attend a different session. An alternative clinical assignment may be given to make up for time.</td>
</tr>
<tr>
<td>ABSENCE WITH APPROPRIATE DOCUMENTATION</td>
<td>0</td>
<td>Student needs to notify instructor prior to scheduled start. At the discretion of the instructor, may attend another course section. If accepted, is marked absent until day make-up is completed.</td>
</tr>
<tr>
<td>LATE ASSIGNMENTS</td>
<td>20%</td>
<td>5 20% off total assignment points each calendar date. Five points subtracted from Professional Points. Student will be unable to attend lab, clinical, or exams until all late work is received.</td>
</tr>
</tbody>
</table>
### APPENDIX A

**BRYANT & STRATTON COLLEGE PRACTICAL NURSING PROGRAM PROFESSIONALISM AND SAFETY**

This form will be used in theory, laboratory, and clinical components of the LPVN course as applicable.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Expected Conduct</th>
<th>5 Point Deduction for Each Area</th>
</tr>
</thead>
</table>
| **Accountability**    | Shows up before start of class  
Is prepared for class  
Follows BSC guidelines, BSC Nursing Student Handbook, and course syllabus  
Assumes responsibility for individual judgments, decisions, and actions  
Follows direction of instructor |                                  |
| **Caring**            | Provides care with respect for human dignity  
Exhibits caring, non-judgmental, professional attitude and behavior when interacting with peers, faculty, staff, clients, families, and interdisciplinary team |                                  |
| **Effective Communication** | Utilizes positive, effect verbal and non-verbal therapeutic communication skills when interacting with peers, faculty, staff, clients, families, and interdisciplinary team  
Communicates information in a timely manner  
Demonstrates ability to act on written and verbal directions from faculty and members of the healthcare team  
Participates in the self-evaluation process |                                  |
| **Ethics**            | Upholds the ANA Nursing Code of Ethics framework |                                  |
| **Respect**           | Only uses electronic devices during class with instructor permission  
Exhibits caring, non-judgmental, professional attitude and behavior when providing nursing care to clients regardless of culture, SES, race, age, etc...  
Addresses others with proper title or name  
Interacts with peers, faculty, staff, clients, families, and interdisciplinary team in a civil and respectful manner |                                  |
| **Safety**            | Exhibits non-disruptive behaviors  
Recognizes self-limitations to provide safe and effective care  
Seeks appropriate assistance when needed  
Practices within the appropriate scope  
Protects confidentiality and is HIPPA compliant |                                  |

Infraction of any single criteria expected conduct results in a five point deduction from the total course points.

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date/Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Signature:</td>
<td>Date/Time:</td>
</tr>
</tbody>
</table>

Student signature indicates awareness, not agreement, with the conduct violation.
APPENDIX B
BRYANT & STRATTON COLLEGE PRACTICAL NURSING PROGRAM REQUEST FOR GRADE REVIEW

This form will be used in theory, laboratory, and clinical components of the LPVN course as applicable. This form does not include exams or requests on any late, incomplete, or illegible assignments. Student must follow the Student Chain of Communication. This form will not be accepted unless the original graded assignment and rubric are attached. Request for Assignment Grade Review must be submitted to the instructor within five business days of grade release. The form may be used once per assignment. Instructor response is final.

Section A: To be completed by student

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date/Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Instructor:</td>
</tr>
</tbody>
</table>

Reason for Review
Explain why you are challenging the grade:

Support for Review
List the attached evidence that supports your claim:

__________________________________________  __________________________
Student Signature                           Date

Section B: To be completed by instructor

Reason for Grade
Provide rationale and criteria used to determine acceptance or denial of grade change:

Response from Instructor

☐ Assignment Grade Review Accepted  ☐ Assignment Grade Review Denied

__________________________________________  __________________________
Faculty Signature                           Date

__________________________________________  __________________________
Student Signature                           Date

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APPENDIX C
BRYANT & STRATTON COLLEGE PRACTICAL NURSING PROGRAM STUDENT ATTENDANCE FORM
This form must be completed and submitted to the instructor within 72 hours from the scheduled start of missed class.

I, ___________________________ (print name) was absent/tardy (circle one) from a scheduled:

Theory class on _________________________________.

Clinical experience on ________________________________ at _________________________________.

Laboratory sessions on ________________________________ at _________________________________.

I was absent/tardy due to the following circumstances that created for me a medical and/or personal emergency. The following circumstance that I have recorded could not have been prevented, anticipated, and/or planned for such that prior to the emergency alternate arrangements could not have been made. I have attached documentation of an obituary, court ordered subpoena, etc... to support the circumstance noted below:

I understand that what I have documented on this form must be consistent with the Code of Student Conduct/Dismissal Policy (see Rules & Regulations, “Acts of Dishonesty” in the Official Catalog, Bryant & Stratton College) and the Professional Student Conduct section of the Bryant & Stratton College Nursing Program Student Handbook that states: “A student shall not submit or cause to be submitted any false, misleading, or deceptive statements, information, or documentation to Bryant & Stratton College, faculty, preceptors, or the board.” I also understand that what I have documented on this form will be kept confidential and shared with course faculty and/or college administrators only if necessary.

__________________________________________  __________________________
Student Signature  Date

Instructor Response:
_____Student’s recorded rationale is accepted and student must initiate make-up of missed coursework
_____Student’s recorded rationale is not accepted

__________________________________________  __________________________
Instructor Signature  Date

__________________________________________  __________________________
Student Signature  Date
APPENDIX D
BRYANT & STRATTON COLLEGE PRACTICAL NURSING PROGRAM
NURSING HANDBOOK ACKNOWLEDGEMENT DISCLAIMER

I, _____________________, acknowledge that I have entered the College website and read the current Practical Nursing Program Student Handbook and the current Bryant & Stratton College Catalog.

I understand that it is my responsibility to know the contents of the Student Handbook and the Catalog and that it is my responsibility to refer to these publications as the need arises. I also understand that it is my obligation to periodically review the Student Handbook and the Catalog and to look for changes. I also understand that it is my obligation to view updates to the Student Handbook and Catalog upon notice of amendments.

I agree to be bound by the requirements, standards, policies, and procedures set out in the Student Handbook and the Catalog and any amendments to them.

I understand that I will be held accountable for deviation from the requirements and obligations set forth in the Student Handbook and Catalog and that such deviation may result in disciplinary action taken against me including suspension, release from the Practical Nursing Program, or dismissal from Bryant & Stratton College.

I understand that neither the Practical Nursing Program Student Handbook nor the Catalog is a contract or an offer of a contract and that I should not consider them as such. I also understand that the Student Handbook and the Catalog are subject to change at any time without notice. Questions regarding updates may be directed to the Practical Nursing Program Director. If any information in the Student Handbook or Catalog conflicts with the State or Federal Statute, Rules, or Regulations, the State or Federal Statutes, Rules, or Regulations will control.

__________________________________________
Student Name

__________________________________________
Student Signature

__________________________________________
Date
Please check that you have read and are in full understanding of the following:
Syllabus including all appendixes
Attendance and tardiness policies.
Documents to be maintained by students for inclusion in his/her e-Portfolio.
Nursing Student Handbook.
Professionalism rubric.
Preparation points.
Proper headings on emails.
All students will refer to all faculty at all times by their professional title.

SYLLABUS ACKNOWLEDGMENT DISCLAIMER
I have read and understand the material presented in this syllabus. I understand the material covered in the syllabus may be changed any time without prior notification. The instructor will then notify the student of the changes made. I take full responsibility for making sure I read the syllabus in its entirety and thoroughly understand its contents. I also know what is required and expected of me as a student.

RELEASE OF STUDENT WORK PRODUCT
I, _______________________________, do hereby give permission to Bryant & Stratton College to use copies of my work product from the participation in the LPVN Program for the following purposes:

__________: To show state and federal agencies as documentation of the quality of student work and caliber of assignments.

__________: To show other students as an example of assignments given in the LPVN Program.

__________: To show the above documents as deemed necessary by Bryant & Stratton College.
STATEMENT OF ACCREDITATION STATUS

BRYANT & STRATTON COLLEGE
2410 North Forest Road, Suite 101
Getzville, NY 14068
Phone: (716) 250-7500; Fax: (716) 250-7510
www.bryantstratton.edu

Chief Executive Officer: Dr. Francis J. Felser, President and Chief Executive Officer

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 10284 Undergraduate
Control: Affiliation: 2015 Private (For Profit) None
Carnegie Classification: Baccalaureate/Associate's Colleges- Mixed Baccalaureate/
Approved Credential Levels: Postsecondary Award/Cert/Diploma (< 1 year), Postsecondary
Distance Education Programs: Award/Cert/Diploma (>=1 year,< 2 years), Associate's, Bachelor's;

Accreditors Recognized by U.S. Secretary of Education: Accreditation Commission for Education in Nursing, Inc.

Instructional Locations

Branch Campuses: Albany Campus, Albany, NY; Greece Branch Campus, Rochester, NY; Milwaukee Campus, Milwaukee, WI; Parma Campus, Parma, OH; Richmond Campus, North Chesterfield, VA; Syracuse Campus, Syracuse, NY; Virginia Beach Campus, Virginia Beach, VA

Additional Locations: Akron Campus, Akron, OH; Amherst Campus, Getzville, NY; Bayshore Town Center, Glendale, WI; Buffalo Campus, Buffalo, NY; Cleveland Downtown, Cleveland, OH; Eastlake Campus, Eastlake, OH; Hampton Campus, Hampton, VA; Henrietta Campus, Rochester, NY; Malta Extension Center, Malta, NY; Southtowns Campus, Orchard Park, NY; Syracuse North Campus, Liverpool, NY; Wauwatosa, Wauwatosa, WI

Other Instructional Sites: None

ACCREDITATION INFORMATION

Status: Member since 2002
Last Reaffirmed: June 22, 2017 Most Recent

Commission Action:
June 22, 2017:  
To reaffirm accreditation. To acknowledge the institution’s participation in the Collaborative Implementation Project and to commend the institution for the quality of the self-study process. The next evaluation visit is scheduled for 2025-2026.

**Brief History Since Last Comprehensive Evaluation:**

**November 15, 2012:**
To accept the Periodic Review Report, reaffirm accreditation and commend the institution for the quality of the Periodic Review Report. To request a progress report, due by October 1, 2013, documenting (1) implementation of the enrollment management plan addressing proposed increases in online education and bachelor degree programs at all locations (Standards 2 and 8); and (2) direct evidence that student learning information is used for improvements in teaching and learning (Standard 14). To note that Parthenon Capital did not become a principal owner, owning 50% or more of the shares of Bryant & Stratton College. The next evaluation visit is scheduled for 2016-2017.

**January 2, 2013:**
To acknowledge receipt of the substantive change request and to approve the relocation of the Greece branch campus from 150 Bellwood Drive, Rochester, NY 14606 to 854 Long Pond Road, Rochester, NY 14612. To include the new location provisionally within the scope of the institution’s accreditation pending a site visit within six months of commencing operations at the site. The Commission requires written notification within thirty days of the commencement of operations at this site. In the event that operations at this site do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the progress report, due October 1, 2013, should document (1) implementation of the enrollment management plan addressing proposed increases in online education and bachelor degree programs at all locations (Standards 2 and 8); and (2) direct evidence that student learning information is used for improvements in teaching and learning (Standard 14). The next evaluation visit is scheduled for 2016-2017.

**March 5, 2013:**
To acknowledge receipt of the substantive change request and to include the additional location at 3333 South Crater Road, Petersburg, VA 23805 within the scope of the institution’s accreditation effective upon receipt of state approval. The Commission requires written notification within thirty days of the commencement of operations at this site. In the event that operations at this site do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the progress report, due October 1, 2013, should document (1) implementation of the enrollment management plan addressing proposed increases in online education and bachelor degree programs at all locations (Standards 2 and 8); and (2) direct evidence that student learning information is used for improvements in teaching and learning (Standard 14). The next evaluation visit is scheduled for 2016-2017.

**June 27, 2013:**
To note the visit by the Commission’s representative and to affirm inclusion of the relocation of the Greece Campus to 854 Long Pond Road, Rochester, NY 14612 within the scope of the institution's accreditation. To remind the institution that the progress report, due October 1, 2013, should document
(1) implementation of the enrollment management plan addressing proposed increases in online education and bachelor degree programs at all locations (Standards 2 and 8); and (2) direct evidence that student learning information is used for improvements in teaching and learning (Standard 14). The next evaluation visit is scheduled for 2016-2017.

July 1, 2013:

To acknowledge receipt of the substantive change request. To include the additional location at the Saratoga Campus, 2453 State Road, Suite 301, Route 9, Malta, NY 12020 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the progress report, due October 1, 2013, should document (1) implementation of the enrollment management plan addressing proposed increases in online education and bachelor degree programs at all locations (Standards 2 and 8); and (2) direct evidence that student learning information is used for improvements in teaching and learning (Standard 14). The next evaluation visit is scheduled for 2016-2017.

November 21, 2013:

To accept the progress report. The next evaluation visit is scheduled for 2016-2017.

August 13, 2014:

To request a supplemental information report, due October 6, 2014, addressing the recent audit findings by the State Council of Higher Education for Virginia (SCHEY) at the Richmond, VA campus related to Requirements of Affiliation and Standard 6 (Integrity), Standard 10 (Faculty) and Standard 11 (Educational Offerings). The next evaluation visit is scheduled for 2016-2017.

August 21, 2014:

To request that the supplemental information report, due October 6, 2014, also address the Accreditation Commission for Education in Nursing (ACEN)'s recent decision regarding the Milwaukee West program. The next evaluation visit is scheduled for 2016-2017.

November 20, 2014:

To accept the supplemental information report. To remind the institution that the Commission must continue to be informed of any further actions by the State Council of Higher Education for Virginia (SCHEY) within ten days of receipt of any such action. The next evaluation visit is scheduled for 2016-2017.
June 25, 2015:

To accept the supplemental information report. To remind the institution that the Commission must continue to be informed of any further actions by the State Council of Higher Education for Virginia (SCHEY) within ten days of receipt of any such action. The next evaluation visit is scheduled for 2016-2017.

September 11, 2015:

To note the institution's decision to not pursue opening the additional location located at 3333 South Crater Road, Petersburg, VA 23805.

October 27, 2015:

To request a supplemental information report, due January 4, 2016, addressing the recent audit findings by the State Council of Higher Education for Virginia (SCHEY).

March 3, 2016:

To accept the supplemental information report. The next evaluation visit is scheduled for 2016-2017.

Next Self-Study Evaluation:2025/2026

Date Printed: June 30, 2017 DEFINITIONS

Branch Campus - A branch campus is a domestic or international location of an institution that is geographically apart, independent of the primary/main campus. The branch campus is considered independent of the main campus if it is permanent in nature; offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority. (34 CFR §600.2)

Additional Location - An additional location is a domestic or international location, other than a branch campus, that is geographically apart from the primary/main campus and at which the institution offers at least 50 percent of the requirements of an educational program. (34 CFR §602.22) ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location. ANYC ("Approved but Not Yet Closed") indicates that the institution has requested that the location be officially closed through the substantive change process. The location is currently included within the scope of accreditation but the institution will be stopping all operations at this location in the near future. The institution should inform the Commission (via email at sc@msche.org) of the date that operations cease. This designation is removed after the Commission receives notification that courses have stopped at this location and the location is no longer listed on the SAS.

Other Instructional Sites - MSCHE defines an other instructional site as any off-campus site, other than those meeting the definition of a branch campus or an additional location, at which the institution offers one or more courses for credit. Sites designated as an other instructional site do not require substantive change approval.
However, substantive change approval is required to reclassify an other instructional site to or from a branch campus or additional location.

**Distance Education Programs** - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission’s Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions.*
Appendix E
Policy 10-008
Decision-Making Process for Changes to Nursing, OTA, and PTA Programs
I. Purpose:
To state the process for implementing changes to the Nursing, Occupational Therapy Assistant (OTA), and Physical Therapist Assistant (PTA) Programs at Bryant & Stratton College (BSC) both college-wide and campus-specific.

II. Policy:
All decisions affecting the development, implementation and evaluation of the Nursing, OTA, and PTA Programs will be made following the multi-step process described in this policy with the goal of ensuring compliance with legal requirements and consistency with program outcomes, institutional mission, BSC's strategic plan, and institutional resources.

III. Definitions:
1. Academic Education Task Force (AETF): A task force comprised of five (5) individual representatives of a campus, including the Program Director and the Campus Director, whose purpose is to review and assess proposed changes to the Nursing, OTA, or PTA Programs which would be implemented only at the campus level, rather than college-wide.

2. Program Director (also known as “Educational Administrator”): The Program’s educational administrator is responsible for the development, implementation, and evaluation of the Program, including its outcomes and day-to-day operations.

3. College-Wide Program Directors: The BSC Nursing, OTA, or PTA Program Directors assigned to BSC campuses with Nursing, OTA, or PTA Programs respectively. Such Nursing, OTA, or PTA Program Directors regularly meet as a discipline specific committee and have authority of their respective BSC program outcomes college-wide.

4. Campus Director: An administrator with the delegated authority, including but not limited to, the day-to-day operations and the strategic vision of the campus.

5. State Director: An administrator who oversees all BSC campuses within a BSC geographic region.

IV. Procedures:
The following procedure will be employed for implementing changes affecting the development, implementation, and evaluation of the Nursing, OTA, and PTA Programs.

Review by Program Faculty and Program Director:
1. Concerns or proposed changes will be raised by Program Director, Program Faculty, students, advisory board, peer reviewers, or other constituents of BSC.
2. Advocates of the change or concern will collect evidence and data supporting the suggested change. This will include research regarding best practices, student surveys, instructor evaluations, graduate surveys, faculty course appraisal instruments, employer satisfaction surveys, graduation and retention rates, theoretical reviews, course consistency reviews, and the like.

3. The Program Director then reviews the evidence and data and determines whether the concern or proposed change is valid and consistent with program outcome goals. If the Program Director determines that the matter is appropriate for further review, he or she will send it to the campus Program Faculty for review and discussion.

4. The Program Faculty, together with the Program Director, will then review the evidence and data and direct the matter to one or more of the following committees:
   a. Curriculum Implementation
   b. Admission and Progression
   c. Resource
   d. Program Feedback

5. The Committee(s) will then meet and consider the evidence and data and report back to the Program Faculty and Program Director with feedback and recommendations.

6. The Program Faculty and Program Director will then consider the Committee(s) Report and vote either to take no action or to send the matter to the College-wide Program Directors.

Review by College-Wide Nursing, OTA, or PTA Program Directors:

1. Upon the request of the campus Program Faculty and Program Director, the Program Directors will convene at their next regularly scheduled meeting (or, if related to a board or accreditor mandate, at a specially called meeting) to consider the proposed change. The Program Directors will consider the collected evidence and data, the recommendations and feedback in the Committee(s) Report, the analysis of the campus Program Faculty and Program Director, and the affect the proposed change will have on program outcomes.

2. After such consideration, the College-Wide Program Directors will vote to:
   a. Support the proposal or
   b. Not support the proposal.

3. If the Program Directors vote to support the proposal, they will report back to the Campus Program Faculty and implement with:
   a. A timeframe for implementation of the change;
   b. Instructions for the method of carrying out the change.
4. If the Program Directors vote not to support the proposal, they will report back to the
Campus Program Faculty and Program Director with an explanation of the reasons why
they cannot approve the proposed change. Such report will identify the evidence and data
(or the lack thereof) relied upon to reach their decision.

5. The Campus Program Faculty and Program Director may then decide whether to abandon
the proposal or to proceed with the intent of addressing the concerns reported by the
College-Wide Program Directors.

Revision of Proposal by Campus Nursing, OTA, or PTA Program Faculty and Program
Director:

1. If the Campus Program Faculty and Program Director decide to continue to pursue the
proposed change, they will carry out the following tasks:
   a. Engage in additional discussion of the matter taking into account the matters and
      concerns raised by the College-Wide Program Directors and relevant data both
      internal or external.
   b. Revise original proposal to address such matters, concerns, and data.
   c. Send revised proposal to appropriate subject matter Committee(s).

2. The Committee(s) will then meet and consider the evidence and data and report back to the
Program Faculty and Program Director with feedback and recommendations.

3. The Campus Program Faculty and Program Director will then consider the report of the
Committee(s) and further revise the proposal if necessary.

4. The Campus Program Faculty and Program Director will then take a vote to determine
whether they wish to continue to pursue the proposed change by re-submitting the matter to
the College-Wide Program Directors.

5. If the Campus Program Faculty and Program Director vote to continue to pursue the
change, they will then send the revised proposal to College-Wide Program Directors.

Additional Review by the College-Wide Nursing, OTA, or PTA Program Directors:

1. The College-Wide Program Directors will reconvene in person or by phone to consider the
revised proposed change.

2. At such meeting the Campus Program Director will present evidence showing how all of the
factors and feedback previously raised by the Campus-Wide Program Directors and the
Campus Committee(s) were considered and addressed.

3. After such presentation, the College-Wide Program Directors will vote to:
   a. Support the proposal or
   b. Not support the proposal.
4. If the College-Wide Program Directors vote to support the proposal, the program Directors will report back to the Campus Program Faculty and implement with:
   a. A timeframe for implementation of the change;
   b. Instructions on the method for carrying out the change.

5. If the College-Wide Program Directors vote not to support the proposal, the Program Director will report back to the Campus Program Faculty with an explanation of the reasons why they cannot approve the proposed change. Such report will identify the evidence and data (or the lack thereof) relied upon to reach their decision.

Ultimate Decision-Making at Campus for Nursing, OTA, and PTA Programs:

1. If the Campus Program Faculty and Program Director wish to continue to pursue the proposed change despite the rejection by the College-Wide Program Directors, they may return the matter to their campus to implement the change exclusively at the campus, rather than College-wide.

2. To initiate the campus-level review, the Program Director will submit a request to the Campus Director to implement the revised proposal exclusively at the campus.

3. The Campus Director will then review the revised proposal considering:
   a. The factors and feedback previously raised by the Campus-Wide Program Directors and the Campus Committee(s);
   b. Bryant & Stratton College’s mission, vision, and strategic goals
   c. Institutional resources
   d. Sufficiency of data

4. Upon consideration of these factors, the Campus Director may either:
   a. Reject the proposal or
   b. Allow the proposal to proceed for additional review.

5. If the Campus Director allows the proposal to proceed, he or she will contact the State Director within 10 business days of his or her consideration of the revised proposal and request the State Director’s appointment of an Academic Education Task Force (AETF) to review the revised proposal.

6. The State Director will then appoint five (5) individuals from the Campus to consider the proposal for implementation exclusively at the Campus. The Program Director and the Campus Director/State Director will always serve as two (2) of the five (5) members of the AETF.
BRYANT & STRATTON COLLEGE
Policy & Procedure Statement

<table>
<thead>
<tr>
<th>SUBJECT TITLE:</th>
<th>POLICY NO:</th>
<th>POLICY NO:</th>
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<td>Decision-Making Process for Changes to Nursing, OTA, and PTA Programs</td>
<td>POLICY NO:</td>
<td>POLICY NO:</td>
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<tr>
<td>10-0008</td>
<td>EFFECTIVE DATE:</td>
<td>9/15/16</td>
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<td>APPROVED BY:</td>
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<td>Senior Management</td>
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REFERENCE TO OTHER PUBLICATIONS GOVERNING THIS POLICY AND PROCEDURE STATEMENT:
*Policies: 10-0054, Course Review, and 10-0042, Curriculum Development/Assessment! Evaluation*

7. The AETF will then convene and consider:
   a. The factors and feedback previously raised by the Campus-Wide Program Directors and the Campus Committee(s);
   b. Bryant & Stratton College's mission, vision, and strategic goals
   c. Institutional resources
   d. Sufficiency of data

8. The AETF will then vote to do one of the following:
   a. Approve the proposal. If the proposal is approved, the Program Director will oversee the implementation of the proposal at his or her campus.
   b. Deny the proposal;
   c. Remand the matter back to the Campus Program Faculty and Program Director with instructions to provide additional information within a specified timeframe. The AETF will consider such additional information and place the matter to vote again within a reasonable number of business days, defined by the AETF.

Data Sources:
Data sources that may be considered in the decision-making process include, but are not limited to:

1. BSC Program Directors
2. Surveys from programs at other institutions
3. Other reports available
4. Evidence of Student Success:
   a. Clinical course evaluations
   b. Attrition rates
   c. Graduation rates
   d. Employer feedback
   e. Licensure exam pass rates
   f. Student Surveys
   g. Employment rates

Other BSC Policies:
BSC Policies 10-0054, *Course Review*, and 10-0042, *Curriculum Development/Assessment! Evaluation* provide for college-wide review of course outcomes and curriculum assessment and revision respectively at set time intervals for all BSC programs, not just the Nursing, OTA, and PTA Programs. These policies remain in effect. This policy is designed to address only Nursing, OTA, and PTA Program changes and it augments Policies 10-0054 and 10-0042 to allow BSC and its individual campuses to assess and implement Nursing, OTA, and PTA Program changes that may require more immediate and streamlined attention.

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Appendix F

Clinical Contract Template
This agreement to establish a cooperating agency is made on this XXth day of Month, Year, between Bryant & Stratton College, Milwaukee Market, 10950 West Potter Road, Wauwatosa, WI 53226 and XXXX.

SECTION I: BASIS AND PURPOSE OF THE AGREEMENT

Bryant & Stratton College (hereinafter referred to as the “College”) has established programs in Practical Nursing, Associate Degree and Baccalaureate Degree Nursing which require the clinical facilities of a Health Agency for clinical practice.

XXXX Inc. (hereinafter referred to as the “Health Care Agency”) has clinical facilities suitable for the educational needs of the programs in Practical, Associate and Baccalaureate Degree Nursing.

It is to the mutual benefit of both the College and the Health Agency that students have opportunities for clinical education as students and future practitioners.

Therefore:

The following agreement is effected by the proper authorizing bodies of both parties. The agreement is to be governed by the following general concepts of cooperative action:

SECTION II: RESPONSIBILITIES AND PRIVILEGES OF THE COLLEGE

A. GENERAL RESPONSIBILITY

1. The College assumes full responsibility for offering an educational program eligible for approval by the Wisconsin State Board of Nursing and accreditation by a national accrediting agency.

2. The health status of each student shall have been obtained by the College including a general physical examination with related laboratory tests and immunizations, and shall be on file with the agency before the student enters the program.

3. The College will provide the names of students, the faculty member, and the assigned work site before the starting date of the clinical

4. The College will provide the cooperating site with the information regarding proficiency and an educational summary of each student when requested.

5. The College confirms Criminal Background Check clearance for all students assigned and will provide the cooperating site with the background check for all students participating in the clinical rotation when requested.
B. RESPONSIBILITY FOR THE LEARNING EXPERIENCES IN COOPERATION WITH THE HEALTH CARE AGENCY

1. The Health Care Agency provides an orientation period during which instructor can become familiar with the Health Care Agency’s policies, practices and facilities before instructing students.

2. The College provides for instructor(s) of the program in nursing who are both qualified teachers and competent registered nurse practitioners.
   a. Instructors will plan, develop, implement, and be responsible for all clinical instruction and evaluation of students.
   b. Instructors will be responsible for learning and observing the policies and regulations of both the College and the Health Care Agency as they apply to the circumstances of clinical teaching.

3. For an Internship Experience:
   a. The college will coordinate with the Health Care Agency to arrange the clinical and preceptor. The College will provide evaluation forms of the student to be completed by the preceptor.
   b. The College will contact and visit the site during the internship period for the purpose of providing information, feedback, assessment, and coordination assistance.

4. The College will present to the Health Care Agency the course outline for using the Health Care Agency’s clinical areas to meet the goals of the curriculum in nursing. This outline represents the operational/implementation level of this agreement. The outline will be made available to the Health Care Agency prior to the assignment of each new class of students with verification one week before the assignment of each group in the class. The outline will be subject to review and revision with agreement of the parties prior to the assignment of each new class of students.

5. The College assures that students assigned to the Health Care Agency for learning experiences meet both the College’s and Health Care Agency’s standards of health and have the academic ability to profit from the experiences.

C. SCHOOL PRIVILEGES

1. The College has the privilege of regularly scheduled meetings in the spring, summer, and fall of each year with Health Care Agency staff, including both clinical personnel and administrative level representatives for the purpose of interpreting, discussing, and evaluating the educational programs in Practical, Associate Degree and Baccalaureate Degree Nursing.

2. Instructors shall have the reasonable opportunity to attend meetings of the Health Care Agency staff in matters contributing to the quality of patient care.
SECTION III: RESPONSIBILITIES AND PRIVILEGES OF THE HEALTH CARE AGENCY

A. GENERAL RESPONSIBILITIES

1. Maintain standards which make it eligible for approval as a clinical facility for instruction in accredited programs in Practical, Associate and Baccalaureate Degree Nursing.

2. Permit the instructors and students of the College to use its’ patient care and patient service facilities for clinical education according to a plan approved by the Wisconsin State Board of Nursing. The Curriculum plan will contain the details of the educational outcomes of the Nursing Program and the patient care standards of the Health Care Agency.

3. Recognize the nursing student as a participant in an educational program and to cooperate in providing teaching situations for the nursing student that will contribute to the student’s development as associated with the student’s major program outcomes.

B. FACILITIES AND SUPPLIES

1. The Health Care Agency will make available for educational purposes, on a non-exclusive basis, rooms or areas where groups of students may hold discussion and receive clinical instruction from the faculty.
   a. Areas for demonstration of nursing equipment.
   b. Areas for conferences to discuss patient care.
   c. Desk space where the instructor may make clinical assignments and plans

2. Permit the educational use of such supplies and equipment as are commonly available for patient care.

3. Provide the following facilities and services to students and instructors, if available:
   a. Locker and dressing areas to change into uniforms.
   b. Procedure guides, policy manuals.
   c. Standard clinical references such as a medical dictionary, information on diagnostic tests, drugs, and standard references suitable to the clinical area and care program.

C. STAFF PARTICIPATION IN EDUCATION PROGRAM

1. Health Care Agency staff may participate in education at the request of the instructor. This may be in the role of resources, persons, clinical experts, or assisting in the planning and implementation of aspects of clinical education. Such participation will be voluntary and shall not interfere with Health Care Agency-assigned duties.

2. Baccalaureate or higher degree prepared Health Care Agency nursing staff may volunteer to be preceptors for the College’s interns with approval of the Health Care Agency and the College. (LPNs may volunteer to be preceptors for the Practical Nursing students) The preceptor will be expected to discuss expectations of the internship with the student and their instructor. The preceptor will provide on-going feedback to the student and the instructor regarding the student’s progress and contribute to the evaluation of the student’s performance at the end of the internship by completion of the College’s Student Internship Appraisal Report.
D. HEALTH CARE AGENCY PRIVILEGES

1. May refuse educational access to its’ clinical areas to any College personnel who do not meet its’ employee standards for safety, health or ethical behavior, or whose presence may be disruptive.

2. May resolve any problem situation in favor of the patient’s welfare and restrict the student either by excluding the student from educational access to the clinical areas or restricting the student to the observer role until the incident can be resolved by the staff in charge and the instructor.

SECTION IV: STATUS OF STUDENTS

A. Students will have the status of learners and will not replace Health Care Agency staff nor give service to patients apart from its educational value since they are not employees of the Health Care Agency.

B. Students are subject to the authority, policies and regulations of the College. They are also subject during clinical assignments to the same standards as are set for Health Care Agency employees in matters relating to the welfare of the patients.

SECTION V: LIABILITY STATUS OF THE CONTRACTING AGENCY

A. Assigned students, faculty members, employees or other College personnel involved in the program are not and shall not be considered for any purpose as employees or agents of the Health Care Agency during clinical times to include preparation, actual patient care, and post-conferences. Notwithstanding any other provision of this agreement, the College will defend, indemnify and hold harmless the Health Care Agency from any and all loss or liability on account of claims (including claims for workmen’s compensation) for injuries sustained by any of the College’s agents, students, faculty members or other personnel arising out of the activities performed during the course of the program at the Health Care Agency.

B. The College shall defend, indemnify, and hold harmless the Health Care Agency, its officers, agents, physicians, and employees from any and all loss or liability for personal injury (including death) or damage to property arising out of or in any matter related to the activities to be performed under this agreement wherever such liability is founded upon or grows out of the acts or omissions of any College student, faculty, member, physician, employee or other personnel (whether such persons be acting alone or in conjunction with others) including claims, demands, losses, costs, damages, and expenses of any nature whatsoever.

C. The College agrees to obtain and maintain in force and effect liability insurance to insure the College and the Health Care Agency and their interns, physicians, students, agents, employees, and other personnel for liability arising out of the activities to be performed under or in any manner related to this agreement with limits not less than one million dollars ($1,000,000) for any one claim and three million dollars ($3,000,000) annual aggregate, and will furnish to the Health Care Agency certificates to show that the insurance may not be either revoked or reduced without at least thirty (30) days advance written notice to the Health Care Agency and to the College’s Insurance Agent. It is further agreed by the College that no such policy of insurance shall contain
a provision relieving the insurer of liability for any loss by reason of the existence of other policies or insurance covering the same peril, whether collectible or not.

D. In addition to the liability insurance referred to above, the College shall obtain and maintain in force adequate worker’s compensation insurance and shall furnish to the Health Agency certificates which show that such insurance may not be either revoked or reduced without at least thirty (30) days prior written notice to the Health Care Agency and to the College’s insurance carrier.

SECTION VI: DURATION OF AGREEMENT

A. This agreement shall be in effect with an annual review until such time as it becomes necessary for either party to revise it, in which care, reasonable notice shall be given.

B. Any changes to this agreement shall be made by mutual consent of both parties and shall be in writing and attached to this agreement as a rider.

C. Either of the parties to this agreement may terminate this agreement upon reasonable written notice. Such action, however, shall not affect students already enrolled at the facility unless mutually agreed upon.

BRYANT & STRATTON COLLEGE

BY: _________________________________
    Director, Wisconsin Market

AND: ______________________________
     Nursing Dean

DATE: ______________________________

HEALTHCARE AGENCY

____________________________________
    Agency Administrator

____________________________________
    Agency Administrator
Appendix G

Curriculum Vitae- Dr. Linda Krueger
CAREER GOALS
To obtain an education and leadership position to motivate students and faculty toward successful achievement of their goals; be major contributor to college goals and initiatives; and provide educational research to contribute to the development and advancement of higher education effectiveness.

EDUCATION BACKGROUND

Edgewood College
Doctor of Education – Educational Leadership
Dissertation: Academic Dishonesty Among Associate Degree Nursing Students

University of Minnesota
Work and Human Resource Education Doctoral program

University of Wisconsin - Stout
Education Specialist – Career and Technical Education
Field Study: Wisconsin Hmong Experiences with Hemodialysis

University of Wisconsin-Eau Claire
Master of Science – Nursing
Thesis: Changes in Levels of Hope during the Recovery after a Myocardial Infarction
Focus: Family Health Nursing and Nursing Education

University of Wisconsin-Eau Claire
Bachelor of Science – Nursing

University of Wisconsin-LaCrosse
Bachelor’s Coursework - Pre-Physical Therapy

EMPLOYMENT EXPERIENCE

Dean of Nursing
Bryant & Stratton College
Wauwatosa WI 5/2014- Present

Supervision responsibilities include assist with faculty development and goal attainment; recruit, hire, and assist in orientation of new full-time and part-time faculty; perform faculty evaluations; directly supervise 25 to 30 full-time and 25 to 30 part-time faculty; supervise and conduct annual performance reviews of the skills lab coordinators and simulation technicians.

Program Improvement and Effectiveness responsibilities include the oversight of all nursing programs (Practical Nursing, Associate Degree, and Baccalaureate Degree) in meeting the WI Board of Nursing requirements as well as the requirements of the accrediting agencies. Oversee the systematic plan for program evaluation, coordinate program improvement activities, assist faculty with improvement plans and processes.
**Fiscal Responsibilities** include participating in the development of and oversight of the nursing program budget

**Associate Dean of Health**

Chippewa Valley Technical College

Eau Claire WI


**Supervision responsibilities** include assist with faculty development and goal attainment; recruit, hire, and assist in orientation of new full-time and part-time faculty; perform faculty evaluations; directly supervise 40 full-time and 10-15 part-time faculty and staff.

**Program Improvement and Effectiveness** responsibilities include assist and oversee accreditation processes for Nursing, Medical Assistant, Pharmacy Technician, and Physical Therapy Assistant programs; maintain Department of Human Services (DHS) requirements for Nursing Assistant program; oversee certification process for Renal Dialysis Technician program; coordinate and oversee Human Patient Simulator lab and Learning Resource Centers in both River Falls and Eau Claire campuses; manage course scheduling and faculty assignment process; support the Academic Pillars of CVTC: student focus, academic excellence, continuous development/improvement, responsible stewardship, and collaborative climate.

**Advocacy for College programs** evidence includes mediate student issues; active participant in Wisconsin Technical College System (WTCS) nursing dean activities; lead the development of multi-disciplinary simulation project; lead the career pathway initiative; and work collaboratively with curriculum office on articulation and dual credit with K-12 and higher education partners.

**Fiscal Responsibilities** include assist in strategic planning for health division; contribute to budget decision-making and management in health division; and participate in obtaining, maintaining, and managing grants.

**Faculty- Nursing Instructor**

Chippewa Valley Technical College

Eau Claire, WI

1/2001- 5/2010

**Duties included** teaching theory and clinical courses across the curriculum in nursing; active participant and leader for accreditation activities and committees.

**Academic Dissertation Advisor**

Edgewood College

Madison, WI

11/2013 - Present

**Staff Nurse**

Chippewa Manor

Chippewa Falls WI

10/2013 – 4/2014

**Staff Nurse**

Luther Hospital

Eau Claire, WI

Medical-Telemetry Unit


Critical Care Unit


Maternal-Child Health Unit


**Duties included** providing patient care; also developed Orientation Evaluation Form; and participated on Education Committee, Nursing Research Council, and Magnet Recognition Committee
Staff Nurse – Medical/Pediatrics/Critical Care
St. Joseph’s Hospital
Chippewa Falls WI
Duties included: providing patient care; also assisted in developing competency-based orientation program; and worked extensively on Quality Assurance Plan

Staff Nurse – Medical/Telemetry
Sacred Heart Hospital
Eau Claire WI

RELATED PROFESSIONAL EXPERIENCE
NCLEX EXCEL! Course Instructor
Drexel University
Eau Claire WI
Spring/Fall 2008 - 2010

Textbook Reviewer
F.A. Davis Publishing
Eau Claire WI
2008 - 2009

Graduate Wisconsin Leadership Development Institute
The Chair Academy
Madison, WI
June 2010-July 2011
Institute included intense training and development of leadership skills

COMMITTEES
Chippewa Valley Technical College- Eau Claire WI
Lead: Career Pathway initiative
November 2013 – May 2014
Lead: Faculty best practices learning team
September 2013 – May 2014
Co-lead: Civility learning team
September 2013 – May 2014
Member United Way committee
January 2013- May 2014
Member SAP (Student Academic Progress) team
February 2011- May 2014
Member Service Excellence committee
September 2010 - October 2011
Member AQIP team
August 2010 – June 2012
(Academic Quality Improvement Program)
Member SPOL (strategic planning online) committee
June 2010 - June 2012
Member MAPS committee
April 2010- Dec. 2012
(Meaningful Academic Progress System)
Member College Catalog committee
April 2010-Dec. 2012
Member PCC (position classification process) committee
March 2010- May 2012
Member Scheduling committee
March 2010-Dec. 2012
Member Education Council
January 2010- May 2014
Member Leadership 1-4 Council
January 2010- May 2014
Member Curriculum committee
January 2001- January 2010
Chair Curriculum committee
Fall semester 2002, January 2006 - January 2010
Member and contributor to accreditation process by ACEN
Extensive independent work on curriculum standard for accreditation process
WTCS Nurse Advisory Council
Spring 2009 - January 2010
Community Committee
Member Health Improvement Plan - St. Croix Valley
June 2010- April 2014

PUBLICATIONS/PRESENTATIONS/AWARDS
**Krueger, L. (2014). Academic dishonesty among nursing students.**
*Journal of Nursing Education, 53*(2), 77-87.

*Teaching and Learning in Nursing, 8*, 120-127.

**Presenter on writing panel for CVTC faculty in-service August 2009**

**Krueger, L. (2009). Experiences of Hmong patients on hemodialysis and the nurses working with them.**

**Presenter 2nd International Conference on Hmong Studies, April 2008**

“Experiences of Hmong Hemodialysis Patients and the Nurses Working with Them”

**Grant Recipient Center for Southeast Asian Studies UW-Madison, 2005**

**CREATIVE PROJECTS**

“Communicating With Your Hmong Patient”- translation booklet distributed for use by two local hospitals

**COMMUNITY SERVICE**

Religious Education Teacher 5th grade class 2012 to 2014

Eye Clinic Mission trip Peru, 2011, 2013

Monthly Volunteer Sojourner House, May 2012 - 2013

Monthly Volunteer Registered Nurse Chippewa Valley Free Clinic, July 2009 - April 2014

Volunteer Chippewa Valley Air Show, 2010; Gus Macker Basketball Tournament 2008, 2009

Ice contract/scheduler Eau Claire Figure Skating Club March 2004 - Nov. 2009

**PROFESSIONAL AFFILIATIONS AND HONORS**

Member of The Chair Academy
2010 to present

Selected as NLN Ambassador for Chippewa Valley Technical College
2009 to Dec. 2013

Member American Nurse’s Association/Wisconsin Nurse’s Association
2003 to 2011

Member Wisconsin Education Association
2001 to 2010

Member American Association of Critical Care Nurses
1995-1999

CCRN 3 year certification
1995 and 1998
Appendix H
Alignment of Student Learning Outcomes and Course Outcomes
<table>
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<th>NURS 125</th>
<th>Describe the concept of lifespan development—human growth and learning from conception to death. List and describe the major stages of human growth and development and patient teaching and learning implications. Explore the processes involved in death and dying. Relate lifespan development concepts to the nursing process, and apply leadership skills to health promotion/restoration.</th>
</tr>
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<tr>
<td>Relate lifespan development concepts to the nursing process, and apply leadership skills to health promotion/restoration.</td>
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<tr>
<td>Describe the biological, nutritional, psychological, social changes and cultural implications that occur at each stage of the life cycle.</td>
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<table>
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<tr>
<th>LPVN 100</th>
<th>Describe the nursing process and principles of involving the patient, family, and interdisciplinary team in a holistic manner to provide quality patient care. Demonstrate nursing skills to provide relationship-centered care.</th>
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<tr>
<td>Utilize evidence-based practices in collaboration with the RN in providing safe and competent nursing care. Apply documentation principles in the use of patient.</td>
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<tr>
<td>Utilize evidence-based practices in collaboration with the RN in providing safe and competent nursing care. Apply documentation principles in the use of patient.</td>
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<td>Examine how the spiritual, physical, cultural, and psychological changes and cultural implications affect the patient and their family.</td>
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<th>NURS 125</th>
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<td>Explain the concept of lifespan development—human growth and learning from conception to death. List and describe the major stages of human growth and development and patient teaching and learning implications. Explore the processes involved in death and dying. Relate lifespan development concepts to the nursing process, and apply leadership skills to health promotion/restoration.</td>
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<td>Describe the biological, nutritional, psychological, social changes and cultural implications that occur at each stage of the life cycle.</td>
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<td>LPVN 101 PN-Medical/Surgical Nursing I</td>
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<tr>
<td>Nursing care using a foundation of critical thinking and evidence-based practices.</td>
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<tr>
<td>Utilize evidence-based practices in collaboration with the RN in providing safe and competent nursing care.</td>
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<td>Apply national patient safety goals to provide safe and competent nursing care.</td>
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<td>Examine how the spiritual, physical, psychological, social, and cultural aspects of the patient are used to promote relationship-centered care.</td>
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Utilize patient care technologies, information systems, and communication devices that support safe nursing practice.
Relate appropriate diagnostics and pharmacologic therapies to specific disease processes in providing holistic nursing care.
Contribute to the development and implementation of health promotion activities appropriate to patients' medical surgical conditions and their developmental level, learning needs, language preference, spiritual beliefs, and culture.
Evaluate expected patient outcomes in a collaborative and caring manner that provides direction for nursing interventions in urgent situations, based on signs or symptoms of medical emergency.

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<table>
<thead>
<tr>
<th>LPVN 105 Pharmacology for LPNs</th>
<th>Demonstrate knowledge of safe medication administration in order to provide relationship-centered nursing care utilizing the nursing process through evidence-based practices.</th>
<th>Follow legal and ethical standards when administering medications.</th>
<th>Participate in patient health promotion activities including reinforcement of medication education appropriate to the situation and the patient's developmental level, learning needs, language preference, spiritual beliefs, and culture.</th>
<th>Examine how the spiritual, physical, psychological, social, and cultural aspects of the patient are used to promote relationship-centered care in safe medication administration.</th>
<th>Participate in patient health promotion activities including reinforcement of medication education appropriate to the situation and the patient's developmental level, learning needs, language preference, spiritual beliefs, and culture.</th>
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<tbody>
<tr>
<td>LPVN 110 Intravenous Therapy</td>
<td>Explain the law and rules related to the role, accountability, and responsibility of the licensed practical nurse in intravenous therapy</td>
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<td>Recognize signs and symptoms of local and systemic complications in the administration of fluids and/or antibiotics and guidelines for management of these</td>
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<td>Course</td>
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<tr>
<td>LPVN 115 Practical Nursing Leadership and Transition</td>
<td>Apply general principles of leadership and management skills in the provision of nursing care. Function as the patient's advocate to improve health care delivery.</td>
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- **Maintain a central line for infusing only the solutions specified by law.**

### Intravenous Therapy

- **Discuss policies and procedures related to intravenous therapy and affiliating clinical agencies.**
- **Provide safe and appropriate nursing care for individuals receiving intravenous therapy.**
- **Procedure for venipuncture, including:**
  - Anatomy and physiology of the peripheral veins used for venipuncture;
  - Collection of equipment, site selection, palpation of veins, and skin preparation.
- **Recognize signs and symptoms of local and systemic complications in the administration of fluids and/or antibiotics and guidelines for management of these complications as well as preventive measures.**
- **Procedures for reconstituting and administering intravenous antibiotics via piggyback which shall include, but not be limited to,**
  - Pharmacology,
  - Compatibility,
  - Flow rates.
- **Maintain a central line for infusing only the solutions specified by law.**

### Leadership and Management

- **Apply general principles of leadership and management skills in the provision of nursing care.**
- **Function as the patient’s advocate to improve health care delivery and management skills in the provision of nursing care.**
- **Apply general principles of leadership and management skills in the provision of nursing care.**
- **Function as the patient’s advocate to improve health care delivery.**
| LPVN 120 Maternal/Child Nursing | Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice when caring for the maternity or pediatric patient. Collaborate with members of the healthcare team to plan appropriate nursing care for maternity or pediatric patients using patient care technologies, information systems, and communication devices that support safe nursing practice. Relate appropriate diagnostics and pharmacologic care processes with patient outcomes. Function as the patient's advocate to improve health care delivery and patient outcomes. Model effective use of organizational, time management, and delegation skills in order to meet the health care needs of patients. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures. | Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice when caring for the maternity or pediatric patient. Collaborate with members of the healthcare team to plan appropriate nursing care for maternity or pediatric patients using patient care technologies. | Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice when caring for the maternity or pediatric patient. Collaborate with members of the healthcare team to plan appropriate nursing care for maternity or pediatric patients using patient care technologies. | Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice when caring for the maternity or pediatric patient. Collaborate with members of the healthcare team to plan appropriate nursing care for maternity or pediatric patients using patient care technologies. | Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice when caring for the maternity or pediatric patient. Collaborate with members of the healthcare team to plan appropriate nursing care for maternity or pediatric patients using patient care technologies. |

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<th>therapies to specific disease processes in providing holistic nursing care involving maternity or pediatric patients and families.</th>
<th>information systems, and communication devices that support safe nursing practice.</th>
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<th>or pediatric patients using patient care technologies, information systems, and communication devices that support safe nursing practice.</th>
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<td>Contribute to the development and implementation of health</td>
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Relate appropriate diagnostic and pharmacologic therapies to specific disease processes in providing holistic nursing care.

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<td>Course:</td>
<td>Clinical Site:</td>
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Identification of strengths:

Areas for development:

Plan for improvement:

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Faculty comments at mid-term:

<table>
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<tr>
<th>Student Signature:</th>
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<tbody>
<tr>
<td>Faculty Signature:</td>
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LPVN 120 CLINICAL EVALUATION TOOL: FINAL STUDENT SELF EVALUATION SUMMARY

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</table>

Identification of strengths:

Areas for development:

Plan for improvement next semester:

Student Signature:  
Date/Time:  

Faculty Signature:  
Date/Time:
**LPVN 120 CLINICAL EVALUATION TOOL: FINAL INSTRUCTOR EVALUATION SUMMARY**

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Plan for improvement next semester:

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The LPVN120 Final Clinical Instructor Evaluation Summary must be signed by both the student and instructor.
LPVN 120 CLINICAL EVALUATION TOOL: STUDENT AND COURSE CRITERIA

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<tr>
<td>Instructor:</td>
<td>Clinical Site:</td>
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Practical Nursing Program Student Learning Outcomes
1. Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices.
2. Function as a member of the interdisciplinary health care team using legal and ethical principles.
3. Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of continuous patient care and quality improvement.
4. Utilize leadership skills in various settings as a collaborator of care.
5. Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship-centered care.

LPVN 120- Maternal/Child Nursing Course Outcomes
1. Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice when caring for the maternity or pediatric patient
2. Collaborate with members of the healthcare team to plan appropriate nursing care for maternity or pediatric patients using patient care technologies, information systems, and communication devices that support safe nursing practice
3. Relate appropriate diagnostics and pharmacological therapies to specific disease processes in providing holistic nursing care involving maternity or pediatric patients and families
4. Contribute to the development and implementation of health promotion activities appropriate to the situation for the maternity or pediatric patients' developmental level, learning needs, language preference, spiritual beliefs, and culture
5. Evaluate the expected maternity or pediatric patients’ outcomes in a collaborative and caring manner that provides direction for nursing interventions in urgent situations, based on signs or symptoms of medical emergency
6. Demonstrate proficiency in computer literacy including the ability to use desktop applications and electronic communication to promote effective communication and support decision-making

PN PROGRAM ORGANIZING FRAMEWORK CONCEPTS

NLN Competencies
1. Human Flourishing: Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, members of the health care team
2. Nursing Judgment: Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context
3. Professional Identity: Assess how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the health care team.
4. Spirit of Inquiry: Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.
Quality and Safety Education for Nurses (QSEN) Competencies

1. **Patient-Centered Care:** Recognize the patient or designee as the *source of control and full partner* in providing compassionate and coordinated care based on respect for patient’s preferences, values and needs.

2. **Teamwork & Collaboration:** Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

3. **Evidence-Based Practice:** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

4. **Quality Improvement:** Use data to monitor outcomes of care processes and improvement methods to design and test changes to continuously improve quality and safety of health care systems.

5. **Safety:** Minimize risk of harm to clients and providers through both system effectiveness and individual performance.

6. **Informatics:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

**STUDENT SCORING GUIDE**

0- Student performance is unsafe, inaccurate, shows incomplete or late work, and requires continuous direction.

1- Student performance is safe, accurate, somewhat efficient, and requires frequent reminders and guidance to function at an adequate level.

2- Student performance is safe, accurate, efficient, coordinated, confident, and requires occasional direction with minimal guidance.

3- Student performance is safe, accurate, efficient, proficient, coordinated, confident, and consistently functions beyond expected outcomes without direction.

**REQUIREMENT**

Students cannot receive a score of 0 in any category and must receive at least a 2.0 average at the final evaluation for a passing grade in clinical. **This means out of a total of 41 items, the student must earn at least 82 points. Starred items “*” indicate that the student must perform at a satisfactory level (2) by completion of the course in order to pass the clinical and to progress to the next course.**
<table>
<thead>
<tr>
<th>Clinical Objectives</th>
<th>Mid-Term</th>
<th>Final</th>
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<tbody>
<tr>
<td><strong>LPVN120 Course Outcomes</strong></td>
<td>Student</td>
<td>Faculty</td>
</tr>
<tr>
<td>1. <strong>Course Outcome #1</strong></td>
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<tr>
<td>Deliver safe and effective nursing care as a provider of care, and a member of an</td>
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<td>interdisciplinary team within the professional standards, ethical behaviors, and</td>
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<td>legal principles of nursing practice when caring for the maternity or pediatric</td>
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<tr>
<td>patient <em>(QSEN 1, 2, 3, 4, 5, 6) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 4, 5)</em></td>
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<tr>
<td>Implement the steps in the nursing process when preparing for patient care</td>
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<td>Collect data in a systematic, thorough, and efficient manner</td>
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<td>Communicate with the members of the interdisciplinary team in a professional</td>
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<td>manner</td>
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<td>Include the patient and family members when appropriate in planning and</td>
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<tr>
<td>implementing patient care</td>
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<td>Report appropriate findings to the RN when implementing care</td>
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<td>Attend to the physical, social, cultural, and emotional needs of the patient</td>
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<td>and the family</td>
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<td>Uphold the agency and nursing policies and legal principles</td>
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<td>Identify ethical issues and uphold ethical principles of nursing care</td>
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<tr>
<td>Incorporate National Patient Safety Goals while preparing for and providing care</td>
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<tr>
<td>Identify and prepare for potential patient complications</td>
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<td>Uphold professional expectations for behavior, appearance, timeliness, and</td>
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<td>communication*</td>
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<td><strong>Average Score for CO #1</strong></td>
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<tr>
<td>2. <strong>Course Outcome #2</strong></td>
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<tr>
<td>Collaborate with members of the healthcare team to plan appropriate nursing care</td>
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<td>for maternity or pediatric patients using patient care technologies, information</td>
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<td>systems, and communication devices that support safe nursing practice *(QSEN 1, 2,</td>
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<td>3, 4, 5, 6) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 4, 5)*</td>
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<td>Collaborate with the RN and other members of the health care team to</td>
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<tr>
<td>incorporate evidence-based practices into clinical decision-making</td>
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<td>Document findings accurately and appropriately, using the technology available</td>
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<td>and proper medical terminology</td>
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<td>Document care and observation findings in a timely manner</td>
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<td>Demonstrate efficiency in using equipment when providing care</td>
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<tr>
<td>Maintain confidentiality*</td>
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<td><strong>Average Score for CO #2</strong></td>
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<tr>
<td>3. <strong>Course Outcome #3</strong></td>
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<tr>
<td>Relate appropriate diagnostics and pharmacological therapies to specific disease</td>
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<tr>
<td>processes in providing holistic nursing care involving maternity or pediatric</td>
<td></td>
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<tr>
<td>patients and families <em>(QSEN 1, 3, 5, 6) (NLN 1, 2, 3, 4) (SLO 1, 3, 5)</em></td>
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<tr>
<td>Administer medications safely and effectively, following the five rights of</td>
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<tr>
<td>safety*</td>
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<tr>
<td>Describe the indications, side effects, dosage, assessments required, and</td>
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<tr>
<td>other pertinent medication information related to safe patient care</td>
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</tr>
</tbody>
</table>
1. Collaborate with the RN appropriately when making medication administration decisions
2. Describe the implications of diagnostic procedures and their results
3. Incorporate knowledge of disease processes while providing safe care*
4. Properly prepare the patient for diagnostic procedures, tests, and medication administration
5. Create a safe, comfortable, and respectful environment when preparing patients for procedures and medication administration*
6. Recognize when patient teaching is required and follow-up appropriately with the RN
7. Collect appropriate data prior to and following medication administration and procedures

Average Score for CO #3

4. Course Outcome #4
Contribute to the development and implementation of health promotion activities appropriate to the situation for the maternity or pediatric patients’ developmental level, learning needs, language preference, spiritual beliefs, and culture (QSEN 1, 2, 3, 4, 5) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 4, 5)

Collaborate with the RN to identify patient learning needs
Identify learning styles, barriers to learning, and appropriate sources of information when planning care
Reinforce teaching provided by the RN or other health care team members in an effective, clear, and respectful manner
Communicate patient questions and level of understanding following teaching episodes with the RN and other appropriate health care team members
Document reinforcement of patient teaching and patient response
Create health promotion activities which incorporate and are respectful toward the individual patient situation

Average Score for CO #4

5. Course Outcome #5
Evaluate the expected maternity or pediatric patients’ outcomes in a collaborative and caring manner that provides direction for nursing interventions in urgent situations, based on signs or symptoms of medical emergency (QSEN 1, 2, 3, 4, 5) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 4, 5)

Collect data on patient response to treatments, cares provided, medications, and other nursing interventions*
Anticipate normal and abnormal findings as well as necessary nursing responses
Communicate effectively with the patient and/or family to alleviate fears, address coping responses, and provide support
Identify changes in patients’ conditions in a timely manner and report these to the RN or other interdisciplinary team member appropriately
Demonstrate caring behaviors at all times*

Average Score for CO #5

6. Course Outcome #6
Demonstrate proficiency in computer literacy including the ability to use desktop applications and electronic communication to promote effective communication and support decision-making (QSEN 1, 2, 3, 6) (NLN 1, 2, 3, 4) (SLO 1, 2, 3)

| Utilize appropriate sources of information when planning care |
| Communicate electronically in a respectful and professional manner |
| Submit required assignments using appropriate desktop applications |
| Engage in self-reflection to identify learning needs |
| Utilize appropriate resources to participate in continued growth and learning |

MID-TERM: OVERALL SCORE______ AVERAGE ____
COMMENTS:

FINAL: OVERALL SCORE______ AVERAGE______ PASS/FAIL _______
COMMENTS:
Appendix J

BSC Practical Nursing Program
Curriculum Alignment with Board of Nursing Requirements
<table>
<thead>
<tr>
<th>Board of Nursing Requirement</th>
<th>Course and Examples</th>
</tr>
</thead>
</table>
| Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. The methods of instruction may include distance education methods | LPVN 100- Lecture, Group activities, Student presentations, Videos, Case studies, Online modules, Hands-on practice, Guided studying  
LPVN 101- Lecture, Videos, Group presentations, Case studies, Textbook readings  
LPVN 105- Student presentations, Videos, Blackboard discussion, Textbook and supplemental readings, NCLEX style questions, Lecture  
LPVN 110- Lecture, Small group work, Large group discussion, Textbook readings, Skills practice/demonstration, Bb discussion, worksheets  
LPVN 115- Lecture, small group work, large group discussion, practice/mock interviews, development of cover letter/resume, role playing, guest presentation, textbook readings, assigned readings from NCLEX-PN study guide,  
LPVN 120- Lecture, small group case studies, discussion boards, videos, role playing opportunities, supplemental websites, guided study, teaching presentations  
LPVN 130- Lecture, Case studies, Group activities, NCLEX Review readings, Textbook readings  
NURS 125- Lecture, student presentations, videos, textbook and supplemental readings, Bb discussion |
| Diverse didactic and clinical experiences consistent with program outcomes                    | LPVN 100- clinical at various long-term care facilities  
LPVN 101- clinical at various long-term care facilities, rehabilitation and wound care opportunities  
LPVN 115- internship opportunities at public school, clinic, long-term care facilities  
LPVN 120- simulation  
LPVN 130- clinical at various long-term care facilities, rehabilitation and wound care opportunities |

Curriculum Requirement:

<table>
<thead>
<tr>
<th>Board of Nursing Requirement</th>
<th>Course, Course Outcome, Topic</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
</table>
| Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice | BIOL 110 Anatomy & Physiology  
BIOL 210 Anatomy & Physiology II  
1. Articulate the anatomical and physiologic features of cells and tissues, including basic genetic and inheritance concepts.  
2. Demonstrate knowledge of biology and chemistry as it pertains to human body structure, function and homeostasis. | Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices |
<table>
<thead>
<tr>
<th>Course</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| MATH 201 College Math- Quantitative Reasoning | 1. Draw conclusions and/or make decisions through the application and analysis of quantitative information using proportional reasoning.  
2. Draw conclusions and/or make decisions through the application and analysis of probability.  
3. Draw conclusions and/or make decisions through the application and analysis of statistical information and summaries.  

Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices. |
| ENGL 101 Research & Writing I       | 1. Apply the writing process to create clearly understood, well-structured documents through the study of various modes of writing.  
2. Develop efficient means to proofread and edit writing to ensure clarity and grammatical and structural correctness.  
3. Introduce students to fundamental approaches that allow them to acquire, evaluate, apply, and document data from multiple secondary sources.  
4. Compose a research paper that incorporates appropriate references documented with proper citations.  

Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of quality patient care and continuous quality. |
| PSYC 101 Principles of Psychology    | 1. Gain insight into one’s own personality and interpersonal relationships by thinking critically about psychological theories and principles.  
2. Recognize root causes, motivations, and influences resulting in different human  

Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices. |

Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPVN 100</td>
<td>Fundamentals of Practical Nursing</td>
</tr>
<tr>
<td>LPVN 101</td>
<td>PN Medical-Surgical Nursing I</td>
</tr>
<tr>
<td>LPVN 105</td>
<td>Pharmacology for LPNs</td>
</tr>
<tr>
<td>LPVN 110</td>
<td>Intravenous Therapy</td>
</tr>
<tr>
<td>LPVN 115</td>
<td>PN Leadership &amp; Transition</td>
</tr>
<tr>
<td>LPVN 120</td>
<td>Maternal/Child Nursing</td>
</tr>
<tr>
<td>LPVN 130</td>
<td>PN Medical-Surgical Nursing II</td>
</tr>
</tbody>
</table>

Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices

Function as a member of the interdisciplinary health care team using legal and ethical principles

Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of quality patient care and continuous quality

Utilize leadership skills in various settings as a collaborator of care
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 125- Lifespan Development &amp; Nursing Practice</td>
<td>Government influences on healthcare, Nursing role with healthy people 20/20 across the lifespan</td>
<td></td>
</tr>
<tr>
<td>LPVN 100- Fundamentals of Practical Nursing</td>
<td>Examine how the spiritual, physical, psychological, social, and cultural aspects of the patient are used to promote relationship-centered care.</td>
<td></td>
</tr>
<tr>
<td>LPVN 101- PN Medical-Surgical Nursing I</td>
<td>Contribute to the development and implementation of health promotion activities appropriate to patients' medical surgical conditions and their developmental level, learning needs, language preference, spiritual beliefs, and culture.</td>
<td></td>
</tr>
<tr>
<td>LPVN 105- Pharmacology for LPNs</td>
<td>Examine how the spiritual, physical, psychological, social, and cultural aspects of the patient are used to promote relationship-centered care in safe medication administration.</td>
<td></td>
</tr>
<tr>
<td>LPVN 110- Intravenous Therapy</td>
<td>Provide safe and appropriate nursing care for individuals receiving intravenous therapy.</td>
<td></td>
</tr>
<tr>
<td>LPVN 115- Practical Nursing Leadership &amp; Transition</td>
<td>Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices. Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of quality patient care and continuous quality. Utilize leadership skills in various settings as a collaborator of care. Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship-centered care.</td>
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</tr>
</tbody>
</table>
**LPVN 120 - Maternal/Child Nursing**
Contribute to the development and implementation of health promotion activities appropriate to the situation for the maternity or pediatric patients’ developmental level, learning needs, language preference, spiritual beliefs, and culture.

**LPVN 130 - PN Medical-Surgical Nursing II**
Contribute to the development and implementation of health promotion activities appropriate to patients’ medical surgical conditions and their developmental level, learning needs, language preference, spiritual beliefs, and culture.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Outcomes</th>
</tr>
</thead>
</table>
| LPVN 100 - Fundamentals of Practical Nursing | 1. Describe the nursing process and principles of involving the patient, family, and interdisciplinary team in a holistic manner to provide quality patient care.  
2. Demonstrate nursing skills to provide relationship-centered nursing care using a foundation of critical thinking and evidence-based practices.  
3. Utilize evidence-based practices in collaboration with the RN in providing safe and competent nursing care.  
4. Apply national patient safety goals to provide safe and effective patient care in a variety of settings.  
5. Apply documentation principles in the use of patient records, while upholding ethical and legal standards.  
6. Examine how the spiritual, physical, psychological, social, and cultural aspects of the patient are used to promote relationship-centered care.  
7. Engage in self-reflection and inquiry to identify learning needs to participate in lifelong learning activities.  
8. Explain how quality improvement processes are implemented to ensure patient safety initiatives and to monitor performance measures. |
| LPVN 101 - Medical-Surgical Nursing I Course | 1. Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice. |
2. Demonstrate proficiency in computer literacy including the ability to use desktop applications and electronic communication to promote effective communication and support decision-making
3. Collaborate with members of the healthcare team to plan appropriate nursing care for patients with medical surgical conditions
4. Utilize patient care technologies, information systems, and communication devices that support safe nursing practice
5. Relate appropriate diagnostics and pharmacologic therapies to specific disease processes in providing holistic nursing care
6. Contribute to the development and implementation of health promotion activities appropriate to patients’ medical surgical conditions and their developmental level, learning needs, language preference, spiritual beliefs, and culture
7. Evaluate expected patient outcomes in a collaborative and caring manner that provides direction for nursing interventions in urgent situations, based on signs or symptoms of medical emergency

LPVN 115- Practical Nursing Leadership and Transition Course Outcomes
1. Apply general principles of leadership and management skills in the provision of nursing care
2. Function as the patient’s advocate to improve health care delivery and patient outcomes
3. Model effective use of organizational, time management, and delegation skills in order to meet the healthcare needs of patients
4. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures

LPVN 120- Maternal/Child Nursing Course Outcomes
1. Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice when caring for the maternity or pediatric patient
2. Collaborate with members of the healthcare team to plan appropriate nursing care for maternity or pediatric patients using patient care technologies, information systems, and communication devices that support safe nursing practice
3. Relate appropriate diagnostics and pharmacological therapies to specific disease processes in providing holistic nursing care involving maternity or pediatric patients and families
4. Contribute to the development and implementation of health promotion activities appropriate to the situation for the maternity or pediatric patients’ developmental level, learning needs, language preference, spiritual beliefs, and culture
5. Evaluate the expected maternity or pediatric patients’ outcomes in a collaborative and caring manner that provides direction for nursing interventions in urgent situations, based on signs or symptoms of medical emergency
6. Demonstrate proficiency in computer literacy including the ability to use desktop applications and electronic communication to promote effective communication and support decision-making

LPVN 130- PN Medical-Surgical Nursing II Course Outcomes
1. Deliver safe and effective nursing care as a provider of care, and a member of an interdisciplinary team within the professional standards, ethical behaviors, and legal principles of nursing practice
2. Demonstrate proficiency in computer literacy including the ability to use desktop applications and electronic communication to promote effective communication and support decision-making
3. Collaborate with members of the healthcare team to plan appropriate nursing care for patients with medical surgical conditions
4. Utilize patient care technologies, information systems, and communication devices that support safe nursing practice
5. Relate appropriate diagnostics and pharmacologic therapies to specific disease processes in providing holistic nursing care
6. Contribute to the development and implementation of health promotion activities appropriate to patients’ medical surgical conditions and their developmental level, learning needs, language preference, spiritual beliefs, and culture
7. Evaluate expected patient outcomes in a collaborative and caring manner that provides direction for nursing interventions in urgent situations, based on signs or symptoms of medical emergency

**PN Student Learning Outcomes:**

1. Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices
2. Function as a member of the interdisciplinary health care team using legal and ethical principles
3. Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of quality patient care and continuous quality
4. Utilize leadership skills in various settings as a collaborator of care
5. Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship-centered care

**Clinical Learning Experiences:** Patient experiences shall occur in a variety of clinical or simulated settings and shall include all of the following:

<table>
<thead>
<tr>
<th>Board of Nursing Requirement</th>
<th>Course and Course Outcome</th>
<th>Student Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Integrating patient safety principles throughout the didactic and clinical coursework</td>
<td>LPVN 100- 1, 2, 3, 4, 5, 6, 7, 8</td>
<td>Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices</td>
</tr>
<tr>
<td></td>
<td>LPVN 101- 1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td></td>
<td>LPVN 115- 1, 2, 3, 4</td>
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<tr>
<td></td>
<td>LPVN 120- 1, 2, 3, 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LPVN 130- 1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Implementing 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</td>
<td>LPVN 100- 1, 2, 3, 4, 5, 6, 7, 8 LPVN 101- 1, 2, 3, 4, 5, 6, 7 LPVN 115- 1, 2, 3, 4 LPVN 120- 1, 2, 3, 4, 5, 6 LPVN 130- 1, 2, 3, 4, 5, 6, 7</td>
<td>Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of quality patient care and continuous quality</td>
</tr>
<tr>
<td>Providing 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: respecting patient differences, values, preferences, and expressed needs; involving patients or designees in decision-making and care management; coordinating and managing patient care across settings; explaining appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles</td>
<td>LPVN 100- 1, 2, 3, 4, 5, 6, 7, 8 LPVN 101- 1, 2, 3, 4, 5, 6, 7 LPVN 115- 1, 2, 3, 4 LPVN 120- 1, 2, 3, 4, 5, 6 LPVN 130- 1, 2, 3, 4, 5, 6, 7</td>
<td>Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of quality patient care and continuous quality Function as a member of the interdisciplinary health care team using legal and ethical principles Utilize leadership skills in various settings as a collaborator of care</td>
</tr>
<tr>
<td>Collaborating with interprofessional teams to foster open communication, mutual respect, and shared</td>
<td>LPVN 100- 1, 2, 3, 4, 5, 6, 8 LPVN 101- 1, 2, 3, 4, 5, 6, 7 LPVN 115- 1, 2 LPVN 120- 1, 2, 4, 5, 6</td>
<td>Function as a member of the interdisciplinary health care team using legal and ethical principles</td>
</tr>
<tr>
<td>Decision-making in order to achieve quality patient care</td>
<td>LPVN 130- 1, 2, 3, 5, 6, 7</td>
<td>Utilize leadership skills in various settings as a collaborator of care</td>
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</tbody>
</table>
| Participating 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 | LPVN 100- 1, 2, 3, 4, 5, 6, 7, 8  
LPVN 101- 1, 2, 3, 4, 5, 6, 7  
LPVN 115- 1, 2, 3, 4  
LPVN 120- 1, 2, 3, 4, 5, 6  
LPVN 130- 1, 2, 3, 4, 5, 6, 7 | Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of quality patient care and continuous quality |
| Using information technology to communicate, mitigate errors, and support decision-making | LPVN 100- 1, 2, 3, 4, 5, 6, 7, 8  
LPVN 101- 1, 2, 3, 4, 5, 6, 7  
LPVN 115- 1, 2, 3, 4  
LPVN 120- 1, 2, 3, 4, 5, 6  
LPVN 130- 1, 2, 3, 4, 5, 6, 7 | Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of quality patient care and continuous quality |
Appendix K
PN Preceptor Orientation Guide
Internship Period: To begin 03/21/2017
To be completed by 04/21/2017
All hours are to be completed during this time period
Thank you for agreeing to precept a Bryant & Stratton College Nursing student. We appreciate the time and energy you are investing in the education and lives of our students. An internship with an experienced preceptor is a valuable asset and a bridge to “real” world of nursing.

This “Preceptor Packet” should provide you with the information you need to make this a satisfying experience for you and the student. If you find that there is information that would have been helpful for you that is not currently included, please feel free to contact Dr. Linda Krueger, Dean of Nursing at 414-302-7007 ext 572 or lmkrueger@bryantstratton.edu

How are precepted experiences selected for students?

Students interested in a precepted experience must meet certain criteria showing academic achievement. Students who are not selected for a precepted experience remain in an instructor-led clinical.

Preceptor Expectations:

- Allow the student to assume increasing responsibility and independence in taking the history, performing the physical examination, and completing other nursing care activities.
- Assist the student in differentiating between normal, deviations from normal, and abnormal findings associated with health problems across the life span.
- Provide assistance and feedback to the student on meeting the course outcomes, providing safe and effective nursing care to a variety of patients, and developing the professional behaviors necessary in nursing practice.
- Provide feedback to the student and instructor regarding the students’ demonstration of meeting the course outcomes.

Student Expectations:

- Negotiate schedule with preceptor and submit to instructor or internship coordinator.
- Arrive promptly when scheduled to work.
- Provide safe, basic nursing care at the level appropriate for a novice practical nurse.
- Participate in daily patient care and unit activities as delegated by the preceptor.
- Ask questions and seek direction from the preceptor.
- Fill out time verification form and submit to instructor or internship coordinator.
- Complete 45 hours of internship.
The Role of the Faculty:

- Seek regular feedback from the student and the agency/preceptor on progress and developments.
- Provide regular feedback to student and agency/preceptor on progress and development; keep written records at least at midterm and final point of experience.
- Be available for questions, problem identification and resolution.
- Meet with student(s) for internship follow-up as needed and as indicated by feedback from preceptor.
- Make contact with student and preceptor at least twice during the precepted experience. One on-site visit required.

The Role of the Preceptor

- Participate in identification of learning needs of the nursing student.
- Provide the student with feedback on his/her progress, based on preceptor’s observation of performance, assessment of achievement of clinical competencies and patient care documentation, as permitted by the facility.
- Consult with the internship instructor/coordinator as necessary.
- Participate in ongoing feedback of the Bryant & Stratton Nursing Department internship program as permitted by the facility.

Instructor and Contact Information for Preceptors

Winter 2017 Semester

<table>
<thead>
<tr>
<th>School</th>
<th>Bryant &amp; Stratton College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Coordinator</td>
<td>Colleen Tushaus, MSN</td>
</tr>
<tr>
<td>Internship Instructor/Coordinator</td>
<td>Linda Krueger EdD RN MSN and other nursing faculty team members</td>
</tr>
<tr>
<td>Semester in Nursing Program</td>
<td>3rd semester out of 3 semesters</td>
</tr>
<tr>
<td>Course Title</td>
<td>LPVN 115- PN Leadership &amp; Transition</td>
</tr>
</tbody>
</table>

Goals of clinical Experience (Course objectives)

1. Apply general principles of leadership and management skills in the provision of nursing care.
2. Function as the patient’s advocate to improve health care delivery and patient outcomes.
3. Model effective use of organizational, time management, and delegation skills in order to meet the healthcare needs of patients.
4. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures.
### Practical Nursing Program Student Learning Outcomes

- Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices
- Function as a member of the interdisciplinary health care team using legal and ethical principles
- Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of quality patient care and continuous quality improvement
- Utilize leadership skills in various settings as a collaborator of care
- Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship-centered care

### Responsibilities and role of students during the experience.

Student will work one-on-one with preceptor, on preceptor’s assigned unit, assigned schedule, and patient care assignment. Student will perform all patient care functions as required for a practical nurse under guidance of preceptor.

### Role of the staff nurse

Precept student intern one-on-one

### Role of the instructor

Evaluate student based on preceptor feedback and work submitted by student

### Date of clinical semester

03/21/2017 to 04/21/2017

### Days and hours on unit

To be arranged according to preceptor’s schedule

### Any skills not permitted

Chemotherapy or other skills requiring specialized training; Preceptor or other LPN or RN must be present with student performing all invasive skills

### Coordinator Phone

414-302-7007 ext 572

### Coordinator E-mail

lmkrueger@bryantstratton.edu

### Dean of Nursing: Phone/Email

Dr. Linda Krueger
414-302-7007 ext 572
lmkrueger@bryantstratton.edu
On the following pages, you will find the clinical evaluation tool utilized by the Bryant and Stratton faculty to evaluate the student nurses during their clinical. This tool is presented here for you to have a guide as to how the faculty will evaluate the student’s performance in the internship experience. Your feedback on student performance, strengths, and areas of improvement is valuable to both the instructor/coordinator and to the student.

Thank you again for volunteering your time and expertise to help a student nurse grow in their knowledge and skills.
LPVN115 CLINICAL EVALUATION TOOL: STUDENT AND COURSE CRITERIA

<table>
<thead>
<tr>
<th>Student:</th>
<th>Semester:</th>
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<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Clinical Site:</th>
</tr>
</thead>
</table>

Practical Nursing Program Student Learning Outcomes

1. Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices.
2. Function as a member of the interdisciplinary health care team using legal and ethical principles.
3. Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of continuous patient care and quality improvement.
4. Utilize leadership skills in various settings as a collaborator of care.
5. Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship-centered care.

LPVN 115- Practical Nursing Leadership and Transition Course Outcomes

1. Apply general principles of leadership and management skills in the provision of nursing care
2. Function as the patient’s advocate to improve health care delivery and patient outcomes
3. Model effective use of organizational, time management, and delegation skills in order to meet the healthcare needs of patients
4. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures

PN Program Organizing Framework Concepts:

Quality and Safety Education for Nurses (QSEN) Competencies

Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values and needs.

Teamwork & Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality Improvement: Use data to monitor outcomes of care processes and improvement methods to design and test changes to continuously improve quality and safety of health care systems.

Safety: Minimize risk of harm to clients and providers through both system effectiveness and individual performance.

Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

NLN Competencies

- Human Flourishing
- Nursing Judgment

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Professional Identity
Spirit of Inquiry

STUDENT SCORING GUIDE

0- Student performance is unsafe, inaccurate, shows incomplete or late work, and requires continuous direction.
1- Student performance is safe, accurate, somewhat efficient, and requires frequent reminders and guidance to function at an adequate level.
2- Student performance is safe, accurate, efficient, coordinated, confident, and requires occasional direction with minimal guidance.
3- Student performance is safe, accurate, efficient, proficient, coordinated, confident, and consistently functions beyond expected outcomes without direction.

REQUIREMENT
Students cannot receive a score of 0 in any category and must receive at least a 2.0 average at the final evaluation for a passing grade in clinical. This means out of a total of 24 items, the student must earn at least 48 points. Starred items “*” indicate that the student must perform at a satisfactory level (2) by completion of the course in order to pass the clinical and to progress to the next course.

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LPVN115 Course Outcomes</strong></td>
<td>Student</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>1. Course Outcome #1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply general principles of leadership and management skills in the provision of nursing care (QSEN 1, 2, 3, 4) (NLN 1, 2, 3, 4) (SLO 1, 3, 4)</td>
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</tr>
<tr>
<td>Evaluate the effectiveness of nursing care delivery</td>
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<tr>
<td>Demonstrate professionalism at all times (communication, timeliness, behavior, appearance, etc)*</td>
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<tr>
<td>Accept feedback with an open attitude*</td>
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<tr>
<td>Create a plan for professional development, growth, and improvement</td>
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<tr>
<td>Contribute to the health care team in a positive and effective manner</td>
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<tr>
<td><strong>2. Course Outcome #2</strong></td>
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<tr>
<td>Function as the patient’s advocate to improve health care delivery and patient outcomes (QSEN 1, 2, 3, 4, 5) (NLN 1, 2, 3, 4) (SLO 1, 2, 3, 4, 5)</td>
<td></td>
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<tr>
<td>Elicit patient responses to health care problems and treatments</td>
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<tr>
<td>Demonstrate caring behaviors*</td>
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<tr>
<td>Provide emotional support to patients and/or family members</td>
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<tr>
<td>Communicate patient’s needs with health care team members effectively*</td>
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<tr>
<td>Examine patient outcomes for areas of improvement</td>
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<tr>
<td>Collaborate with the RN to design quality improvement interventions</td>
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<tr>
<td>Develop a plan for cost-containment at the patient and organizational level</td>
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<tr>
<td><strong>3. Course Outcome #3</strong></td>
<td></td>
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</tr>
<tr>
<td>Model effective use of organizational, time management, and delegation skills in order to meet the healthcare needs of patients</td>
<td></td>
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</tbody>
</table>

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Delegate appropriately following the five rights of delegation
Complete all nursing cares, including documentation within time allotted
Deliver nursing care and implement skills in an organized and effective manner
Create a plan for improving personal organization and time management skills
Develop, in collaboration with the RN, a plan for meeting unmet patients’ needs
Reinforce health promotion and illness prevention teaching with an organized approach
Follow up appropriately on patients’ responses to treatments*

### Course Outcome #4
Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures

<table>
<thead>
<tr>
<th>(QSEN 1, 2</th>
<th>(NLN 1, 2, 3, 4)</th>
<th>(SLO 1, 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support National Patient Safety Goals initiatives when providing care</td>
<td></td>
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<tr>
<td>Examine agency specific quality improvement processes for the impact on patient care</td>
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<tr>
<td>Select evidence-based strategies to improve nursing care</td>
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<tr>
<td>Utilize equipment provided per agency protocol</td>
<td></td>
<td></td>
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<tr>
<td>Create a plan for incorporating quality improvement measures</td>
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<td></td>
</tr>
</tbody>
</table>

### Mid-Term

**OVERALL SCORE_____ AVERAGE _____**
**COMMENTS:**

### Final

**OVERALL SCORE_____ AVERAGE_____ PASS/FAIL _______**
**COMMENTS:**

Bryant & Stratton College
Mid-Term Evaluation Summary

Name: _______________________________ Semester: _______________________________

Course: ____________________________ Clinical Site: ______________________________

Student Comments:

Faculty/Preceptor Comments

Student Signature______________________________

Faculty Signature______________________________

Date_______________________________
Bryant & Stratton College

Final Evaluation Summary

Name: ___________________________________ Semester: ___________________________

Course: _________________________________ Clinical Site: __________________________

Student Comments:

Faculty/Preceptor Comments:

Student Signature_____________________________________

Faculty Signature_____________________________________

Pass/Fail:______________

Date______________
### SYSTEMATIC PLAN FOR PROGRAM EVALUATION

#### Standard 1

**ACEN Standard 1. Mission and Administrative Capacity**

The mission of the nursing education unit reflects the governing organization’s core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

**Criterion 1.1:** The mission and philosophy of the nursing education unit are congruent with the core values, mission and goals of the governing organization.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement (ELA)</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis (including actual levels of achievement)</th>
<th>Actions for program development, maintenance, or revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission and philosophy of the nursing program are congruent with the core values, goals and mission of the College</td>
<td>The mission and philosophy of the nursing program supports preparing students for a high demand profession and the student-centered approach and integrity of the College</td>
<td>Standard 1 Team</td>
<td>Annual in January</td>
<td>Table 1.1.1: Congruency of nursing program mission and philosophy with College mission</td>
<td>January 2016: Congruency exists. ELA met</td>
<td>January 2016: No action needed</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>January 2017: Congruency exists. ELA met</td>
<td>January 2017: No action needed</td>
</tr>
</tbody>
</table>
Criterion 1.2:  The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Nurse administrator and nursing faculty are represented at the College level for program decisions</td>
<td>The Dean of Nursing participates in all nursing program director meetings and represents the nursing faculty at the meetings</td>
<td>Dean of Nursing</td>
<td>Annual in December</td>
<td>Review of Nursing PD meeting minutes</td>
<td><strong>December 2016:</strong> Dean of Nursing attended and participated in PD meetings this year in March, July, and October. Faculty are asked for agenda items and input for the PD meeting. ELA met  &lt;br&gt; <strong>December 2017:</strong> Dean of Nursing attended and participated in PD meetings this year in March, July, and October. Faculty are asked for agenda items and input for the PD meeting. ELA met</td>
<td>December 2016: No action needed</td>
</tr>
<tr>
<td>Nursing faculty participate in governance activities of the nursing program</td>
<td>Faculty meetings for the PN program are held monthly and meeting minutes are posted to the shared drive for review</td>
<td>Dean of Nursing Faculty</td>
<td>Annual in December</td>
<td>Review of Nursing Faculty meeting minutes</td>
<td><strong>December 2016:</strong> Faculty meetings have been held every month, with most months having two meetings. All meeting minutes are sent to faculty for review and posted to the shared drive. ELA met</td>
<td>December 2016: No action needed</td>
</tr>
</tbody>
</table>
| Students have an opportunity to provide input into nursing program decisions | All students have at least 3 mechanisms for providing input into nursing program decisions. | Dean of Nursing Faculty | Annual in December | Review of opportunities available to students for providing feedback | December 2017: Faculty meetings held every month, with Sept and Oct focusing on ACEN visit prep (no meeting minutes). All meeting minutes are posted to “U” drive and send to faculty. Faculty participate in setting agenda. ELA met | December 2016: No action needed
Students provide input through the SNA, listening sessions, end-of-term surveys, Noelle Levitz survey annually, and the suggestion box in the skills lab. ELA met | December 2017: No action needed
Students were invited to faculty meeting/student governance meeting. ELA met | December 2017: No action needed
Students provide input through the SNA, listening sessions, end-of-term surveys, Noelle Levitz survey annually, and the suggestion box in the skills lab.
Criterion 1.3: The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Student learning outcomes and program outcomes are shared with communities of interest</td>
<td>Advisory board meeting occurs annually and student learning outcomes and program outcomes are shared with the advisory board members</td>
<td>Dean of Nursing</td>
<td>Annual in August</td>
<td>Review of Advisory Board Meeting minutes</td>
<td>August 2016: First PN Advisory Board meeting conducted. SLO and curriculum shared with the members in attendance and via email for those not in attendance. Program outcomes not available to share yet as there have been no graduates. ELA met</td>
<td>August 2016: No action needed</td>
</tr>
<tr>
<td>Program outcomes are shared with students (including NCLEX pass rate, employment rate,</td>
<td>Dean of Nursing</td>
<td>Annual in February</td>
<td>Review of Nursing Newsletter</td>
<td>February 2017: Graduates who pass the NCLEX are listed in the monthly newsletters. NCLEX pass rate for Dec.</td>
<td>February 2017: No action needed</td>
<td></td>
</tr>
<tr>
<td>Event Description</td>
<td>Contact Person(s)</td>
<td>Frequency</td>
<td>Review Process</td>
<td>Action in August 2016</td>
<td>Action in August 2017</td>
<td></td>
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</tr>
<tr>
<td>Communities of interest have input into program decision-making</td>
<td>Dean of Nursing</td>
<td>Annual in August</td>
<td>Review of Advisory Board Meeting minutes</td>
<td>August 2016: Advisory board members asked for input regarding curriculum and SLO. No changes in program recommended. ELA met</td>
<td>August 2017: No action needed</td>
<td></td>
</tr>
<tr>
<td>Feedback from listening sessions is shared with faculty for discussion and decision-making</td>
<td>Dean of Nursing Faculty</td>
<td>Each semester April, August, December</td>
<td>Review of listening session emails Review of faculty meeting minutes</td>
<td>April 2016: All information from listening sessions was shared with faculty. Individual faculty considered revisions in teaching strategies based on feedback. Increase in math tutoring obtained in follow-up to listening sessions. ELA met</td>
<td>August 2016: No action needed</td>
<td></td>
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<tr>
<td>2016 grads was reported in the April 2017 newsletter. Employment and graduation rate data not obtained yet. ELA met</td>
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</tbody>
</table>
considered revision in teaching strategies and offering study sessions based on feedback.

ELA met

**December 2016:**
All listening session information was shared with faculty. Attendance at listening sessions has been low. No students attended in November or October.

ELA met

**April 2017:**
Listening sessions have been poorly attended. Feedback has been shared with faculty. Schedule has been shared with students via Bb postings and newsletters.

ELA met

**August 2017:**
Listening session feedback shared with faculty via email on 5/25/17; 6/22/17; 7/21/17. Curriculum and program feedback committee meeting with student attendance shared on 8/8/17

ELA met

**December 2017:**
Listening session update sent 11/10/17, 11/17/17. No 

**December 2016:**
Faculty and Dean of Nursing continue to post listening sessions and encourage students to attend

**April 2017:**
No program revisions based on recommendations from student listening session

**August 2017:**
Student feedback shared with faculty; no major curriculum changes based upon the feedback, however, there were study sessions and increased review of resources incorporated (see PN faculty meeting 8/7/17)

**December 2017:**
Student feedback shared; no curriculum revisions.
<table>
<thead>
<tr>
<th>Clinical sites have an opportunity to provide input into decision-making</th>
<th>Dean of Nursing Clinical coordinator</th>
<th>Each semester April, August, December</th>
<th>Review of Faculty Meeting minutes Email with clinical coordinator</th>
<th>April 2016: One clinical site offered specific feedback regarding students and faculty communication. ELA met</th>
<th>April 2016: Review of Faculty Meeting minutes Email with clinical coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>April 2016: One clinical site offered specific feedback regarding students and faculty communication. ELA met</td>
<td>August 2016: One clinical site requested clearer explanations of student responsibilities. ELA met</td>
<td>August 2016: Faculty identified more consistent methods of posting student assignment with details of expectations</td>
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<td></td>
<td>December 2016: Two clinical sites contacted the Dean of Nursing with questions/concerns. These were followed up and action taken. Sites understand they can contact the Dean, Clinical Coordinator, or faculty with concerns as needed. ELA met</td>
<td>December 2016: Follow-up action to concerns expressed. Course leads involved in decision-making and in addressing student learning impact. Faculty observations and preparation will be more closely monitored and evaluated in the Winter semester.</td>
<td>December 2016: Follow-up action to concerns expressed. Course leads involved in decision-making and in addressing student learning impact. Faculty observations and preparation will be more closely monitored and evaluated in the Winter semester.</td>
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<td></td>
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<td></td>
<td>April 2017: The Dean and clinical coordinator had frequent contact with clinical site administrators this semester with no complaints, requests, or recommendations for program revisions. ELA met</td>
<td>April 2017: No action needed</td>
<td>April 2017: No action needed</td>
</tr>
<tr>
<td><strong>Nursing program graduate satisfaction survey</strong></td>
<td><strong>Career Services Dean of Nursing Clinical coordinator</strong></td>
<td><strong>Each 6 months after graduation February, June, October</strong></td>
<td><strong>Review of Graduate Satisfaction Survey results</strong></td>
<td><strong>August 2017:</strong> Clinical agencies offering no complaints or concerns. ELA met</td>
<td><strong>December 2017:</strong> Clinical sites participated in ACEN visit. No concerns or complaints noted from agencies prior to or following ACEN visit ELA met</td>
</tr>
<tr>
<td><strong>Employer satisfaction survey</strong></td>
<td><strong>Career Services Dean of Nursing Faculty</strong></td>
<td><strong>Each 6 months after graduation February, June, October</strong></td>
<td><strong>Review of Employer Satisfaction Surveys</strong></td>
<td><strong>June 2017:</strong> No graduate surveys sent by Career Services due to system errors. ELA not met</td>
<td><strong>October 2017:</strong> System errors persist with no graduate surveys distributed. ELA not met</td>
</tr>
</tbody>
</table>

**Nursing program graduate satisfaction survey** is provided to graduates 6 months following graduation.

**Employer satisfaction survey** is provided to employers of nursing program graduates 6 months following graduation.

**June 2017:** No employer surveys were sent by Career Services due to difficulty in obtaining employment data or supervisor data. ELA not met

**October 2017:** No employer surveys were sent by Career Services due to difficulty in obtaining employer data. ELA not met

**February 2018:** Faculty support eliminating this ELA and identified an action plan to invite at least 3 graduates of the PN program to the advisory board meeting. In the invitation, we will request feedback on satisfaction and level of preparation.
employment data or supervisor data. ELA not met means to provide employers an opportunity to share their feedback.

### Criterion 1.4: Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
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</thead>
<tbody>
<tr>
<td>Partnerships exist</td>
<td>The nursing program will maintain at least 2 formal partnerships which enhance the profession, benefit the community and align with the student learning outcomes</td>
<td>Faculty</td>
<td>Annual in December</td>
<td>Table 1.4: Partnerships</td>
<td>December 2016: Blue Mountain volunteer project in Jamaica; CSM collaboration for CPR; HELP volunteer program. ELA met December 2017: Blue Mountain volunteer project in Jamaica; CSM collaboration for CPR; HELP volunteer program. ELA met</td>
<td>December 2016: No action needed December 2017: No action needed</td>
</tr>
</tbody>
</table>

### Criterion 1.5: The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Nursing administrator qualifications</td>
<td>The Dean of Nursing holds a MSN</td>
<td>HR</td>
<td>Upon hire</td>
<td>Review of transcript</td>
<td>January 2016: Upon initiation of the PN program the Dean of Nursing holds a BSN, MSN, and EdD. ELA met</td>
<td>January 2016: No action needed</td>
</tr>
<tr>
<td>Component</td>
<td>Expected Level of Achievement</td>
<td>Responsible Person</td>
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<tr>
<td>Nurse administrator qualifications</td>
<td>The Dean of Nursing meets the WI Board of Nursing requirements for nurse administrator</td>
<td>HR</td>
<td>Upon hire</td>
<td>Review of transcript and resume</td>
<td>January 2016: Upon initiation of the PN program the Dean of Nursing meets the WI BON requirements for nurse administrator with an earned MSN, active and unencumbered WI RN license, and educational preparation in teaching and learning, more than 2 years of teaching experience, and knowledge of nursing practice. ELA met</td>
<td>January 2016: No action needed</td>
</tr>
<tr>
<td></td>
<td>The Dean of Nursing meets the College requirement for the position</td>
<td>HR</td>
<td>Upon hire</td>
<td>Review of transcript and resume</td>
<td>January 2016: Upon initiation of the PN program the Dean of Nursing meets the College qualifications as outlined in the job posting for the position (degree, education experience, License, nursing experience). ELA met</td>
<td>January 2016: No action needed</td>
</tr>
<tr>
<td>The nurse administrator is oriented and</td>
<td>The Dean of Nursing received orientation and mentoring upon hire</td>
<td>HR</td>
<td>Upon hire</td>
<td>Review of HR orientation</td>
<td>January 2016: The Dean of Nursing was oriented and mentored to her role upon hire. ELA met</td>
<td>January 2016: No action needed</td>
</tr>
</tbody>
</table>

Criterion 1.6: The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.
**Criterion 1.7:** When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Nursing program coordinator and program administrators are qualified</td>
<td>The clinical coordinator holds a graduate degree in nursing, has at least 2 years of nursing experience and familiarity with simulation, virtual clinical excursion and nursing informatics systems and technologies.</td>
<td>Dean of Nursing HR</td>
<td>Upon hire</td>
<td>Review of transcript and resume</td>
<td><strong>January 2016:</strong> Upon initiation of the PN program, the clinical coordinator has an earned MSN; &gt;30 years of nursing experience; and healthcare nursing education teaching experience 21 years includes simulation and nursing informatics systems. ELA met</td>
<td><strong>January 2016:</strong> No action needed</td>
</tr>
<tr>
<td>The nursing program administrator</td>
<td></td>
<td>Dean of Nursing HR</td>
<td>Upon hire</td>
<td>Review of transcript and resume</td>
<td><strong>December 2016:</strong> Position is vacant, posted and recruitment ongoing.</td>
<td></td>
</tr>
<tr>
<td>May 2017: Bajorek accepted faculty/program admin position. Christina has over 8 years nursing experience, 5 years of teaching experience, earned MSN and is enrolled in PhD program, anticipating completion in 2018. ELA met</td>
<td>September 2017: Mead accepted faculty/program administrator position. Rachele has over 17 years of nursing experience and 7 years of teaching experience in nursing education. Rachele earned her MSN in 2010. ELA met</td>
<td>September 2017: New program administrator meets the expectations. Both positions are now filled.</td>
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</table>

| May 2017: Bajorek meets expectations. Anticipate one more faculty/program administrator for hire in fall. |

| holds a graduate degree in nursing, at least 5 years of teaching experience in higher education, and at least 2 years work experience as a nurse |

| Christina has over 8 years nursing experience, 5 years of teaching experience, earned MSN and is enrolled in PhD program, anticipating completion in 2018. ELA met |

| Mead accepted faculty/program administrator position. Rachele has over 17 years of nursing experience and 7 years of teaching experience in nursing education. Rachele earned her MSN in 2010. ELA met |

| ELA met |
Criterion 1.8: The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

<table>
<thead>
<tr>
<th>Component</th>
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</table>
| Nursing Administrator has authority and responsibility for the nursing program | Job description provides Dean with the authority and responsibility for the development and administration of the program | HR Campus Director | Upon hire and with revisions to job description | Review of job description | **January 2016:**
Upon initiation of the PN program the job description for the Dean of Nursing includes authority and responsibility for the nursing program. ELA met | **January 2016:**
No action needed |
| Nursing Administrator has sufficient time and resources                  | The Dean of Nursing performs all duties of the position in a timely manner and states he/she has adequate resources to perform the duties of the position | Campus Director Dean of Nursing | Annual in December | Follow-up with Dean | **December 2016:**
Dean of Nursing validated she has time to complete the duties and responsibilities. Support personnel include Dean of Student Services, Dean of Instruction, clinical coordinator, administrative assistant, faculty, skills lab personnel. ELA met | **December 2016:**
No action needed |
|                                                                          |                               |                    |                         |                                                         | **December 2017:**
Dean of Nursing validated she has time to complete the duties and responsibilities. Support personnel include Dean of Student Services, Dean of Instruction, clinical coordinator, administrative assistant, faculty, skills lab personnel, program administrators. ELA met | **December 2017:**
No action needed |
**Criterion 1.9:** The nurse administrator has authority to prepare and administer the program budget with faculty input.

<table>
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<tr>
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<tbody>
<tr>
<td>Budget preparation and administration</td>
<td>The nursing administrator has input every year into the preparation and administration of the program budget</td>
<td>Campus Director Dean of Nursing</td>
<td>Annual in October</td>
<td>Review of budget process</td>
<td>October 2016: The Dean of Nursing works with the Campus Director and Manager of Business to create the nursing budget. Faculty are asked for input into budget. ELA met. October 2017: The Dean of Nursing works with the Campus Director and Manager of Business to create the nursing budget. Faculty are asked for input into budget. ELA met.</td>
<td>October 2016: No action needed October 2017: No action needed</td>
</tr>
<tr>
<td>100% of Nursing faculty have an opportunity to provide input into the budget</td>
<td>Dean of Nursing Faculty</td>
<td>Annual in October</td>
<td>Review of Faculty Meeting minutes and email</td>
<td>October 2016: All faculty have an opportunity to submit budget requests. Librarian requests suggestions for library holdings (See faculty meetings 6/6/16 and 6/7/16) ELA met</td>
<td>October 2016: No action needed</td>
<td>October 2017: No action needed</td>
</tr>
</tbody>
</table>
Criterion 1.10: Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Responsible Person</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis (including actual levels of achievement)</th>
<th>Actions (for program development, maintenance or revision)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty policies are comprehensive and consistent with the governing organization</td>
<td>100% of College policies are readily accessible to faculty and include expectations for faculty</td>
<td>Dean of Nursing HR Faculty</td>
<td>Annual in January</td>
<td>Review of Faculty Guide</td>
<td><strong>January 2016:</strong> All faculty policies are available to faculty in the Faculty Guide, located in Bb Academic Reference Room. All academic policies are located in Academic Reference Room. Policies are in accordance with state and federal laws. ELA met</td>
<td><strong>January 2016:</strong> No action needed</td>
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<td><strong>January 2017:</strong> College policies are available on Blackboard in the Academic Reference Room. Faculty guide was also sent by email to faculty. Policies for faculty and description of faculty expectations are included. ELA met</td>
<td><strong>January 2017:</strong> No action needed</td>
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<td><strong>January 2018:</strong> All faculty policies are available to faculty in the Faculty Guide, located in Bb Academic Reference Room. All academic policies are located in Academic Reference Room. Policies are in accordance with state and federal laws.</td>
<td><strong>January 2018:</strong> No action needed</td>
</tr>
<tr>
<td>100% of policies which differ for nursing faculty are justified by the purpose and outcomes of the nursing program</td>
<td>Dean of Nursing Faculty</td>
<td>Annual in January</td>
<td>Table 1.10: College Faculty and Nursing Faculty Policy Variances</td>
<td><strong>January 2016:</strong> Policies for faculty are consistent among the campuses and the programs with the exception of specific qualifications for faculty based upon BON and ACEN requirements; health requirements and background checks based on clinical agency requirements. ELA met</td>
<td><strong>January 2016:</strong> No action needed</td>
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<tr>
<td><strong>January 2017:</strong> Only two policies vary for College faculty and Nursing faculty: clinical teaching requirement and job description component. See table for rationale. ELA met</td>
<td><strong>January 2017:</strong> No action needed</td>
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<tr>
<td><strong>January 2018:</strong> Only two policies vary for College faculty and Nursing faculty: clinical teaching requirement and job description component. See table for rationale. ELA met</td>
<td><strong>January 2018:</strong> No action needed</td>
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</table>
Criterion 1.11: Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Responsible Person</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis (including actual levels of achievement)</th>
<th>Actions (for program development, maintenance or revision)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
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</table>
SYSTEMATIC PLAN FOR PROGRAM EVALUATION

Standard 2

ACEN Standard 2. Faculty and Staff
Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.
Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

Criterion 2.1: Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization’s accrediting agency, and are qualified to teach the assigned nursing courses.

<table>
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<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
</table>
| Full-time faculty qualifications | All full-time faculty will hold an active, current WI RN license that is unencumbered and hold at least a BSN degree to meet WI BON qualifications | Dean of Nursing Standard 2 team | Every semester January, May, September, | Review of transcript and RN license verification Faculty Profile | January 2016: 6/6 FT faculty hold an active, unencumbered WI RN license and minimum of BSN. 5/6 hold MSN ELA met  
May 2016: 7/7 FT faculty hold WI RN license and minimum of BSN. 4/7 hold MSN ELA met  
September 2016: 12/12 FT faculty hold unencumbered active WI RN license and all hold at least BSN; 8/12 hold MSN and 1/12 holds PhD ELA met  
January 2017: 16/16 FT faculty hold unencumbered active WI RN license and all hold at | January 2016: No action needed  
May 2016: No action needed  
September 2016: No action needed  
January 2017: No action needed |
<table>
<thead>
<tr>
<th>Date</th>
<th>ELA met</th>
<th>Action Needed</th>
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<tbody>
<tr>
<td>May 2017</td>
<td>17/17 FT faculty hold unencumbered active RN license and all hold at least a BSN; 14/17 hold MSN; 1/17 is enrolled in MSN program</td>
<td>No action needed</td>
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<tr>
<td>September 2017</td>
<td>14/14 FT faculty hold unencumbered active RN license with WI and all hold at least a BSN; 11/14 hold MSN and 1/11 with MSN is enrolled in DNP program; 1/3 with BSN is enrolled in MSN program</td>
<td>No action needed</td>
</tr>
<tr>
<td>January 2018</td>
<td>14/14 FT faculty hold unencumbered active RN license with WI and all hold at least a BSN; 11/14 hold MSN (1 is enrolled in DNP) and 1/14 has earned PhD</td>
<td>No action needed</td>
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</tbody>
</table>

All full-time faculty will have at least 2 years of nursing experience and/or educational preparation in the Dean of Nursing Standard 2 team. Every semester, January, May, September, Review of resume and transcript, Faculty Profile. January 2016: 6/6 FT faculty are teaching courses which they have educational preparation; 6/6 FT faculty have at least two
<table>
<thead>
<tr>
<th>area of teaching responsibility</th>
<th>years of nursing experience in the subject area which they are teaching</th>
<th>ELA met</th>
<th>May 2016: 7/7 FT faculty are teaching course which they have educational preparation; 7/7 FT faculty have at least two years of nursing experience in the subject area which they are teaching</th>
<th>ELA met</th>
<th>May 2016: No action needed</th>
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<tbody>
<tr>
<td></td>
<td><strong>September 2016:</strong> 12/12 FT faculty have at least 2 years of nursing experience and preparation to teach in the subject area they are assigned</td>
<td>ELA met</td>
<td><strong>September 2016:</strong> No action needed</td>
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<td></td>
<td><strong>January 2017:</strong> 16/16 FT faculty have at least 2 years of nursing experience and preparation to teach in the subject area they are assigned</td>
<td>ELA met</td>
<td><strong>January 2017:</strong> No action needed</td>
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<tr>
<td></td>
<td><strong>May 2017:</strong> 17/17 FT faculty have at least 2 years of nursing experience and</td>
<td>ELA met</td>
<td><strong>May 2017:</strong> No action needed</td>
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</tbody>
</table>
preparation to teach in the subject area they are assigned
ELA met

**September 2017:**
14/14 FT faculty have at least 2 years of nursing experience and preparation to teach in the subject area they are assigned
ELA met

**January 2018:**
14/14 FT faculty have at least 2 years of nursing experience and preparation to teach in the subject area they are assigned
ELA met

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**Criterion 2.2:** Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization’s accrediting agency, and are qualified to teach the assigned nursing courses.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time faculty qualifications</td>
<td>All part-time faculty will hold an active, current WI RN license that is unencumbered and hold at least a BSN degree to meet WI BON qualifications</td>
<td>Dean of Nursing Standard 2 team</td>
<td>Every semester, January, May, September</td>
<td>Review of transcript and RN license verification Faculty Profile</td>
<td><strong>January 2016:</strong> 5/5 PT faculty hold an active unencumbered WI RN license and have earned at least a BSN. 1 of 4 is enrolled in MSN program and 1 of 4 has earned MSN</td>
<td><strong>January 2016:</strong> No action needed</td>
</tr>
</tbody>
</table>
ELA met

**May 2016:**
8/8 PT faculty hold an active, unencumbered WI RN license and have earned at least a BSN. 4 of 8 have an earned MSN and 1 of 8 is enrolled in a MSN program.
ELA met

**September 2016:**
13/13 PT faculty hold active and unencumbered WI RN license; 13/13 hold at least BSN; 1/13 holds DNP; 5/13 (38%) hold MSN; 7/13 (54%) hold BSN; 1 is enrolled in PhD program; 1 is enrolled in MSN program.
ELA met

**January 2017:**
12/12 PT faculty hold active and unencumbered WI RN license; 12/12 hold at least BSN; 1/12 holds DNP and 1/12 is enrolled in MSN program
ELA met

**May 2017:**
14/14 PT faculty hold active and unencumbered WI RN license; 14/14 hold at least BSN; 1/14 holds DNP; 5/14 hold

**May 2016:** No action needed

**September 2016:** No action needed

**January 2017:** No action needed

**May 2017:** No action needed
| All part-time faculty will have at least 2 years of nursing experience and/or educational preparation in the area of teaching responsibility | Dean of Nursing Standard 2 team | Every semester, January, May, September | Review of resume and transcript Faculty Profile | January 2016: 5/5 PT faculty have at least 2 years of nursing experience and preparation in the subject area they are teaching. ELA met | January 2016: No action needed |
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September 2016: 13/13 PT faculty have at least 2 years of nursing experience and preparation in the subject area they are teaching. ELA met.

January 2017: 12/12 PT faculty have at least 2 years of nursing experience and preparation in the subject area they are teaching. ELA met.

May 2017: 14/14 PT faculty have at least 2 years of nursing experience and preparation in the subject area they are teaching. ELA met.

September 2017: 19/19 PT faculty have at least 2 years of nursing experience and preparation in the subject area they are teaching. ELA met.

January 2018: 12/12 PT faculty have at least 2 years of nursing experience and preparation in the subject area they are teaching. ELA met.

September 2016: No action needed.

January 2017: No action needed.

May 2017: No action needed.

September 2017: No action needed.

January 2018: No action needed.
**Criterion 2.3:** Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization’s accrediting agency, and are qualified to teach the assigned nursing courses.

<table>
<thead>
<tr>
<th>Component</th>
<th>PLAN</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable—there are no non-nurse faculty teaching nursing courses</td>
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</table>

<table>
<thead>
<tr>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
</table>
**Criterion 2.4:** Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor qualifications</td>
<td>100% of preceptors hold active and unencumbered WI LPN license and have at least 2 years of experience as an LPN</td>
<td>Internship coordinator</td>
<td>Each semester</td>
<td>Preceptor Form</td>
<td><strong>April 2016:</strong> Not applicable - no preceptors utilized yet</td>
<td><strong>April 2016:</strong> No action needed</td>
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<td></td>
<td>April, August, December</td>
<td></td>
<td><strong>August 2016:</strong> Not applicable - no preceptors utilized yet</td>
<td><strong>August 2016:</strong> No action needed</td>
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<td><strong>December 2016:</strong> 6/6 (100%) of preceptors with unencumbered LPN license and at least 2 years of LPN experience ELA met</td>
<td><strong>December 2016:</strong> No action needed</td>
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<td><strong>April 2017:</strong> 2/3 preceptors with unencumbered LPN license and at least 2 years of LPN experience. One student worked with MA who coordinated the LPN preceptor assignment for each shift. ELA not met</td>
<td><strong>April 2017:</strong> Internship coordinator will work with agency to ensure an LPN is assigned to oversee the internship experience with consistent preceptors, prior to assigning student to site</td>
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<td><strong>August 2017:</strong> No preceptors used this semester</td>
<td><strong>August 2017:</strong> No action needed</td>
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<td><strong>December 2017:</strong> No preceptors used this semester</td>
<td><strong>December 2017:</strong> No action needed</td>
</tr>
<tr>
<td>100% of preceptors are contacted via email or in person at least 2 times each precepted period</td>
<td>Internship coordinator</td>
<td>Each semester April, August, December</td>
<td>Preceptor Form</td>
<td>April 2016: Not applicable- no preceptors utilized yet</td>
<td>April 2016: No action needed</td>
<td></td>
</tr>
<tr>
<td>100% of preceptors receive a preceptor orientation packet and contact information for follow-up</td>
<td>Internship coordinator</td>
<td>Each semester April, August, December</td>
<td>Preceptor Form</td>
<td>April 2016: Not applicable- no preceptors utilized yet</td>
<td>April 2016: No action needed</td>
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<td>Month</td>
<td>Action Details</td>
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<tr>
<td>December 2016:</td>
<td>6/6 (100%) of preceptors received the orientation packet and follow-up from the coordinator. ELA met</td>
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<tr>
<td>April 2017:</td>
<td>3/3 (100%) preceptors received the orientation packet and follow-up from the coordinator ELA met</td>
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<tr>
<td>August 2017:</td>
<td>No preceptors used this semester</td>
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<tr>
<td>December 2017:</td>
<td>No preceptors used this semester</td>
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<tr>
<td>December 2016:</td>
<td>No action needed</td>
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<tr>
<td>April 2017:</td>
<td>No action needed</td>
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<tr>
<td>August 2017:</td>
<td>No action needed</td>
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<tr>
<td>December 2017:</td>
<td>No action needed</td>
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</table>
**Criterion 2.5:** The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
</table>
| Sufficient faculty      | 100% of FT faculty have teaching assignments of 21 contact hours or less | Dean of Nursing    | Each semester January, May, September | Review of faculty schedules | **January 2016:** 6/6 FT faculty have teaching assignment load <21 ELA met  
**May 2016:** 7/7 FT faculty have teaching assignment load 21 contact hours or less ELA met  
**September 2016:** 12/12 FT faculty have teaching assignment load of 21 contact hours or less ELA met  
**January 2017:** 16/16 FT faculty have teaching assignment load of 21 contact hours or less ELA met  
**May 2017:** 17/17 FT faculty have teaching assignment load of 21 contact hours or less ELA met  
**September 2017:** | January 2016: No action needed  
May 2016: No action needed  
September 2016: No action needed  
January 2017: No action needed  
May 2017: No action needed  
September 2017: |
| 14/14 FT faculty have teaching assignment load of 21 contact hours or less | January 2018: | No action needed |
| ELA met | |
| 13/13 FT faculty have teaching assignment load of 21 contact hours or less | January 2018: | No action needed |
| ELA met | |
| 100% of clinical sections will have 10 or fewer students | Dean of Nursing | Each semester January, May, September | Seat analysis Banner roster |
| January 2016: 7/7 clinical sections have less than 10 students each | No action needed |
| ELA met | May 2016: 12/12 clinical sections have less than 10 students each | No action needed |
| ELA met | September 2016: 20/20 clinical sections have less than 10 students each | No action needed |
| ELA met | January 2017: 35/35 clinical sections have less than 10 students each | No action needed |
| ELA met | May 2017: 23/23 clinical sections have less than 10 students each | No action needed |
| ELA met | | | |
100% of lecture sections will have less than 50 students

Dean of Nursing

Each semester January, May, September

Seat analysis Banner roster

**September 2017:**
25/25 clinical sections have less than 10 students each
ELA met

**January 2018:**
20/20 clinical sections have less than 10 students each
ELA met

**September 2017:**
No action needed

**January 2018:**
No action needed

100% of lecture sections will have less than 50 students

Dean of Nursing

Each semester January, May, September

Seat analysis Banner roster

**January 2016:**
2/2 lecture sections have less than 50 students each
ELA met

**May 2016:**
11/11 lecture sections have less than 50 students in each
ELA met

**September 2016:**
14/14 lecture sections have less than 50 students in each
ELA met

**January 2017:**
26/26 lecture sections have less than 50 students in each
ELA met

**May 2017:**
24/24 lecture sections have fewer than 50 students each
ELA met

**January 2016:**
No action needed

**May 2016:**
No action needed

**September 2016:**
No action needed

**January 2017:**
No action needed

**May 2017:**
No action needed
**Criterion 2.6:** Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty maintain expertise</td>
<td>100% of faculty attend and participate in at least two scholarly activities annually</td>
<td>Dean of Nursing</td>
<td>Annual in December</td>
<td>Faculty documentation of scholarly activities</td>
<td>December 2016: 12/12 (100%) FT faculty attend in-service activities prior to each term as well as additional scholarly activities. 13/13 (100%) PT faculty may attend in-service activities, work in clinical arena, attend formal education classes, or engage in other scholarly activities. ELA met</td>
<td>December 2016: No action needed</td>
</tr>
</tbody>
</table>
At least 85% of faculty observation scores are equal to or greater than 1.5

Dean of Nursing  
Each Semester  
April, August, December  
Faculty Observation Rubric  

### April 2016:
3 faculty observed this semester, 3/3 (100%) with scores ≥ 1.5
ELA met

### August 2016:
10 faculty observed this semester with 8 (80%) scored 1.5 or greater
ELA not met

### December 2016:
13 faculty observed this semester with 12 (92%) scoring 1.5 or higher.
ELA not met

### April 2017:
6 faculty observed this semester with 4 of 6 (67%) scoring 1.5 or higher
ELA not met

### August 2017:
All faculty provided with feedback and suggestions

### Dean of Nursing
Each Semester  
April, August, December  
Faculty Observation Rubric  

### April 2016:
No action needed

### August 2016:
Faculty created action plans; dean followed up with additional strategies for teaching effectiveness.
Will observe these faculty in following term.

### December 2016:
No action needed

### April 2017:
Faculty create action plan based on class observation feedback. Program administrator to focus efforts next semester on teaching and professional development

### August 2017:
All faculty provided with feedback and suggestions
<table>
<thead>
<tr>
<th>Faculty, in aggregate, score an average of 1.5 or higher on class observation reports each semester</th>
<th>Dean of Nursing</th>
<th>Each semester, April, August, December</th>
<th>Faculty Observation Rubric</th>
<th>April 2016:</th>
<th>April 2016:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 PN faculty observed this semester with 6/9 (67%) scoring 1.5 or higher</td>
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<td></td>
<td>In aggregate, average faculty observation score is 1.77</td>
<td>No additional action needed</td>
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<tr>
<td>December 2017: 5 PN faculty observed this semester with 2/5 (40%) scoring 1.5 or higher; 2 faculty were new, one had increased score from previous two observations</td>
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<td>ELA not met</td>
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<tr>
<td>December 2017: Faculty may consider revising ELA. All faculty are provided with feedback for improvement; program admin is working with new faculty on regular basis for first 3 terms</td>
<td></td>
<td></td>
<td></td>
<td>ELA not met</td>
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</tr>
<tr>
<td>February 2018: Faculty support revising ELA to 80% and add an action plan that all faculty who score less than 1.5 on the class observation will be required to observe at least one class session as an opportunity for mentoring and improvement.</td>
<td></td>
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<td></td>
<td>ELA not met</td>
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<tr>
<td>In aggregate, average faculty observation score is 1.61</td>
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<td>ELA met</td>
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<tr>
<td>August 2016: In aggregate, average faculty observation score is 1.77</td>
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<td></td>
<td></td>
<td>ELA met</td>
<td></td>
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<tr>
<td>August 2016: No additional action needed</td>
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<td></td>
<td></td>
<td>ELA met</td>
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<tr>
<td>Month</td>
<td>Description</td>
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<tr>
<td>December 2016:</td>
<td>In aggregate, average faculty observation score is 2.1 ELA met</td>
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<tr>
<td>April 2017:</td>
<td>In aggregate, average faculty observation score is 1.75 ELA met</td>
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<tr>
<td>August 2017:</td>
<td>In aggregate, the average faculty observation score is 1.86 ELA met</td>
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<tr>
<td>December 2017:</td>
<td>In aggregate, the average faculty observation score is 1.39 ELA not met</td>
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<tr>
<td>December 2016:</td>
<td>No additional action needed</td>
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<tr>
<td>April 2017:</td>
<td>No additional action needed</td>
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<tr>
<td>August 2017:</td>
<td>No additional action needed</td>
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<tr>
<td>December 2017:</td>
<td>Program admin, faculty, and Dean will discuss strategies for improvement</td>
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<tr>
<td>February 2018:</td>
<td>Faculty support an action plan that all faculty who score less than 1.5 on the class observation will be required to observe at least one class session as an opportunity for mentoring and improvement.</td>
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</tbody>
</table>
## Criterion 2.7: The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff are sufficient and qualified</td>
<td>The College maintains at least 1 full-time administrative assistant for the nursing program</td>
<td>Dean of Nursing</td>
<td>Annual in December</td>
<td>Admin assistant position</td>
<td>December 2016: One FT admin assistant ELA met</td>
<td>December 2016: No action needed</td>
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<tr>
<td></td>
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<td></td>
<td>December 2017: One FT admin assistant ELA met</td>
<td>December 2017: No action needed</td>
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<tr>
<td></td>
<td>The College maintains at least 1 full-time skills lab coordinator at Wauwatosa and 1 part-time coordinator at Bayshore; both coordinators will be RNs with at least a BSN</td>
<td>Dean of Nursing</td>
<td>Annual in December</td>
<td>Skills lab position Transcript/resume review</td>
<td>December 2016: One FT skill lab coordinator at Wauwatosa, RN with BSN; one PT skills lab coordinator at Bayshore, RN with MSN. ELA met</td>
<td>December 2016: No action needed</td>
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<td></td>
<td>December 2017: One FT, one PT skills lab coordinator at Wauwatosa and Bayshore. One additional PT simulation technician at Wauwatosa hired in September. ELA met</td>
<td>December 2017: No action needed</td>
</tr>
</tbody>
</table>
**Criterion 2.8:** Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty orientation and mentoring</td>
<td>Orientation checklist is completed for all faculty; all faculty are invited to attend new faculty orientation</td>
<td>Dean of Nursing</td>
<td>Each Semester April, August, December</td>
<td>Review of orientation checklist</td>
<td><strong>April 2016:</strong> New faculty this term: FT-Fuhrman, Holder, Kosicke, PT-Kramer, Regner, Wagner, Randolph. All faculty invited to attend NFO. Wagner resigned before end of term and did not therefore complete the orientation checklist. ELA met.</td>
<td><strong>April 2016:</strong> No action needed</td>
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<td><strong>August 2016:</strong> New faculty this term: FT-Bratcher, Kolesari, Kottwitz, PT-Dunder, Hoskins, Schneider, Van Caster, Williams. All faculty were invited to attend NFO. Hoskins left before end of term and therefore did not complete orientation checklist. ELA met.</td>
<td><strong>August 2016:</strong> No action needed</td>
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<td><strong>December 2016:</strong> New faculty this term: FT-Opokua PT-Brown-Johnson, Sanders, Schwind</td>
<td><strong>December 2016:</strong> No action needed</td>
</tr>
</tbody>
</table>
All faculty were invited to NFO. Orientation checklist provided to faculty for completion. ELA met

**April 2017:**
New faculty this term:
FT - Briscoe, Thiel
PT - Fritsch, Ingersoll, Moody, Olson, Porter, Ravenscraft, Welcenbach
Most faculty were invited to NFO except Fritsch who began after the semester started; email and/or in-person contact with the dean occurred throughout the semester, as well as with course leads. All faculty were invited to faculty meetings, in-service activities, and team meetings. Orientation checklists, however, were not completed. ELA not met

**August 2017:**
New faculty this term:
PT - Hasenstein, Slowik, Stein - all were invited to new faculty orientation and met with the Dean of Nursing and course leads for orientation and mentoring. Checklist not submitted however ELA partially met

**April 2017:**
Dean will collaborate more formally on completing new hire checklist and incorporate the assistance of the program administrator

**August 2017:**
New faculty orientation checklist sent to all faculty along with the class observation forms; faculty/program administrator is planning to schedule regular meetings for mentoring and will follow-up on the
<table>
<thead>
<tr>
<th>100% of faculty participate in meetings with the leadership and/or course teams during the first semester for orientation and mentoring</th>
<th>Dean of Nursing Course Leads</th>
<th>Each semester April, August, December</th>
<th>Course lead and meeting minutes</th>
<th>April 2016: All new faculty participated in team meetings, course meetings, and follow-up conversations with program administrator. ELA met</th>
<th>April 2016: No action needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2017: 6 new faculty this term- FT Isotalo and Mead PT Eis, Scheels, Simmons, Guibord All were mentored/oriented by course leads, Dean, program admin; Mead returned to College; 4 faculty were invited to orientation (1 was not hired before orientation) Only 2 faculty submitted checklist ELA not met</td>
<td></td>
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<td>December 2017: New faculty oriented and mentored by course leads, Dean, program admin but not submitting orientation checklist. Dean and Program Administrator will collaborate in Winter semester to ensure all orientation checklists are submitted.</td>
<td>504</td>
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<td>504</td>
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</tbody>
</table>
April 2017:
One part-time instructor did not participate in meetings or follow-up with emails.
ELA not met

August 2017:
During the spring term, all faculty followed up with course leads and Dean of Nursing; no requests for additional support were made
ELA met

December 2017:
During the fall term, all faculty followed up with course leads and Dean of Nursing; no requests for additional support were made
ELA met

April 2017:
Dean or program administrator will follow-up with course leads by week 4 of the semester to ensure all new faculty are participating in meetings as needed

August 2017:
No action needed

December 2017:
No action needed

100% of new FT faculty are observed during each of the first three semesters and suggestions for improvement are offered

Dean of Nursing
Course Leads

Each semester April, August, December

Faculty observations

April 2016:
2 of 3 FT faculty were observed. Holder was experienced instructor, returning after a lapse in employment.
ELA not met

April 2016:
Greater emphasis will be placed on completing class observations.
<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2016</td>
<td>No action needed</td>
<td>Faculty from winter term hires and from spring hiring were all observed and action plans were discussed. ELA met</td>
</tr>
<tr>
<td>December 2016</td>
<td>No action needed</td>
<td>4/5 (100%) of new hires this year had a formal class observation conducted according to schedule (2 FT faculty were no longer with the College and 1 was co-teaching with a FT faculty mentor) and ideas for action plans/teaching and learning, were provided ELA met</td>
</tr>
<tr>
<td>April 2017</td>
<td>Dean and program administrator will review class observation schedule and identify new faculty as a priority for scheduling observations</td>
<td>Thiel was not observed as a new full-time faculty member as she was a returning faculty member who had been teaching adjunct and FT status in the recent past for our program. Briscoe was observed. ELA met</td>
</tr>
<tr>
<td>August 2017</td>
<td>No action needed</td>
<td>There were no new FT faculty hired for the PN program; Thiel was observed this semester ELA met</td>
</tr>
<tr>
<td>August 2017</td>
<td>No action needed</td>
<td>No action needed</td>
</tr>
</tbody>
</table>
December 2017: 2 new FT faculty and both were observed this term; all other FT faculty teaching in PN program have been observed 3 terms
ELA met

**Criterion 2.9:** Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization’s policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Faculty performance evaluation</td>
<td>100% of full-time faculty participate in the 6 month and yearly evaluation process</td>
<td>Dean of Nursing</td>
<td>Annual in December</td>
<td>Review of Ultipro evaluations</td>
<td>December 2016: FT performance evaluations were completed this year, for 2015. The College did not release the evaluations for 2016 yet. All 6 month probation evaluations were completed as scheduled. ELA not met</td>
<td>December 2016: Faculty will complete the performance evaluations when they are released by the College. The Dean of Nursing will complete the evaluations according to the College time frame.</td>
</tr>
</tbody>
</table>

ELA met

December 2017: No action needed

February 2018: Faculty support revising ELA to include only annual evaluation.
<table>
<thead>
<tr>
<th>Faculty effectiveness</th>
<th>At least 80% of faculty student feedback surveys indicate faculty are meeting the expectations by rating an average of 3 or better on instructor-related items</th>
<th>Dean of Nursing</th>
<th>Each semester April, August, December</th>
<th>Review of student feedback surveys (items #1-21 for lecture/lab; items #1-10 for clinical)</th>
<th>April 2016: LPVN 100 Lecture-36% (8/22) Lab- 100% (20/20) Clinical- 83% (20/24) ELA not met for lecture</th>
<th>April 2016: Instructor identified an action plan to address common themes for areas of improvement</th>
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<tbody>
<tr>
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<td>November 2016: LPVN 100 Lecture- 62% (23/37) Lab- 68% (24/35) Clinical- 80% (29/36)</td>
<td>August 2016: Action plans created with faculty scoring less than average 3; reminder to course lead for LPVN 101 to include all survey items for clinical student feedback</td>
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<td></td>
<td>LPVN 101 Lecture- 22% (4/18) Clinical- missing data</td>
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<td></td>
<td>LPVN 110 100% (6/6)</td>
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<td></td>
<td>ELA not met for LPVN 100 or 101, although improvement noted in LPVN 100 lecture</td>
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<td>December 2016: LPVN 100 Lecture- 80% (28/35) Lab- 94% (31/33) Clinical- 82% (27/33)</td>
<td>December 2016: LPVN 101 faculty creating new teaching and learning activities, offering more opportunities to meet with students and provide support; no trend in LPVN 130 clinical so no action plan yet.</td>
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<td>LPVN 101 Lecture- 10% (4/42) Clinical- 79% (31/39)</td>
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<td>LPVN 105- 91% (32/35) LPVN 110- 100% (36/36)</td>
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<td>LPVN 115- Lecture- 100% (11/11)</td>
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</tbody>
</table>
LPVN 120
Lecture- 100% (15/15)
Clinical- 100% (12/12)

LPVN 130
Lecture- 100% (16/16)
Clinical- 75% (9/12)

ELA not met for LPVN 101 and for LPVN 130 clinical

April 2017:
LPVN 100
Lecture- 91% (43/47)
Lab- 79% (38/48)
Clinical- 94% (47/50)

LPVN 101
Lecture- 81% (36/44)
Clinical- 88% (39/44)

LPVN 105: 100% (3/3)
LPVN 110: 89% (17/19)

LPVN 115-
Lecture- 100% (27/27)
Clinical- 88% (24/27)

LPVN 120
Lecture- 96% (55/57)
Clinical- 100% (5/5)

LPVN 130
Lecture- 100% (25/25)
Clinical- 95% (23/24)

ELA not met for LPVN 101 lab only; great improvement noted in

April 2017:
LPVN 100 course lead continues to communicate frequently with his team in an effort to provide consistency and understanding of expectations. No other action needed at this time
several other areas, LPVN 100 lecture and clinical, LPVN 101 lecture and clinical, LPVN 130 clinical

**August 2017:**
LPVN 100
Lecture - 74% (17/23)
Lab - 62% (15/24)
Clinical - 90% (20/22)

LPVN 101
Lecture - 32% (14/43)
Clinical - 80% (36/45)

LPVN 105 - 48% (16/33)
LPVN 110 - 100% (11/11)

LPVN 115 -
Lecture - 87% (14/16)
Clinical - 95% (20/21)

LPVN 120
Lecture - 95% (38/40)
Clinical - Wrong form

LPVN 130
Lecture - 85% (11/13)
Clinical - 100% (13/13)

ELA not met for LPVN 100 lecture and lab; LPVN 101 lecture; LPVN 101 lecture; LPVN 105; LPVN 120 utilized the wrong survey for clinical and unable to report data

**December 2017:**
Dean of Nursing will remind LPVN 120 faculty of the correct survey to utilize for end-of-term student feedback. Faculty in LPVN 100, 101, and 105 will create individual action plans

**February 2018:**
<table>
<thead>
<tr>
<th>Course</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPVN 100</td>
<td>67% (21/31)</td>
<td>87% (26/30)</td>
<td>59% (19/32)</td>
</tr>
<tr>
<td>LPVN 101</td>
<td>32% (8/25)</td>
<td>60% (15/25)</td>
<td></td>
</tr>
<tr>
<td>LPVN 105</td>
<td>70% (12/17)</td>
<td></td>
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<tr>
<td>LPVN 110</td>
<td>100% (8/8)</td>
<td></td>
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</tr>
<tr>
<td>LPVN 115</td>
<td>92% (24/26)</td>
<td>90% (26/29)</td>
<td></td>
</tr>
<tr>
<td>LPVN 120</td>
<td>100% (22/22)</td>
<td></td>
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</tr>
<tr>
<td>LPVN 130</td>
<td>71% (20/28)</td>
<td>93% (14/15)</td>
<td></td>
</tr>
<tr>
<td>ELA met for LPVN 100 lab, LPVN 110, LPVN 115 lecture and clinical, LPVN 120 lecture, LPVN 130 clinical</td>
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</tbody>
</table>

Faculty recognize that low retention (course success) may correlate with low satisfaction. Also, many students do not like the LTC setting for clinical. In regard to action plan, we have a new instructor in LPVN 101 for Winter term so we will evaluate any changes in outcomes following that term. In addition, faculty support the following actions:

- Remind students of office hours and encourage students to meet with us for support
- Simulation has been a part of LPVN 115, 120 and 130 clinical, and will now be incorporated into all clinical courses in the program
- Faculty will incorporate more collaborative learning activities and opportunities in clinical
- Faculty will add more discussion to the clinical experience to excite students and build a passion for nursing practice in the LTC setting.
**Criterion 2.10:** Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty development</td>
<td>At least two faculty development opportunities are provided to faculty by the College annually</td>
<td>Deans of Instruction Standard 2 team</td>
<td>Annual in December</td>
<td>Review of In-service offerings</td>
<td><strong>December 2016:</strong> Faculty in-service activities were offered prior to each semester, Elsevier rep on campus in October. ELA met</td>
<td><strong>December 2016:</strong> No action needed</td>
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<td><strong>December 2017:</strong> Faculty in-service activities are offered at the beginning of each term as well as one during mid-semester; Fall semester included an online option for faculty who could not attend in person. ELA met</td>
<td><strong>December 2017:</strong> No action needed</td>
</tr>
<tr>
<td>The College provides faculty with Blackboard and/or other instructional technology support at least annually</td>
<td>Deans of Instruction Standard 2 team</td>
<td>Annual in December</td>
<td>Review of Bb Online or IT resources</td>
<td><strong>December 2016:</strong> In-service trainings included updates on Bb. Bb resources are available to faculty at the Bb site as well. Additional technology training included AB Tutor. ELA met</td>
<td><strong>December 2016:</strong> No action needed</td>
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<td></td>
<td><strong>December 2017:</strong> In-service training and program administrator support provided for Bb</td>
<td><strong>December 2017:</strong> No action needed</td>
</tr>
<tr>
<td>100% of faculty who are attending formal education are provided with teaching assignments which accommodate for the formal education class schedule</td>
<td>Dean of Nursing</td>
<td>Annual in December</td>
<td>Faculty schedules</td>
<td>December 2016: One FT and two PT faculty are enrolled in MSN, PhD, and MBA programs and their teaching assignments accommodate their course work schedule. ELA met</td>
<td>December 2016: No action needed</td>
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<td>December 2017: Nine faculty teaching in the PN program are enrolled in formal education degree program and were provided schedules that were accommodating to their educational program in the fall term ELA met</td>
<td>December 2017: No action needed</td>
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</tbody>
</table>
### SYSTEMATIC PLAN FOR PROGRAM EVALUATION

#### Standard 3

**ACEN Standard 3: Students**

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

**Criterion 3.1:** Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies are congruent and differences are justified</td>
<td>100% of policies for nursing students are appropriate to meeting the clinical agency requirements and rigor of the program</td>
<td>Standard 3 team</td>
<td>Annually in May and with policy changes</td>
<td>Review of student handbook and college policies</td>
<td>May 2016: Nursing students must submit BID forms and undergo review of criminal background reports in order to be placed in clinical, per clinical contracts; nursing students must show evidence of immunizations per clinical contracts; policies regarding academic progression (must earn a C or better; dropped from program for two course fails) are due to rigor of program and the need to prepare for NCLEX. ELA met</td>
<td>May 2016: No action needed</td>
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<td></td>
<td>May 2017: Same as above. No new policies. Justifications for differences in policies exits. ELA met</td>
<td>May 2017: No action needed</td>
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<td></td>
<td>100% of policies for nursing students are provided to all students in the</td>
<td>Standard 3 team</td>
<td>Annually in May and with policy changes</td>
<td>Admission process, student handbook, and college policy review</td>
<td>May 2016: All policies for admission, progression, and clinical requirements are applied to all students. No policies are</td>
<td>May 2016: No action needed</td>
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</table>
| Policies are publicly accessible | Each semester the Nursing Student Handbook is provided to all students | Standard 3 team Course leads | Each semester January, May, September | Review of email and/or Blackboard postings of Student Handbook | **January 2016:** All PN students were sent the Nursing Student Handbook via email. ELA met  
**May 2016:** All PN students were provided the Nursing Student Handbook via email as well as postings in Bb courses. ELA met  
**September 2016:** All PN students were provided the Nursing Student Handbook via Bb postings by their course leads. ELA met  
**January 2017:** PN Handbook posted to some Bb course sites, but not all course leads uploaded the Handbook. ELA not met  
**May 2017:** Dean will send reminders with Handbook attached for course leads to share with students via Blackboard  
**May 2017:** No action needed |  
**May 2017:** No action needed |  
**January 2016:** No action needed  
**May 2016:** No action needed  
**September 2016:** No action needed  
**January 2017:** No action needed |
December 2016: PN Handbook updated and sent to course leads for posting to Bb site. Admin assistant sent Handbook to students via email group.

ELA met

September 2017:
PN handbook sent to all faculty and course leads are requested to post this to their Bb course. Handbook is discussed during first week of classes as well.

ELA met

January 2018:
PN Handbook sent to course leads to post on Blackboard. All faculty have access to the handbook and the contents are discussed in classes during the first week.

ELA met

Criterion 3.2: Public information is accurate, clear, consistent, and accessible, including the program’s accreditation status and the ACEN contact information.

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</tr>
</thead>
<tbody>
<tr>
<td>Public Information</td>
<td>The College web site <a href="http://www.bryantstratton.edu">www.bryantstratton.edu</a> includes accurate program information and ACEN accreditation</td>
<td>Standard 3 team</td>
<td>Bi-annual in May and December</td>
<td>Review of website</td>
<td>May 2016: The PN information on the web site is correct at <a href="https://www.bryantstratton.edu/degrees/diplomas/licensed-practical-nursing-diploma">https://www.bryantstratton.edu/degrees/diplomas/licensed-practical-nursing-diploma</a> The ACEN information is current and accurate for the ADN program. The PN</td>
<td>May 2016: No action needed</td>
</tr>
</tbody>
</table>

September 2017: No action needed

January 2018: No action needed
program is not in candidacy or accreditation status yet.
ELA met

**December 2016:**
https://www.bryantstratton.edu/degrees/diplomas/licensed-practical-nursing-diploma
appropriately describes the program and lists the program outcomes.
ELA met

**May 2017:**
https://www.bryantstratton.edu/degrees identifies the PN program and program outcomes, along with courses. The accreditation information is posted accurately at https://www.bryantstratton.edu/degrees/accreditation
ELA met

**December 2017:**
The ACNE is requesting that the program credit data be revised to include all courses rather than just major program courses. (this is how all other programs are reported) The system office is aware and will make this change. All other information is accurate, including the ACEN contact information.
ELA met

**December 2016:**
No action needed

**May 2017:**
No action needed

**December 2017:**
The system office will update the program information online and we will review this again in May, 2018.
<table>
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<tbody>
<tr>
<td>Communication of changes in the program or policies/ procedures</td>
<td>Students are notified of curriculum or policy revisions via at least two</td>
<td>Dean of Nursing Standard 3 team</td>
<td>Annual in December</td>
<td>Review of email, newsletters, Blackboard</td>
<td>December 2016: There were no curriculum revisions during this year. Students are provided with a new handbook each semester.</td>
<td>December 2016: No action needed</td>
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</table>

**Criterion 3.3:** Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

**Marketing materials provide accurate information about the PN program**

**Standard 3 team**

- **Bi-annual in May and December**
- **Review of marketing materials**
  - **May 2016:** PN marketing brochures accurately reflect the program requirements. ELA met
  - **December 2016:** PN marketing brochures accurately reflect the program requirements. ELA met
  - **May 2017:** System office and marketing director notified of updates required on marketing brochures. PN program credits and courses are listed and are accurate. ELA not met
  - **December 2017:** Marketing materials are updated and accurate. ELA met

**PLAN**

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<td>Communication of changes in the program or policies/ procedures</td>
<td>Students are notified of curriculum or policy revisions via at least two</td>
<td>Dean of Nursing Standard 3 team</td>
<td>Annual in December</td>
<td>Review of email, newsletters, Blackboard</td>
<td>December 2016: There were no curriculum revisions during this year. Students are provided with a new handbook each semester.</td>
<td>December 2016: No action needed</td>
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**IMPLEMENTATION**

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<tr>
<td>Communication of changes in the program or policies/ procedures</td>
<td>Students are notified of curriculum or policy revisions via at least two</td>
<td>Dean of Nursing Standard 3 team</td>
<td>Annual in December</td>
<td>Review of email, newsletters, Blackboard</td>
<td>December 2016: There were no curriculum revisions during this year. Students are provided with a new handbook each semester.</td>
<td>December 2016: No action needed</td>
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</table>
mechanisms within 3 weeks of implementation

postings in courses

ELA met

December 2017:
There were no curriculum revisions. The attendance policy was revised and students were notified of the change via email prior to the beginning of the fall term.

ELA met

December 2017:
No action needed

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<th>Criterion 3.4: Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery</th>
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<td><strong>PLAN</strong></td>
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<td>Component</td>
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<tr>
<td>Student services meet the needs of students</td>
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<td>September 2017:</td>
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<td>January 2018:</td>
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<td>May 2017:</td>
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<td>September 2017:</td>
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<td>January 2018:</td>
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The Learning Resource Center is available at Bayshore and Wauwatosa campuses

Standard 3 team

Twice annual in May and December

Validation of LRC presence

May 2016:

LRC available at Wauwatosa and Bayshore campuses and hours are posted outside the LRC. Students are introduced to the LRC during new student orientation and from faculty in class. Bayshore campus has a new LRC coordinator.

May 2016:

No action needed
<table>
<thead>
<tr>
<th>Library services are available to all nursing students</th>
<th>Standard 3 team</th>
<th>Annual in December</th>
<th>Review of library online and on campus availability</th>
<th>December 2016: Both campuses have a library with hours posted outside the door. All students have access to the online library with numerous resources and databases through Bb. ELA met</th>
<th>December 2016: No action needed</th>
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<td>December 2017: The LRC is available on both campuses. Hours are posted and include day, evening, and some weekend hours. Tutoring services as well as the mentor program is offered at both campuses. ELA met</td>
<td>December 2017: No action needed</td>
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</table>
Both campuses have a library with hours posted outside the door. All students have access to the online library with numerous resources and databases through Bb when they are on or off campus. ELA met

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</table>
| Student educational records     | 100% of nursing student records as identified in College policy 028 are maintained for six years in hard copy and then converted to permanent storage medium | Registrar Standard 3 team | Annually in August      | Review of student files                                  | August 2016: Registrar maintains all nursing student files with records as indicated in College policy. ELA met  
August 2017: Registrar maintains all nursing student files with records as indicated in College policy. ELA met  | August 2016: No action needed                                                                       |
|                                 |                                                                                                |                        |                         |                    | August 2017: No action needed                                                                           |                                                          |
**Criterion 3.6:** Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

**Criterion 3.6.1** A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available

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</thead>
<tbody>
<tr>
<td>Student loan repayment program</td>
<td>100% of nursing students receive information about, and complete, exit counseling</td>
<td>Financial Aid team Standard 3 team</td>
<td>Annually in December</td>
<td>Class visit Exit counseling completion spreadsheet</td>
<td><strong>December 2016:</strong> All students receive financial aid counseling with the clearing process prior to registering for classes. The graduating students receive an email with exit counseling information. ELA met</td>
<td><strong>December 2016:</strong> No action needed</td>
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<td><strong>December 2017:</strong> All students receive financial aid counseling with the clearing process prior to registering for classes. The graduating students receive an email with exit counseling information. ELA met</td>
<td><strong>December 2017:</strong> No action needed</td>
</tr>
<tr>
<td>College default rate will be less than the national proprietary sector for each year</td>
<td>System Office Standard 3 team</td>
<td>Annually in September</td>
<td>Report from Higher Ed to system office</td>
<td><strong>September 2016:</strong> Default rate is 18.4% for 3 year cohort ELA not met</td>
<td><strong>September 2016:</strong> Action plan per College</td>
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<td><strong>September 2017:</strong> Default rate for the College remains above the national; default rate for the Milwaukee market student population is much lower. The College has developed an action plan to improve this. The action plan will be shared with the ACEN during the site evaluation visit. ELA not met</td>
<td><strong>September 2017:</strong> Action plan per College report</td>
<td></td>
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</table>
### Criterion 3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

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<tbody>
<tr>
<td>Students are informed of responsibilities</td>
<td>100% of nursing students who accept financial aid receive information pertaining to their responsibilities regarding financial assistance received for educational purposes while at BSC</td>
<td>Financial Aid team Standard 3 team</td>
<td>Annually in September</td>
<td>Review of records with financial aid office</td>
<td>September 2016: 100% of nursing students complete the financial aid clearing process. After they complete the FASFA they complete the DOE entrance counseling, receive an award letter, and an aggregate level counseling sheet which clearly outline the debt incurred and the repayment amount, and they sign the master promissory note acknowledging their ethical responsibility to repay the financial aid received. ELA met. September 2017: 100% of nursing students complete the financial aid clearing process. After they complete the FASFA they complete the DOE entrance counseling, receive an award letter, and an aggregate level counseling sheet which clearly outline the debt incurred and the repayment amount, and they sign the master promissory note acknowledging their ethical responsibility to repay the financial aid received.</td>
<td>September 2016: No action needed</td>
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<tr>
<td>Component</td>
<td>Expected Level of Achievement</td>
<td>Person Responsible</td>
<td>Frequency of Assessment</td>
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<tr>
<td>Compliance of financial aid records</td>
<td>All student financial aid records are maintained in double lock location</td>
<td>Financial Aid team</td>
<td>Annually in September</td>
<td>Review of financial aid processes and records</td>
<td>September 2016: All nursing student financial aid records are maintained in a double lock location. ELA met</td>
<td>September 2016: No action needed</td>
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<tr>
<td></td>
<td></td>
<td>Standard 3 team</td>
<td></td>
<td></td>
<td>September 2017: All nursing student financial aid records are maintained in a double lock location. ELA met</td>
<td>September 2017: No action needed</td>
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<td></td>
<td>Financial aid records are maintained in hard copy for six years</td>
<td>Financial Aid team</td>
<td>Annual in September</td>
<td>Review of financial aid processes and records</td>
<td>September 2016: All nursing student financial aid records are maintained for at least six years. ELA met</td>
<td>September 2016: No action needed</td>
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<td></td>
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<td>Standard 3 team</td>
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<td>September 2017: All nursing student financial aid records are maintained for at least six years. ELA met</td>
<td>September 2017: No action needed</td>
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</table>
All nursing student financial aid records are maintained for at least six years. ELA met

### Criterion 3.7: Records reflect that program complaints and grievances receive due process and include evidence of resolution

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</table>
| Student complaints | 100% of formal student complaints are responded to within two weeks | Dean of Nursing | Annual in August | Review of student complaints and follow-up | **August 2016:** No student complaints have been received this year. ELA met  
**August 2017:** No formal complaints have been received this year. One student contacted the EAB and the Dean of Nursing and Dean of Student Services responded promptly. There was no action required by the EAB. ELA met | **August 2016:** No action needed  
**August 2017:** No action needed |
| Common themes from listening sessions are shared with students and/or faculty via newsletter and/or email | Dean of Nursing | Annual in August | Review of emails and newsletters | **August 2016:** Email and follow-up discussion 3/24/16; 5/26/16; 6/30/16. ELA met  
**August 2017:** The Dean of Nursing sends an email to all faculty with summaries of listening sessions. Individual faculty are contacted as needed when feedback is received ELA met | **August 2016:** No action needed  
**August 2017:** No action needed |
<table>
<thead>
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<th>Frequency of Assessment</th>
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</table>
| Technology orientation and support | 100% of nursing students are provided with online learning resources in at least two ways | Faculty Standard 3 team | Each semester April, August, December | Review of Bb, Elsevier, and other course materials | **April 2016:** All students were provided access and instructions for Elsevier resources online and for Blackboard resources. ELA met  
**August 2016:** All students have access to Elsevier resources, Blackboard tutorials, and online library access. ELA met  
**December 2016:** All students have access to email, Blackboard, online library, and student resources through Bb. SMARTTHINKING is available to all students. Elsevier resources are available to all students. ELA met  
**April 2017:** All students have access to email, Blackboard, online library, and student resources through Bb. SMARTTHINKING is available to all students. Elsevier resources are available to all students. | **April 2016:** No action needed  
**August 2016:** No action needed  
**December 2016:** No action needed  
**April 2017:** No action needed |
| At least 60% of students who respond | Standard 3 team | Annually in August | Annual student survey | August 2016: Bayshore - 10/10 (100%) Wauwatosa - 45/46 (98%) | August 2016: Faculty will create a survey to add nursing program enrollment |
| August 2017: All students have access to email, Blackboard, online library, and student resources through Bb. SMARTHINKING is available to all students. Elsevier resources are available to all students. Resources and accessing email and online services are discussed at new student orientation and also are provided in Bb. ELA met |
| December 2017: All students have access to email, Blackboard, online library, and student resources through Bb. SMARTHINKING is available to all students. Elsevier resources are available to all students. Resources and accessing email and online services are discussed at new student orientation and also are provided in Bb. Graduating students have online access to ATI resources. ELA met |
| August 2017: No action needed |
| December 2017: No action needed |
to the annual resources survey indicate they have adequate access to technology and support.

Annual Resource Survey Results Summary document

Total - 55/56 (98%)
Data not aggregated for program, however, so this data includes PN and ADN students.
ELA met

**August 2017:**
Bayshore - 19/28 (68%)
Wauwatosa - 20/27 (74%)
Total - 42/79 (53%)

Data for individual campuses indicates ELA is met; this data is for PN students only and is based upon 79 total respondents out of 185 total PN students with response rate 43% overall (27 from Tosa, 28 from Bayshore, and 4 who did not identify a campus location)
ELA met for each campus

so data can be separated by program.

**August 2017:**
Continue to provide technology support to students.
<table>
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<tbody>
<tr>
<td>NA- no distance ed requirement</td>
<td>NA</td>
<td>no</td>
<td>NA</td>
<td>NA</td>
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SYSTEMATIC PLAN FOR PROGRAM EVALUATION

Standard 4

ACEN Standard 4. Curriculum
The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

Criterion 4.1: Consistent with contemporary practice, the curriculum incorporates established professional standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.

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<tbody>
<tr>
<td>The curriculum incorporates established professional standards, guidelines, and competencies</td>
<td>100% of PN courses incorporate QSEN competencies</td>
<td>Course leads</td>
<td>Annual in September</td>
<td>Review of course content, clinical evaluation tools</td>
<td><strong>September 2016:</strong> All course outcomes align with QSEN, and all courses include QSEN competencies in content. All clinical evaluation tools reflect each of the QSEN competencies. ELA met</td>
<td><strong>September 2016:</strong> No action needed</td>
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<td>Table 4.1.1: Alignment of QSEN with course outcomes</td>
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<tr>
<td>All NLN PN competencies are reflected in the PN course and program student learning outcomes</td>
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<td><strong>September 2016:</strong> All program outcomes are aligned with NLN PN competencies and all clinical evaluation tools include alignment to NLN competencies. ELA met</td>
<td><strong>September 2016:</strong> No action needed</td>
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<td><strong>September 2017:</strong> No action needed</td>
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</table>

531
<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course leads</td>
<td>Annual in September</td>
<td>Review of course content, clinical evaluation tools, Table 4.1.3 Alignment of NPSG with course outcomes, September 2016: All LPVN courses incorporate NPSG content, examples, and experiences (for clinical courses). ELA met, September 2017: All LPVN courses incorporate NPSG content, examples, and experiences (for clinical courses). ELA met</td>
</tr>
<tr>
<td>PN program student learning outcomes</td>
<td>Standard 4 team</td>
<td>Annual in December</td>
</tr>
</tbody>
</table>

Competencies and all clinical evaluation tools include alignment to NLN competencies. ELA met.
**Criterion 4.2:** The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

<table>
<thead>
<tr>
<th>PLAN</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component</strong></td>
<td><strong>Expected Level of Achievement</strong></td>
</tr>
<tr>
<td>Student learning outcomes organize the curriculum</td>
<td>100% of course outcomes are directly related to the student learning outcomes</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Student achievement of program outcomes is evaluated at the end of each semester by faculty and action plans are created for classroom instruction based on the findings</td>
<td>Course leads</td>
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<tr>
<td>Course lead for LPVN 100 and LPVN 101 discussed offering a boot camp for incoming 2nd semester students prior to the term beginning. See meeting minutes 2/5/17. PN Predictor data shared with the team via email on 5/4/17. Follow-up action plans to be developed. ELA met</td>
<td>See Winter 2017 PN Predictor data and action plan for incorporating mental health.</td>
</tr>
<tr>
<td>August 2017: Drop in unofficial NCLEX pass rate resulted in significant action plan for improvement. End-of-program student learning outcome data being reviewed. ELA met</td>
<td>August 2017: Significant action plan for NCLEX improvement 7/10/17 meeting minutes</td>
</tr>
<tr>
<td>December 2017: See meeting minutes from 12/4/17 and 12/7/17. No concerns were expressed related to achievement of SLOs. NCLEX pass rate anticipated to improve with interventions implemented. ELA met</td>
<td>December 2017: No additional action plan needed</td>
</tr>
</tbody>
</table>
**Criterion 4.3:** The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty develop the curriculum and regularly review the curriculum for integrity</td>
<td>Faculty and course team meetings are conducted at least once per semester to review the curriculum</td>
<td>Dean of Nursing Course leads</td>
<td>Each semester April, August, December</td>
<td>Review of faculty and course team meeting minutes</td>
<td>April 2016: LPVN 100 team meetings occurred every 1-3 weeks, via email, phone, or in person, to discuss course issues. Course lead and faculty meetings are conducted at least monthly ELA met</td>
<td>April 2016: No action needed</td>
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<td>August 2016: Frequent LPVN 100 team meetings; course lead and faculty meetings monthly; LPVN 101 team meeting held at beginning and end of term, with additional conversations throughout the semester. ELA met</td>
<td>August 2016: No action needed</td>
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<td>December 2016: All course team members met during the semester. LPVN course leads met at end-of-term ELA met</td>
<td>December 2016: No action needed</td>
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<td>April 2017: PN faculty meetings in March and April included curriculum discussions; course team meetings occurred on campus at BOT and end-of-term, and frequently through email discussion</td>
<td>April 2017: Course leads will be reminded to take meeting minutes from course team meetings.</td>
</tr>
<tr>
<td>The curriculum is reviewed for rigor</td>
<td>Course completion rate is 85% or better for all LPVN courses</td>
<td>Course leads</td>
<td>Each semester April, August, December</td>
<td>Review of course completion, evaluation tools (exams, clinical evaluations)</td>
<td>April 2016: Course completion &lt;br&gt;LPVN 100 - &lt;85%&lt;br&gt;See Table 4.3&lt;br&gt;ELA not met</td>
<td>August 2016: &lt;br&gt;Numerous actions taken to improve course completion in LPVN 100. See Table 4.3</td>
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<tr>
<td>April 2017:</td>
<td>April 2017:</td>
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<tr>
<td>Course completion</td>
<td>Action plans in LPVN 100 and 101 did not result in improvement. See Table 4.3 for strategies to be implemented in Spring 2017</td>
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<tr>
<td>LPVN 100 - 73%</td>
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<td>LPVN 101 - 60%</td>
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<tr>
<td>LPVN 105 - 82%</td>
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<tr>
<td>LPVN 110 - 98%</td>
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<tr>
<td>LPVN 115 - 100%</td>
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<td>LPVN 120 - 100%</td>
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<td>LPVN 130 - 100%</td>
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<tr>
<td>NURS 125 - 64%</td>
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<tr>
<td>Decreased course completion noted in LPVN 100, 101, 105, NURS 125. See Table 4.3 for data and action plans</td>
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<tr>
<td>ELA not met</td>
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<table>
<thead>
<tr>
<th>August 2017:</th>
<th>August 2017:</th>
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</thead>
<tbody>
<tr>
<td>Course completion</td>
<td>See action plans in Table 4.3</td>
</tr>
<tr>
<td>LPVN 100 - 55%</td>
<td></td>
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<tr>
<td>LPVN 101 - 54%</td>
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<tr>
<td>LPVN 105 - 63%</td>
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<tr>
<td>LPVN 110 - 89%</td>
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<tr>
<td>LPVN 115 - 73%</td>
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<tr>
<td>LPVN 120 - 93%</td>
<td></td>
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<tr>
<td>LPVN 130 - 71%</td>
<td></td>
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<tr>
<td>NURS 125 - 79%</td>
<td></td>
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<tr>
<td>Improvement noted in NURS 125; ELA not met</td>
<td></td>
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<tr>
<td>for LPVN 100, LPVN 101, LPVN 105, LPVN 115, LPVN 130, NURS 125</td>
<td></td>
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<tr>
<td>Increase in rigor this term, additional study sessions offered with low attendance</td>
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<tr>
<td>ELA not met</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>December 2017:</th>
<th>December 2017:</th>
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</thead>
<tbody>
<tr>
<td>Course completion</td>
<td>Despite action plans, we are not meeting the benchmark. Improvement noted in the majority of courses. Faculty will discuss options and action plan in Winter term.</td>
</tr>
<tr>
<td>LPVN 100 - 52%</td>
<td></td>
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<tr>
<td>LPVN 101 - 60%</td>
<td></td>
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<tr>
<td>LPVN 105 - 76%</td>
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<tr>
<td>LPVN 110 - 96%</td>
<td></td>
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<tr>
<td>LPVN 115 - 91%</td>
<td></td>
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<tr>
<td>LPVN 120 - 97%</td>
<td></td>
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<tr>
<td>LPVN 130 - 91%</td>
<td></td>
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<tr>
<td><strong>NURS 125</strong></td>
<td>53% Improvement noted in 6 courses with decline noted in two courses. 4 courses met the benchmark ELA not met</td>
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<tr>
<td><strong>100% of courses meet the expectations for the appropriate BSC Rigor Framework</strong></td>
<td>Course leads</td>
</tr>
<tr>
<td><strong>At least 75% of final semester students earn at least 82% predictability of passing NCLEX on PN Predictor</strong></td>
<td>Course leads</td>
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</table>
### August 2017:
7/30 (23%) earned 82% or higher predictability of passing NCLEX PN.
Unofficial data collection results of NCLEX PN pass rate indicate a decline in pass rate for April 2017 graduates. All program faculty involved in increasing rigor and preparing students for NCLEX.
ELA not met

### December 2017:
21/35 (60%) earned 82% or higher predictability of passing NCLEX PN.
Adjusted group score higher for this cohort compared to the last two groups. 14/14 (100%) students from August have passed NCLEX so far.
ELA not met

---

<table>
<thead>
<tr>
<th>The curriculum is regularly reviewed by faculty for currency</th>
<th>100% of clinical site experiences incorporate NPSG and QSEN competencies</th>
<th>Clinical faculty</th>
<th>Each semester April, August, December for first year (2016) and then each May and December thereafter</th>
<th>Examples from clinical sites regarding currency and safety initiatives</th>
<th>April 2016: 2 clinical sites used this semester and both (100%) provide evidence of and opportunities for students to participate in NPSG and QSEN activities. ELA met</th>
<th>April 2016: No action needed</th>
</tr>
</thead>
</table>

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Table 4.3.2A- Meeting NPSG in Clinical
Table 4.3.2B- Examples of QSEN in PN Clinical Experiences

### August 2017:
Comparison of items answered correctly and incorrectly. Increase exam rigor implemented toward middle of term. Increase emphasis on NCLEX Review strategies and resources. Continue to offer study sessions and test-taking strategy sessions. Increase emphasis on preparation for ATI in all 3rd semester courses.

### December 2017:
Faculty strategies for improving NCLEX are working. Faculty will discuss ATI Predictor during Winter term and consider benchmark revisions.

---

incorporation of mental health concepts was included on the document for Winter 2017 Predictor Data.
| Criterion 4.4: The curriculum includes general education courses/concepts that enhance professional nursing knowledge and practice |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| **Component** | **Expected Level of Achievement** | **Person Responsible** | **Frequency of Assessment** | **Assessment Methods** | **Results of Data Collection and Analysis** | **Actions For Program Development, Maintenance, or Revision** |
| General education courses enhance nursing | 100% of general education courses include a | Standard 4 team | Annual in December | Table 4.4- General Education Outcomes Aligned with PN SLO | **December 2016:** 5/5 (100%) general education courses include a course outcome which supports student | **December 2016:** No action needed |

| 100% of NCLEX test plan items are included in topics covered in the PN program | Course leads | Annual in September | Table 4.3.3- PN Curriculum Alignment with NCLEX | September 2016: All NCLEX-PN test plan items are addressed in the PN program content. ELA met | September 2016: No action needed |
| December 2016: 7/7 (100%) plus simulation provide evidence of and opportunities for students to participate in NPSG and QSEN activities. ELA met | December 2017: |
| May 2017: 9/9 (100%) plus simulation provide evidence of and opportunities for students to participate in NPSG and QSEN activities. ELA met | May 2017: No action needed |
| September 2016: No action needed | September 2017: No action needed |
| **Criterion 4.4:** The curriculum includes general education courses/concepts that enhance professional nursing knowledge and practice | **PLMN IMPLEMENTATION** | **Component** | **Expected Level of Achievement** | **Person Responsible** | **Frequency of Assessment** | **Assessment Methods** | **Results of Data Collection and Analysis** | **Actions For Program Development, Maintenance, or Revision** |
| General education courses enhance nursing | 100% of general education courses include a | Standard 4 team | Annual in December | Table 4.4- General Education Outcomes Aligned with PN SLO | **December 2016:** 5/5 (100%) general education courses include a course outcome which supports student | **December 2016:** No action needed |
Knowledge and practice outcome which prepares students to achieve the nursing student learning outcomes

<table>
<thead>
<tr>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of PN courses include content and/or clinical evaluation for nursing care related to culture, ethnic, religious, or other diversity concepts</td>
<td>Standard 4 team</td>
<td>Annual in December</td>
<td>Review of clinical evaluation tools, course syllabi content</td>
<td>December 2016: 8/8 (100%) PN curriculum nursing courses include content related to diversity concepts. 5/5 (100%) clinical evaluation tools include an assessment of student performance related to providing nursing care in consideration of diversity concepts (culture, ethnicity, religion, etc.) ELA met</td>
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</tbody>
</table>

Criterion 4.5: The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

<table>
<thead>
<tr>
<th>PLAN</th>
<th>IMPLEMENTATION</th>
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</thead>
<tbody>
<tr>
<td>Component</td>
<td>Expected Level of Achievement</td>
</tr>
<tr>
<td>The curriculum includes cultural, ethnic, and socially diverse concepts</td>
<td>100% of PN courses include content and/or clinical evaluation for nursing care related to culture, ethnic, religious, or other diversity concepts</td>
</tr>
</tbody>
</table>

December 2017: No change in general education courses or requirements ELA met

December 2017: No action needed
| At least 75% of students completing the clinical site evaluation indicate the clinical site provided a variety of cultural experiences with a score of 3 or 4 (scale 0-4) | Standard 4 team | Each semester April, August, December | Review of student feedback surveys Clinical Site evaluations question #1- number of students completing survey compared to number of responses rated 3 or 4 (agree or strongly agree) | April 2016: Students who completed the survey agreed or strongly agreed to item #1 LPVN 100-18/25 (72%) ELA not met  
August 2016: Students who completed the survey agreed or strongly agreed to item #1 LPVN 100-28/35 (80%) LPVN 101-14/17 (82%) Improvement noted in LPVN 100. ELA met  
December 2016: Students who completed the survey agreed or strongly agreed to item #1 LPVN 100-32/34 (94%) LPVN 101-31/41 (76%) LPVN 115-10/15 (67%) LPVN 120-12/13 (92%) LPVN 130-10/15 (67%) ELA not met for LPVN 115/130  
April 2017: Students who completed the survey agreed or strongly agreed to item #1 LPVN 100-38/50 (76%) LPVN 101-30/44 (68%) LPVN 115-20/26 (76%) LPVN 120- not completed LPVN 130-22/24 (91%) Improvement noted in LPVN 130. Students completed lab form instead of clinical feedback form in  
| April 2016: First semester of course offering. Will review next semester for a trend. Will remind students of value of feedback to elicit greater participation. Faculty will include more discussion of diverse concepts related to client care in LTC facilities. | April 2016: No action needed  
August 2016: No action needed  
December 2016: No trend noted. Will monitor clinical sites, encourage clinical faculty to incorporate cultural diversity into post-conferences  
April 2017: Course leads will share data with their teams and strategize on opportunities to address cultural variations with students during clinical. LPVN 120 faculty will be reminded to have students complete the clinical feedback form rather than the lab feedback. |
LPVN 120. Reduction in scores for LPVN 100 and 101.
ELA not met

**August 2017:**
Students who completed the survey agreed or strongly agreed to item #1
LPVN 100- 22/23 (96%)
LPVN 101- 34/44 (77%)
LPVN 115- 18/21 (85%)
LPVN 120- not completed
LPVN 130- 11/13 (85%)
ELA met except for LPVN 120 completed incorrect surveys

**December 2017:**
Students who completed the survey agreed or strongly agreed to item #1
LPVN 100- 20/32 (62.5%)
LPVN 101- 17/25 (68%)
LPVN 115- 24/28 (85.7%)
LPVN 120- not completed
LPVN 130- 15/15 (100%)
ELA not met

**August 2017:**
Dean of Nursing will remind LPVN 120 faculty of the correct survey forms

**December 2017:**
Faculty will discuss action plans in Winter semester

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**Criterion 4.6:** The curriculum and instructional processes reflect educational theory, inter-professional collaboration, research, and current standards of practice.

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<thead>
<tr>
<th>PLAN</th>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td><strong>Component</strong></td>
<td><strong>Expected Level of Achievement</strong></td>
</tr>
<tr>
<td>Instructional processes reflect educational theory</td>
<td>At least 75% of faculty observation scores are 1.5 or higher,</td>
</tr>
<tr>
<td>Date</td>
<td>Observation Scores</td>
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</tr>
<tr>
<td>August 2016:</td>
<td>8/10 (80%)</td>
</tr>
<tr>
<td>December 2016:</td>
<td>12/13 (92%)</td>
</tr>
<tr>
<td>April 2017:</td>
<td>4/6 (67%)</td>
</tr>
<tr>
<td>August 2017:</td>
<td>6/9 (67%)</td>
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<tr>
<td>December 2017:</td>
<td>3/6 (50%)</td>
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</tbody>
</table>

At least 75% of students

At least 75% of students, Dean of Nursing, Each semester, Review of student feedback surveys

- August 2016: No action needed
- December 2016: No action needed
- April 2017: Faculty create action plans to address areas of improvement based on feedback from the class observation. Follow-up observations occur in accordance to College policy or more frequent if deemed necessary
- August 2017: Faculty receive suggestions for improvement in the class observation rubric; the Dean of Nursing and faculty/program administrator follow-up with faculty to address concerns and to offer mentoring and support
- December 2017: Dean of Nursing and program administrator will continue to provide teaching support and strategies, repeat observations if needed, and follow College policy for observations with new faculty.
| who complete the course evaluation indicate the instructor uses varied instructional methods (group discussions, group projects, student-led presentations, question and answer, outside workplace resources) | Standard 4 team | April, August, December | Course evaluation surveys item #7 - number of students responding with a rating of 2 or better compared to total number of students who participated | Students rating #7 with a “2” or better LPVN 100 - Lecture 22/23 (96%) Lab 23/23 (100%) Overall 45/46 (98%) ELA met  
**August 2016:** Students rating #7 with a “2” or better LPVN 100 - Lecture 34/37 (92%) Lab 32/36 (88%) Overall 66/73 (90%)  
**LPVN 101 - Lecture 14/18 (77%)**  
**LPVN 110 - Lecture 6/6 (100%)**  
Not all sections participated in surveys. ELA met  
**December 2016:** Students rating #7 with a “2” or better LPVN 100 - Lecture 34/35 (97%) Lab 33/33 (100%) Overall 67/68 (99%)  
**LPVN 101 - 36/42 (86%)**  
**LPVN 105 - 35/35 (100%)**  
**LPVN 110 - 36/36 (100%)**  
**LPVN 115 - 11/11 (100%)**  
**LPVN 120 - 15/15 (100%)**  
**LPVN 130 - 16/16 (100%)**  
**NURS 125 - 73/73 (100%)**  
Improved data collection this semester ELA met  
**April 2017:** Students rating #7 with a “2” or better LPVN 100 - Lecture 47/49 (95%)  
**August 2016:** Remind faculty to provide students with class time to complete the surveys at the end of the term.  
**December 2016:** No action needed  
**April 2017:** No action needed |
Lab 41/48 (85%)  
Overall 88/97 (91%)  
LPVN 101- 34/44 (77%)  
LPVN 105- 3/3 (100%)  
LPVN 110- 17/19 (89%)  
LPVN 115- 27/27 (100%)  
LPVN 120- 54/57 (94%)  
LPVN 130- 25/25 (100%)  
NURS 125- 28/28 (100%)  
ELA met

**August 2017:** 
Students rating #7 with a “2” or better  
LPVN 100-  
Lecture 23/23 (100%)  
Lab 18/24 (75%)  
Overall 41/47 (87%)  
LPVN 101- 41/43 (95%)  
LPVN 105- 32/33 (96%)  
LPVN 110- 11/11 (100%)  
LPVN 115- 16/16 (100%)  
LPVN 120- 40/40 (100%)  
LPVN 130- 13/13 (100%)  
NURS 125- 9/10 (90%)  
ELA met

**December 2017:** 
Students rating #7 with a “2” or better  
LPVN 100-  
Lecture 30/31 (97%)  
Lab 29/30 (97%)  
Overall 59/61 (97%)  
LPVN 101- 20/25 (80%)  
LPVN 105- 15/17 (88%)  
LPVN 110- 8/8 (100%)  
LPVN 115- 26/26 (100%)  
LPVN 120- 22/22 (100%)  
LPVN 130- 27/27 (100%)  
NURS 125- no data obtained  
ELA met for all courses except NURS 125 with no data

**August 2017:**  
No action needed

**December 2017:**  
Dean of Nursing will remind faculty via email and in faculty meetings to provide students with the feedback survey
<p>| The curriculum reflects inter-professional collaboration | At least 75% of students who complete the clinical student feedback survey agree or strongly agree that their clinical experience provided opportunities for inter-professional collaboration | Dean of Nursing Standard 4 team | Each semester April, August, December | Review of student feedback surveys Clinical site evaluation Percentage of students who respond with a “2” or higher on item 6 as a result of this clinical I am improving my skills on working with other health care providers | April 2016: Students rating #6 with a “2” or better in clinical LPVN 100- 20/25 (80%) ELA met | April 2016: No action needed | April 2016: No action needed | April 2017: Dean will remind LPVN 120 faculty to provide students with the clinical feedback survey | April 2017: Dean will remind LPVN 120 faculty to provide students with the clinical feedback survey | August 2016: Students rating #6 with a “2” or better in clinical LPVN 100- 33/37 (89%) LPVN 101- 16/17 (94%) Improvement in LPVN 100. ELA met | December 2016: No action needed | December 2016: No action needed | August 2017: Students rating #6 with a “2” or better in clinical LPVN 100- 46/51 (90%) LPVN 101- 42/43 (97%) LPVN 120- not completed LPVN 115- 23/26 (88%) LPVN 130- 21/24 (87%) ELA met except LPVN 120 completed lab survey by accident | August 2017: Students rating #6 with a “2” or better in clinical LPVN 100- 23/23 (100%) LPVN 101- 41/44 (93%) LPVN 120- not completed LPVN 115- 20/21 (95%) LPVN 130- 13/13 (100%) ELA met except LPVN 120 completed lab survey by accident | August 2017: Dean will remind LPVN 120 faculty to provide students with the clinical feedback survey | August 2017: Dean will remind LPVN 120 faculty to provide students with the clinical feedback survey |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
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<tbody>
<tr>
<td>December 2017:</td>
<td>Students rating #6 with a “2” or better in clinical LPVN 100- 30/31 (97%) LPVN 101- 22/25 (88%) LPVN 120- not completed LPVN 115- 27/28 (96%) LPVN 130- 15/15 (100%) ELA met except for LPVN 120 with no data obtained</td>
</tr>
<tr>
<td>December 2017:</td>
<td>New faculty teaching in LPVN 120 for Winter- Dean of Nursing will remind faculty in email and team meetings to provide students with appropriate feedback surveys in class to maximize participation</td>
</tr>
<tr>
<td>The curriculum incorporates research</td>
<td>At least 75% of students who complete the clinical site evaluation indicate that they used research to guide patient care and patient care planning</td>
</tr>
<tr>
<td>Dean of Nursing</td>
<td>Standard 4 team</td>
</tr>
<tr>
<td>Each semester</td>
<td>April, August, December</td>
</tr>
<tr>
<td>Review of student feedback surveys Clinical site evaluations responses to item # 4- number of students completing the survey compared to number of responses of agree or strongly agree</td>
<td></td>
</tr>
<tr>
<td>April 2016:</td>
<td>Students rating #4 with agree or strongly agree LPVN 100- 23/25 (92%) ELA met</td>
</tr>
<tr>
<td>August 2016:</td>
<td>Students rating #4 with agree or strongly agree LPVN 100- 34/37 (92%) LPVN 101- 16/17 (94%) ELA met</td>
</tr>
<tr>
<td>December 2016:</td>
<td>Students rating #4 with agree or strongly agree LPVN 100- 30/34 (88%) LPVN 101- 36/41 (88%) LPVN 120- 13/14 (93%) LPVN 130- 14/15 (93%) ELA met</td>
</tr>
<tr>
<td>April 2017:</td>
<td>Students rating #4 with agree or strongly agree LPVN 100- 43/51 (84%) LPVN 101- 38/45 (84%) LPVN 115- 24/28 (85%) LPVN 120- not completed LPVN 130- 24/24 (100%) ELA met except LPVN 120 completed lab survey instead of clinical</td>
</tr>
<tr>
<td>April 2017:</td>
<td>Dean will remind LPVN 120 course leads to administer clinical survey for next semester</td>
</tr>
<tr>
<td>April 2016:</td>
<td>No action needed</td>
</tr>
<tr>
<td>August 2016:</td>
<td>No action needed</td>
</tr>
<tr>
<td>December 2016:</td>
<td>No action needed</td>
</tr>
<tr>
<td>April 2017:</td>
<td>No action needed</td>
</tr>
</tbody>
</table>
August 2017:
Students rating #4 with agree or strongly agree
LPVN 100 - 21/23 (91%)
LPVN 101 - 40/44 (91%)
LPVN 115 - 21/21 (100%)
LPVN 120 - not completed
LPVN 130 - 13/13 (100%)
ELA met except LPVN 120 completed lab survey instead of clinical

December 2017:
Students rating #4 with agree or strongly agree
LPVN 100 - 24/32 (75%)
LPVN 101 - 21/25 (84%)
LPVN 115 - 26/29 (90%)
LPVN 120 - not completed
LPVN 130 - 15/15 (100%)
ELA met except LPVN 120 and decline noted in all courses except LPVN 130

December 2016:
No action needed
December 2017:
No action needed

The curriculum reflects current standards of practice
Student feedback surveys reflect an average score of 2 or better (on scale 0-4) on #9.
Work taught

Course leads
Standard 4 team

Annual in December

Review of course syllabi, assignments, e-portfolio
Table 4.6: Authentic Assessments in PN program

December 2016:
8/8 (100%) of nursing courses include an authentic assessment.
ELA met

December 2017:
8/8 (100%) of nursing courses include an authentic assessment.
ELA met

April 2016:
Average score item #9
LPVN 100-
Lecture 2.69
Lab 3.78
Overall 3.24
ELA met

April 2016:
No action needed

Dean of Nursing
Standard 4 team

Each semester
April, August, December

Review of student feedback survey results for course evaluation
and assessed by the instructor helps me to demonstrate job-related skills and behaviors (course evaluation)

<table>
<thead>
<tr>
<th>Date</th>
<th>Average score item #9 LPVN 100</th>
<th>Lecture</th>
<th>Lab</th>
<th>Overall</th>
<th>LPVN 101</th>
<th>LPVN 110</th>
<th>LPVN 115</th>
<th>LPVN 120</th>
<th>LPVN 130</th>
<th>NURS 125</th>
<th>ELA met</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2016:</td>
<td>2.9</td>
<td>3.03</td>
<td>1.9</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>December 2016:</td>
<td>3.3</td>
<td>3.7</td>
<td>1.8</td>
<td>3.8</td>
<td>3.9</td>
<td>3.5</td>
<td>3.8</td>
<td>3.5</td>
<td>3.9</td>
<td>3.66</td>
<td></td>
</tr>
<tr>
<td>April 2017:</td>
<td>3.2</td>
<td>2.9</td>
<td>3.0</td>
<td>3.31</td>
<td>3.66</td>
<td>3.42</td>
<td>3.81</td>
<td>3.4</td>
<td>3.84</td>
<td>3.68</td>
<td></td>
</tr>
<tr>
<td>August 2017:</td>
<td>2.95</td>
<td>3.125</td>
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</tbody>
</table>

August 2016: Monitor for trend with next semester offering for LPVN 101

December 2016: LPVN 101 instructor will implement more interactive activities and case studies to help integrate nursing practice and job-related skills

April 2017: No action needed

August 2017: No action needed
**Criterion 4.7:** Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.

<table>
<thead>
<tr>
<th>PLAN</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component</strong></td>
<td><strong>Expected Level of Achievement</strong></td>
</tr>
<tr>
<td>Evaluation methodologies are varied</td>
<td>All courses include at least three different means of evaluating student performance</td>
</tr>
</tbody>
</table>

December 2017: New faculty will be assigned to LPVN 101 next semester. Will re-evaluate data at that time. NURS 125 faculty will be reminded to provide students with the feedback survey in class.

<p>| | | | | | | |</p>
<table>
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</table>

Overall- 3.11
LPVN 101- 2.11
LPVN 105- 2.69
LPVN 110- 4.0
LPVN 115- 3.75
LPVN 120- 3.85
LPVN 130- 3.38
NURS 125- 2.7
ELA met

December 2017:
Average score item #9
LPVN 100-
Lecture- 2.7
Lab- 3.6
Overall- 3.11
LPVN 101- 1.92
LPVN 105- 2.88
LPVN 110- 3.9
LPVN 115- 3.5
LPVN 120- 3.72
LPVN 130- 3.39
NURS 125- no data obtained ELA not met for LPVN 101 and for NURS 125 with no data obtained
**Criterion 4.8:** The total number of credit/quarter/clock hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization’s accrediting agency.

<table>
<thead>
<tr>
<th>PLAN</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td>Expected Level of Achievement</td>
</tr>
<tr>
<td>The number of credit hours is congruent with the attainment of end-of-program student learning outcomes and</td>
<td>100% of the PN program courses are offered every semester to ensure students can complete the program according to the degree plan</td>
</tr>
</tbody>
</table>

| toward course outcomes and program SLO | 8/8 (100%) of nursing courses include at least 3 different evaluation methods. ELA met | All clinical evaluation tools include the alignment to SLO and evaluate the student performance of practical nursing expectations | Standard 4 team | Annual in December | Review of clinical evaluation tools | December 2016: 5/5 (100%) clinical evaluation tools include the alignment of the course outcome with the SLO and student performance indicators are identified. ELA met | December 2016: No action needed |

<p>| | | | | | December 2017: 5/5 (100%) clinical evaluation tools include the alignment of the course outcome with the SLO and student performance indicators are identified. ELA met | December 2017: No action needed |</p>
<table>
<thead>
<tr>
<th>Period</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2016:</td>
<td>All courses in the PN program are now offered. All liberal arts, PN and NURS 125 have several sections to choose from. The degree plan can be completed as published. ELA met</td>
</tr>
<tr>
<td>January 2017:</td>
<td>All courses in the PN program, LPVN, NURS, BIOL, and liberal arts, are offered with multiple sections available. The degree plan can be completed as published. ELA met</td>
</tr>
<tr>
<td>May 2017:</td>
<td>All courses in the PN program, LPVN, NURS, BIOL, and liberal arts, are offered with multiple sections available. The degree plan can be completed as published. ELA met</td>
</tr>
<tr>
<td>September 2017:</td>
<td>All courses in the PN program, LPVN, NURS, BIOL, and liberal arts, are offered with multiple sections available. The degree plan can be completed as published. ELA met</td>
</tr>
</tbody>
</table>

No action needed

No action needed

No action needed

No action needed
<table>
<thead>
<tr>
<th>The number of credit hours is consistent with BSC policies</th>
<th>The PN program requires between 30 and 45 credits</th>
<th>Standard 4 team</th>
<th>Annual in January</th>
<th>Review of degree plan and College Catalog for diploma program requirements</th>
<th><strong>January 2016:</strong> The PN program is 41 credits and falls within the College requirements of 30-45. ELA met</th>
<th><strong>January 2016:</strong> No action needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 2017:</strong> The PN program is 41 credits and falls within the College requirements of 30-45. ELA met</td>
<td><strong>January 2017:</strong> No action needed</td>
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</tr>
<tr>
<td><strong>January 2018:</strong> The PN program is 41 credits and falls within the College requirements of 30-45. ELA met</td>
<td><strong>January 2018:</strong> No action needed</td>
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</tbody>
</table>
**Criterion 4.9:** Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

<table>
<thead>
<tr>
<th>PLAN</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component</strong></td>
<td><strong>Expected Level of Achievement</strong></td>
</tr>
<tr>
<td>Student clinical experiences are evidence-based, reflect contemporary practice and NPSG, and support achievement of SLO</td>
<td>At least 75% of students who complete the student feedback survey agree or strongly agree that the clinical site was appropriate for learning and developing clinical skills</td>
</tr>
</tbody>
</table>
Students who agree or strongly agree to clinical survey item #8
LPVN 100- 31/51 (60%)
LPVN 101- 19/42 (45%)
LPVN 115- 15/27 (55%)
LPVN 120- not completed
LPVN 130- 14/24 (58%)
ELA not met

**August 2017:**
Students who agree or strongly agree to clinical survey item #8
LPVN 100- 21/23 (91%)
LPVN 101- 28/44 (64%)
LPVN 115- 11/21 (52%)
LPVN 120- not completed
LPVN 130- 8/13 (62%)
ELA not met except for LPVN 100 which saw a nice improvement from last semester; LPVN 101 also with good improvement

**December 2017:**
Students who agree or strongly agree to clinical survey item #8
LPVN 100- 15/31 (48%)
LPVN 101- 21/25 (84%)
LPVN 115- 20/29 (69%)
LPVN 120- not completed
LPVN 130- 15/15 (100%)
ELA not met- significant decline in LPVN 100 results, improvement in LPVN 101, 115, and 130. No data for LPVN 120

Students feedback surveys reflect an average score of 3 or
Dean of Nursing Standard 4 team
Each semester April, August, December
Review of student feedback surveys for clinical, item #18

**April 2016:**
Average score for item #18
LPVN 100- 3.375
ELA met

**Clinical assignments will be adjusted to per faculty recommendations to allow for more student exposure to higher acuity patients, ability to administer medications, and greater collaboration among staff.**

**August 2017:**
Two new clinical sites will be utilized in Fall for LPVN 115/130.

**December 2017:**
Students wish for clinical experiences outside of LTC and rehab; faculty will discuss options and opportunities for improving student experiences, particularly in LPVN 100

**April 2016:**
No action needed
better (scale 0-4) on item #18. As a result of this clinical, I am improving my skills in working with patients (clinical site evaluation).

August 2016: Average score for item #18
LPVN 100- 3.34
LPVN 101- not evaluated (missed second page of evaluation survey)
ELA not met- incomplete data

December 2016: Average score for item #18
LPVN 100- 3.6
LPVN 101- 3.1
LPVN 120- 3.75
LPVN 130- 3.17
ELA met

April 2017: Average score for item #18
LPVN 100- 3.38
LPVN 101- 3.15
LPVN 115- 3.15
LPVN 120- not completed
LPVN 130- 3.2
ELA met except LPVN 120 completed lab survey

August 2017: Average score for item #18
LPVN 100- 3.76
LPVN 101- 3.09
LPVN 115- 3.33
LPVN 120- not completed
LPVN 130- 3.69
ELA met except LPVN 120 completed lab survey with improvement in scores in LPVN 100, 115, and 130

December 2017: Average score for item #18
LPVN 100- 3.03
LPVN 101- 3.29
LPVN 115- 3.19
LPVN 120- not completed

August 2016: The Dean will remind faculty to include all pages of the survey when administering to students. No additional action needed for LPVN 100 clinical experiences.

December 2016: No action needed

April 2017: Dean will remind LPVN 120 course leads to utilize the clinical student feedback survey

August 2017: Dean will remind LPVN 120 course leads to utilize the clinical student feedback survey

December 2017: New faculty in LPVN 120 for Winter term will be reminded to provide students with the feedback survey for both lecture and clinical
<table>
<thead>
<tr>
<th>Practice learning environments are evidence-based, reflect contemporary practice, NPSG, support achievement of end-of-program student learning outcomes</th>
<th>At least one course in the PN program incorporates simulation for clinical or lab</th>
<th>Standard 4 team</th>
<th>Annual in December</th>
<th>Review of simulation scenarios and scheduling</th>
<th>December 2016: During the Fall semester LPVN 120 incorporated simulation for the OB and peds clinical hours. LPVN 130 (one section) incorporated simulation as a pilot. ELA not met for Winter and Spring semesters.</th>
<th>December 2016: Faculty piloting incorporation of simulation. Will evaluate student feedback and consider expanding simulation activities into other courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 75% of PN students who respond to the resource survey indicate the skills lab supports their learning achievement of program outcomes</td>
<td>At least 75% of PN students who respond to the resource survey indicate the skills lab supports their learning achievement of program outcomes</td>
<td>Standard 4 team</td>
<td>Annual in August</td>
<td>Review of survey results</td>
<td>August 2017: 185 students with 79 respondents (43%) Bayshore 20/28= 71% Wauwatosa 22/27= 81% Comments indicate the skills lab hours could be expanded and the size of the lab is too small ELA not met for Bayshore</td>
<td>August 2017: Bayshore skills lab will have extended hours for the fall semester with M-Th until 7pm and Saturday from 8-1 or 9-1</td>
</tr>
</tbody>
</table>
**Criterion 4.10:** Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical contracts are current</td>
<td>100% of clinical contracts are reviewed at least annually</td>
<td>Clinical Coordinator</td>
<td>Annual in October</td>
<td>Review of clinical contracts</td>
<td>October 2016: All clinical contracts are current within one year. ELA met</td>
<td>October 2016: No action needed</td>
</tr>
<tr>
<td></td>
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<td>October 2017: All clinical contracts are current within one year, or they are approved until new ownership is settled ELA met</td>
<td>October 2017: Update contracts when new ownership establishes new contract</td>
</tr>
<tr>
<td></td>
<td>100% of clinical sites being used in the program have a contract on file</td>
<td>Clinical Coordinator</td>
<td>Annual in October</td>
<td>Review of clinical contracts</td>
<td>October 2016: All clinical sites include a contract on file. ELA met</td>
<td>October 2016: No action needed</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>October 2017: All clinical sites being used have a contract on file ELA met</td>
<td>October 2017: No action needed</td>
</tr>
<tr>
<td>Clinical contracts specify expectations for all parties and provide for the protection of students</td>
<td>100% of clinical contracts describe the expectations for the College as well as the expectations for the clinical agency</td>
<td>Clinical Coordinator</td>
<td>Annual in October</td>
<td>Review of clinical contracts</td>
<td>October 2016: All clinical contracts on file include expectations of the clinical agency and of the college. ELA met</td>
<td>October 2016: No action needed</td>
</tr>
<tr>
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<td></td>
<td>October 2017: All clinical contracts on file include expectations of the clinical agency and of the college. ELA met</td>
<td>October 2017: No action needed</td>
</tr>
<tr>
<td></td>
<td>100% of contracts on file describe</td>
<td>Clinical Coordinator</td>
<td>Annual in October</td>
<td>Review of clinical contracts</td>
<td>October 2016: All clinical contracts on file include expectations of students, the role of the</td>
<td>October 2016: No action needed</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning activities are appropriate for delivery format and consistent with student learning outcomes</td>
<td>At least 90% of tracking calendars include an alignment of learning activities with SLO</td>
<td>Standard 4 team</td>
<td>Each semester January, May, September</td>
<td>Review of course syllabi</td>
<td>January 2016: 2/2 (100%) tracking calendars include alignment of learning activities with SLO ELA met</td>
<td>January 2016: No action needed</td>
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<tr>
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<td></td>
<td>May 2016: 5/5 (100%) tracking calendars include alignment of learning activities with SLO ELA met</td>
<td>May 2016: No action needed</td>
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<td>September 2016: 7/8 (87.5%) tracking calendars include alignment of learning activities with SLO ELA not met</td>
<td>September 2016: Dean of Nursing will work with new faculty to create tracking calendars and alignment, remind faculty that</td>
</tr>
<tr>
<td>Month</td>
<td>Action Required</td>
<td>100% of PN courses include at least two different teaching/learning activities</td>
<td>Standard 4 team</td>
<td>Annually in December</td>
<td>Review of course syllabi</td>
<td>December 2016: 8/8 (100%) PN courses include at least 2 different teaching/learning activities</td>
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<tr>
<td>January 2017:</td>
<td>No action needed</td>
<td>8/8 (100%) tracking calendars include an alignment of teaching, learning, evaluation methods, with course outcomes and SLO.</td>
<td></td>
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<tr>
<td>May 2017:</td>
<td>No action needed</td>
<td>8/8 (100%) tracking calendars include alignment of course and program outcomes, learning activities, evaluation methods</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>September 2017:</td>
<td>No action needed</td>
<td>8/8 (100%) tracking calendars include alignment of course and program outcomes, learning activities, evaluation methods</td>
<td></td>
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<tr>
<td>January 2018:</td>
<td>No action needed</td>
<td>8/8 (100%) tracking calendars include alignment of course and program outcomes, learning activities, evaluation methods</td>
<td></td>
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</tbody>
</table>
| Instructional materials are appropriate for delivery format and consistent with student learning outcomes | At least 90% of textbooks utilized in the PN program are the newest edition and published within the past 4 years | Standard 4 team | Annual in September | Review of course syllabi and textbook requirements | **September 2016:** All PN courses every semester have utilized either the newest edition or a textbook published within the past 4 years, except for LPVN 110 uses a book from 2007 and more recent supplemental readings. ELA met  
**September 2017:** There is not a new edition of LPVN 110 textbook, so faculty are supplementing with current literature | No action needed |
| Evaluation methods are appropriate for delivery format and consistent with student learning outcomes | 100% of lecture courses include multiple choice exams and 100% of lab and clinical courses include skills performance-based evaluations | Standard 4 team | Annual in September | Review of clinical evaluation tools | **September 2016:** All (8/8-100%) lecture courses include multiple choice exams in evaluating student achievement of SLO; all (5/5-100%) lab and clinical courses include evaluation tools and skills check-off rubrics with performance criteria measuring the achievement toward the SLO. ELA met  
**September 2017:** No action needed | No action needed |
All (8/8 - 100%) lecture courses include multiple choice exams in evaluating student achievement of SLO; all (5/5 - 100%) lab and clinical courses include evaluation tools and skills check-off rubrics with performance criteria measuring the achievement toward the SLO. ELA met
## SYSTEMATIC PLAN FOR PROGRAM EVALUATION

### Standard 5

**ACEN Standard 5.** Resources
Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

**Criterion 5.1:** Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

### PLAN IMPLEMENTATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal resources</td>
<td>At least 80% of requests for skills lab equipment and supplies are approved and included in the budget</td>
<td>Dean of Nursing</td>
<td>Annual in January</td>
<td>Review of budget tracker</td>
<td><strong>January 2016:</strong> The nursing budget includes funds for skills lab equipment and supplies for each campus. PN program began Jan. 2016, with funds allocated in 2015 in preparation for the enrollment of these students. ELA met</td>
<td>No action needed</td>
</tr>
<tr>
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<td></td>
<td><strong>January 2017:</strong> Skills lab requests are approved. Expansion of lab at Bayshore anticipated for this semester. New simulator anticipated later this year. Annual budget includes line items for supplies for skills lab for each campus. ELA met</td>
<td>No action needed</td>
</tr>
<tr>
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<td></td>
<td><strong>January 2018:</strong> Skills lab requests are approved. New facility planned for Racine area with budget requests submitted. Annual budget includes a line item for skills lab supplies. ELA met</td>
<td>No action needed</td>
</tr>
</tbody>
</table>
Each year the budget allocated to nursing is within 5% of the proportion expected based upon student enrollment in comparison to other programs.

<table>
<thead>
<tr>
<th></th>
<th>Dean of Nursing</th>
<th>Annual in January</th>
<th>Review of budget tracker</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2016:</td>
<td>For the calendar year 2015, 52% of the student population between Bayshore and Wauwatosa campuses was nursing. Nursing program budget comprised 55% of the total, not including capital. PN program began Jan. 2016, with the budget in 2015 including faculty dollars in preparation for the enrollment in PN. ELA met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 2017:</td>
<td>During the 2016 budget cycle, 52.4% of the student population was Nursing and nursing programs comprised 62.25% of the budget. The budget is not separated for PN, ADN, and BSN. There is one budget overall for Nursing. ELA met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 2018:</td>
<td>Overall budget for Nursing programs is increasing. Data somewhat difficult to obtain so faculty will discuss other options for meeting this criterion.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Criterion 5.2:** Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes, and meet the needs of the faculty, staff, and students.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical resources</td>
<td>Each campus has a skills lab, library, and</td>
<td>Standard 5 team</td>
<td>Annual in January</td>
<td>Campus services review</td>
<td>January 2016: Bayshore and Wauwatosa campuses have faculty office space to meet the needs of</td>
<td>January 2016: No action needed</td>
</tr>
<tr>
<td>Faculty office space</td>
<td>100% of classrooms used by nursing faculty are</td>
<td>Standard 5 team</td>
<td>Annual in January</td>
<td>Campus classroom review</td>
<td>January 2016: All classrooms include a computer, whiteboard, and</td>
<td>January 2016: No action needed</td>
</tr>
<tr>
<td>100% of nursing students have access to at least 3 areas for studying</td>
<td>Standard 5 team</td>
<td>Annual in January</td>
<td>Campus classroom review</td>
<td>overhead projector with screen. ELA met</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>January 2016:</strong> Students at both campuses have access to the library, skills lab, learning resource center, and classrooms which are unoccupied, for studying. Wauwatosa campus also has the simulation center for students to practice their skills. ELA met</td>
<td><strong>January 2016:</strong> Students at both campuses have access to the library, skills lab, learning resource center, and classrooms which are unoccupied, for studying. Wauwatosa campus also has the simulation center for students to practice their skills. ELA met</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>January 2017:</strong> All classrooms have a teaching station with a computer, projector, and whiteboard. Some classrooms are equipped with computers for students. ELA met</td>
<td><strong>January 2017:</strong> All classrooms have a teaching station with a computer, projector, and whiteboard. Some classrooms are equipped with computers for students. ELA met</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>January 2018:</strong> All classrooms have a teaching station with a computer, projector, and whiteboard. Some classrooms are equipped with computers for students. Racine campus will include the same type of equipment, although some classrooms will have multiple screens overhead. ELA met</td>
<td><strong>January 2018:</strong> No action needed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>January 2017:</strong> No action needed</td>
<td><strong>January 2017:</strong> No action needed</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>100% of nursing students have access to at least 3 areas for studying</th>
<th>Standard 5 team</th>
<th>Annual in January</th>
<th>Campus classroom review</th>
<th>overhead projector with screen. ELA met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 2016:</strong> Students at both campuses have access to the library, skills lab, learning resource center, and classrooms which are unoccupied, for studying. Wauwatosa campus also has the simulation center for students to practice their skills. ELA met</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>January 2017:</strong> All classrooms have a teaching station with a computer, projector, and whiteboard. Some classrooms are equipped with computers for students. ELA met</td>
<td><strong>January 2017:</strong> All classrooms have a teaching station with a computer, projector, and whiteboard. Some classrooms are equipped with computers for students. ELA met</td>
<td></td>
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</tr>
<tr>
<td><strong>January 2018:</strong> All classrooms have a teaching station with a computer, projector, and whiteboard. Some classrooms are equipped with computers for students. Racine campus will include the same type of equipment, although some classrooms will have multiple screens overhead. ELA met</td>
<td><strong>January 2018:</strong> No action needed</td>
<td></td>
<td></td>
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<tr>
<td><strong>January 2017:</strong> No action needed</td>
<td><strong>January 2017:</strong> No action needed</td>
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</tr>
</tbody>
</table>

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567
Skills lab. Hours for classroom use, library hours, and skills lab hours, are all posted outside of the rooms for student convenience. ELA met

January 2018:
Students at both campuses have access to classrooms when they are not being used, the library, LRC, and skills lab. Hours for classroom use, library hours, and skills lab hours, are all posted outside of the rooms for student convenience. The Racine campus will have similar access for study areas, as well as open areas for study groups. ELA met

January 2018:
No action needed

<table>
<thead>
<tr>
<th>Criterion 5.3: Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAN</strong></td>
</tr>
<tr>
<td><strong>Component</strong></td>
</tr>
<tr>
<td>Learning resources</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Standard 5 team</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>All course textbooks are published within the last 5 years</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>All faculty and students have access to Blackboard, textbook online resources, tutoring services online and on campus</td>
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<tr>
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</tr>
<tr>
<td>At least 75% of students who complete the resource survey indicate the learning and technology resources are</td>
</tr>
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</tr>
</tbody>
</table>
adequate to meet their needs

I feel the library hours meet my needs:
Bayshore 8/10 (80%) Yes
Wauwatosa 45/46 (98%) Yes
ELA met

I feel the skills lab hours meet my needs:
Bayshore 7/10 (70%) Yes
Wauwatosa 46/46 (100%) Yes
ELA not met

I feel the skills lab supports my learning and achievement of program outcomes:
Bayshore 9/10 (90%) Yes
Wauwatosa 44/46 (96%) Yes
ELA met

August 2017:
There are 185 PN students and 79 total responded to the survey (43%)
Student response to:
Resources available to students are adequate to help me be successful:
Bayshore 20/28 (71%) Yes
Wauwatosa 18/27 (67%) Yes
ELA not met

I feel the library hours meet my needs:
Bayshore 23/28 (82%) Yes
Wauwatosa 23/27 (85%) Yes
ELA met

I feel the skills lab hours meet my needs:
Bayshore 18/28 (64%) Yes
Wauwatosa 21/27 (78%) Yes
ELA not met for Bayshore

I feel the skills lab supports my learning and achievement of program outcomes:

August 2017:
PN students utilize a variety of resources and feel these are not adequate to meet their needs; Bayshore students do not feel the skills lab meets their needs in terms of hours or support. Faculty will discuss results during the beginning of fall semester to strategize on opportunities for improvement. Bayshore skills lab expanded hours in the fall semester Mon-Thurs until 7 pm and every Saturday from 8-1 or 9-1
**Criterion 5.4:** Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources for alternative delivery</td>
<td>All students have access to online tutorials for success and orientation for online courses</td>
<td>Standard 5 team</td>
<td>Annual in October</td>
<td>Review of Bb resources</td>
<td>October 2016: Students are allowed to enroll in online general education courses, and the online education requires an online orientation course. All students have access to tutorials on Bb. ELA met</td>
<td>October 2016: No action needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>October 2017: Students are allowed to enroll in online general education courses, and the online education requires an online orientation course. All students have access to tutorials on Bb. ELA met</td>
<td>October 2017: No action needed</td>
</tr>
</tbody>
</table>
ACEN Standard 6: Outcomes
Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.

b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.

c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.

d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

Criterion 6.1: The program demonstrates evidence of students’ achievement of each end-of-program student learning outcome. There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students’ attainment of each end-of-program student learning outcome.

<table>
<thead>
<tr>
<th>PLAN</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td>Expected Level of Achievement</td>
</tr>
<tr>
<td>Student achievement of end-of-program student learning outcomes</td>
<td>At least 80% of students achieve SLO #1 - Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices by scoring an average of 1.5 on LPVN 100 CET items for course outcome 3; average of 1.6 on LPVN 101 CET items</td>
</tr>
</tbody>
</table>
for course outcome 7; average of 2 on LPVN 115 CET items for course outcome 3; average of 2 on LPVN 120 CET items for course outcome 3; and average of 2 on LPVN 130 CET items for course outcome 7

December 2016:
LPVN 100 - 96%
LPVN 101 - missing
LPVN 115 - 37.5%
LPVN 120 - 73%
LPVN 130 - 100%
Data missing for many students. LPVN 115 was also low due to some faculty misunderstanding that a separate clinical evaluation tool was required for LPVN 115 and LPVN 130. ELA not met for all courses

April 2017:
LPVN 100 - 100%
LPVN 101 - 68%**
LPVN 115 - 81%
LPVN 120 - 72%**
LPVN 130 - 54%**
**Data continues to be difficult to obtain and some data is missing. ELA not met for all courses

August 2017:
LPVN 100 - 98%
LPVN 101 - 98%
LPVN 115 - 100%
LPVN 120 - 100%
LPVN 130 - 81%**
ELA met, better data collection this term, missing data on 6 students

December 2017:
LPVN 100 -
LPVN 101 -
LPVN 115 - 100%
LPVN 120 -
LPVN 130 -

December 2016:
Course leads will remind clinical faculty when CETs are to be completed and request that these be submitted to them in a timely manner.

April 2017:
PN faculty meeting in Spring term will address importance of completing the CET and submitting the completed documents to the course leads. Will need to separate data next term by campus.

August 2017:
Increase effort before final exams to obtain all CETs
At least 80% of students achieve SLO #2 - Function as a member of the interdisciplinary health care team using legal and ethical principles by scoring an average of 1.5 on LPVN 100 CET items for course outcome 2; average of 1.6 on LPVN 101 CET items for course outcome 1; average of 2 on LPVN 115 CET items for course outcome 2; average of 2 on LPVN 120 CET items for course outcome 1; and average of 2 on LPVN 130 CET items for course outcome 1

<table>
<thead>
<tr>
<th>Course leads Standard 6 team</th>
<th>Each semester April, August, December</th>
<th>Review of clinical evaluation tools Table 6.1.1 Achievement of SLO in each clinical course</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2016: LPVN 100- incomplete data obtained. 100% of students did achieve the ELA for those with data reported. ELA not met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 2016: LPVN 100 and LPVN 101 both with incomplete data. For those students who have data reported, 100% achieve the ELA. ELA not met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 2016: LPVN 100- 96% LPVN 101- LPVN 115- 37.5% LPVN 120- 87% LPVN 130- 100% Data missing for many students. LPVN 115 was also low due to some faculty misunderstanding that a separate clinical evaluation tool was required for LPVN 115 and LPVN 130. ELA not met for all courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 2017: LPVN 100- 100% LPVN 101- 68%** LPVN 115- 81% LPVN 120- 72%** LPVN 130- 54%** **Data continues to be difficult to obtain and some data is missing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

April 2016/August 2016: The ELA was not created until December 2016. This left us with incomplete data for the first two semesters of the program. Faculty had been using other means (less objective and consistent) to identify that students were meeting the SLO. Course lead team meeting in December resulted in new data gathering process. 

December 2016: Course leads will remind clinical faculty when CETs are to be completed and request that these be submitted to them in a timely manner.

April 2017: PN faculty meeting in Spring term will address importance of completing the CET and submitting the completed documents to the course leads. Will need to separate data next term by campus.
<table>
<thead>
<tr>
<th>August 2017:</th>
<th>August 2016/August 2016:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPVN 100- 98%</td>
<td>The ELA was not created until December 2016. This left us with incomplete data for the first two semesters of the program. Faculty had been using other means (less objective and consistent) to identify that students were meeting the SLO. Course lead team meeting in December resulted in new data gathering process.</td>
</tr>
<tr>
<td>LPVN 101- 98%</td>
<td></td>
</tr>
<tr>
<td>LPVN 115- 100%</td>
<td></td>
</tr>
<tr>
<td>LPVN 120- 100%</td>
<td></td>
</tr>
<tr>
<td>LPVN 130- 81%**</td>
<td></td>
</tr>
</tbody>
</table>

August 2017:
ELA met, better data collection this term, missing data on 6 students

December 2017:
LPVN 100-100%
LPVN 101-100%
LPVN 115-100%
LPVN 120-100%
LPVN 130-100%

At least 80% of students achieve SLO #3:
Utilize effective communication methods which manage information, prevent errors, and support decision making necessary for the provision of quality patient care and continuous quality improvement by scoring an average of 1.5 on LPVN 100 CET items for course outcome 5; average of 1.6 on LPVN 101 CET items for course outcome 3; average of 2 on LPVN 115 CET items for course outcome 2; average of 2 on LPVN 120 CET

Course leads Standard 6 team

Each semester April, August, December

Review of clinical evaluation tools Table 6.1.1 Achievement of SLO in each clinical course

April 2016:
LPVN 100- incomplete data obtained. 100% of students did achieve the ELA for those with data reported.
ELA not met

August 2016:
LPVN 100 and LPVN 101- both with incomplete data. For those students who have data reported, 100% achieve the ELA. ELA not met

December 2016:
LPVN 100- 96%
LPVN 101- missing
LPVN 115- 37.5%
LPVN 120- 100%
LPVN 130- 100%

December 2016:
Course leads will remind clinical faculty when CETs are to be completed and request that these be
<table>
<thead>
<tr>
<th>Course leads</th>
<th>Each semester</th>
<th>Review of clinical evaluation tools</th>
<th>April 2016: LPVN 100- incomplete data obtained. 100% of students did achieve the SLO #4- Utilize leadership skills in various settings as a standard 6 team. April, August, December.</th>
<th>April 2016/August 2016: The ELA was not created until December 2016. This left us with incomplete data for the first two semesters of the academic year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course leads</td>
<td>Each semester</td>
<td>Review of clinical evaluation tools</td>
<td>April 2016: LPVN 100- incomplete data obtained. 100% of students did achieve the SLO #4- Utilize leadership skills in various settings as a standard 6 team. April, August, December.</td>
<td>April 2016/August 2016: The ELA was not created until December 2016. This left us with incomplete data for the first two semesters of the academic year.</td>
</tr>
<tr>
<td>At least 80% of students achieve SLO #4- Utilize leadership skills in various settings as a standard 6 team.</td>
<td>Each semester</td>
<td>Review of clinical evaluation tools</td>
<td>April 2016: LPVN 100- incomplete data obtained. 100% of students did achieve the SLO #4- Utilize leadership skills in various settings as a standard 6 team. April, August, December.</td>
<td>April 2016/August 2016: The ELA was not created until December 2016. This left us with incomplete data for the first two semesters of the academic year.</td>
</tr>
</tbody>
</table>
collaborator of care by scoring an average of 1.5 on LPVN 100 CET items for course outcome 8; average of 1.6 on LPVN 101 CET items for course outcome 5; average of 2 on LPVN 115 CET items for course outcome 1; average of 2 on LPVN 120 CET items for course outcome 5; and average of 2 on LPVN 130 CET items for course outcome 5

Table 6.1.1
Achievement of SLO in each clinical course

<table>
<thead>
<tr>
<th>Course</th>
<th>ELA for those with data reported.</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2016:</td>
<td>ELA not met</td>
</tr>
<tr>
<td>LPVN 100 and</td>
<td></td>
</tr>
<tr>
<td>LPVN 101- both with incomplete data. For those students who have data reported, 100% achieve the ELA. ELA not met</td>
<td></td>
</tr>
<tr>
<td>December 2016:</td>
<td></td>
</tr>
<tr>
<td>LPVN 100- 96%</td>
<td></td>
</tr>
<tr>
<td>LPVN 101- missing</td>
<td></td>
</tr>
<tr>
<td>LPVN 115- 37.5%</td>
<td></td>
</tr>
<tr>
<td>LPVN 120- 100%</td>
<td></td>
</tr>
<tr>
<td>LPVN 130- 100%</td>
<td></td>
</tr>
<tr>
<td>Data missing for many students. LPVN 115 was also low due to some faculty misunderstanding that a separate clinical evaluation tool was required for LPVN 115 and LPVN 130. ELA not met for all courses</td>
<td></td>
</tr>
<tr>
<td>April 2017:</td>
<td></td>
</tr>
<tr>
<td>LPVN 100- 100%</td>
<td></td>
</tr>
<tr>
<td>LPVN 101- 68%**</td>
<td></td>
</tr>
<tr>
<td>LPVN 115- 81%</td>
<td></td>
</tr>
<tr>
<td>LPVN 120- 72%**</td>
<td></td>
</tr>
<tr>
<td>LPVN 130- 54%**</td>
<td></td>
</tr>
<tr>
<td>**Data continues to be difficult to obtain and some data is missing. ELA not met for all courses</td>
<td></td>
</tr>
<tr>
<td>August 2017:</td>
<td></td>
</tr>
<tr>
<td>LPVN 100- 98%</td>
<td></td>
</tr>
<tr>
<td>LPVN 101- 98%</td>
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</tr>
</tbody>
</table>

the program. Faculty had been using other means (less objective and consistent) to identify that students were meeting the SLO. Course lead team meeting in December resulted in new data gathering process.

December 2016:
Course leads will remind clinical faculty when CETs are to be completed and request that these be submitted to them in a timely manner.

April 2017:
PN faculty meeting in Spring term will address importance of completing the CET and submitting the completed documents to the course leads. Will need to separate data next term by campus.

August 2017:
Increase effort before final exams to obtain all CETs
At least 80% of students achieve SLO #5:
Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship centered care by scoring an average of 1.5 on LPVN 100 CET items for course outcome 6; average of 1.6 on LPVN 101 CET items for course outcome 6; average of 2 on LPVN 115 CET items for course outcome 4; average of 2 on LPVN 120 CET items for course outcome 4; and average of 2 on LPVN 130 CET items for course outcome 6.

Course leads Standard 6 team

Each semester April, August, December

Review of clinical evaluation tools Table 6.1.1 Achievement of SLO in each clinical course

April 2016:
LPVN 100- incomplete data obtained. 100% of students did achieve the ELA for those with data reported. ELA not met

August 2016:
LPVN 100 and LPVN 101- both with incomplete data. For those students who have data reported, 100% achieve the ELA. ELA not met

December 2016:
LPVN 100- 96%
LPVN 101- missing
LPVN 115- 37.5%
LPVN 120- 100%
LPVN 130- 100%
Data missing for many students. LPVN 115 was also low due to some faculty misunderstanding that a separate clinical evaluation tool was

December 2017:
LPVN 100-
LPVN 101-
LPVN 115- 100%
LPVN 120-
LPVN 130-

ELA met, better data collection this term, missing data on 6 students

December 2016:
Course leads will remind clinical faculty when CETs are to be completed and request that these be submitted to them in a timely manner.

April 2016/August 2016:
The ELA was not created until December 2016. This left us with incomplete data for the first two semesters of the program. Faculty had been using other means (less objective and consistent) to identify that students were meeting the SLO. Course lead team meeting in December resulted in new data gathering process.

LPVN 115- 100%
LPVN 120- 100%
LPVN 130- 81%**
required for LPVN 115 and LPVN 130.
ELA not met for all courses

April 2017:
LPVN 100- 100%
LPVN 101- 40%**
LPVN 115- 81%
LPVN 120- 72%**
LPVN 130- 54%**
**Data continues to be difficult to obtain and some data is missing.
ELA not met for all courses

August 2017:
LPVN 100- 98%
LPVN 101- 98%
LPVN 115- 100%
LPVN 120- 100%
LPVN 130- 81%**
ELA met, better data collection this term, missing data on 6 students

December 2017:
LPVN 100-
LPVN 101-
LPVN 115- 100%
LPVN 120-
LPVN 130-

April 2017:
PN faculty meeting in Spring term will address importance of completing the CET and submitting the completed documents to the course leads. Will need to separate data next term by campus.

August 2017:
Increase effort before final exams to obtain all CETs
Criterion 6.2: The program demonstrates evidence of graduates’ achievement on the licensure examination. The program’s most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates’ success on the licensure examination.

There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

<table>
<thead>
<tr>
<th>PLAN</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component</strong></td>
<td><strong>Expected Level of Achievement</strong></td>
</tr>
<tr>
<td>Licensure pass rate</td>
<td>At least 80% of first-time NCLEX-PN testers pass the exam</td>
</tr>
</tbody>
</table>
**Criterion 6.3:** The program demonstrates evidence of students’ achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students’ completion of the nursing program. There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Person Responsible</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance, or Revision</th>
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| Program completion  | At least 50% of students who enroll in the PN program graduate within 4 semesters              | Dean of Nursing    | Each semester beginning | Review of program completion data for students when they begin in LPVN 100 or NURS 125 | April 2017: W: 14/40 = 35%  
B: 6/26 = 23%  
Overall: 20/66 = 30%  
ELA not met  
August 2017:  
W: 17/33 = 52%  
B: 4/14 = 29%  
Overall: 21/45 = 47%  
ELA not met  
December 2017:  
W: 15/42 = 36%  
B: 7/20 = 35%  
Overall: 22/62 = 35%  
ELA not met | April 2017: Extensive action plans each semester, particularly for LPVN 100 and LPVN 101. See course completion action plans in Table 4.3  
August 2017: Results improving but not at benchmark yet. Continue action plans  
December 2017: Mentor program enhanced with little impact noted in overall results yet. May consider reviewing demographic data and revising benchmark. Continue student support and tutoring. |
**Criterion 6.4:** The program demonstrates evidence of graduates’ achievement in job placement. The expected level of achievement for job placement is determined by the faculty and reflects program demographics. There is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

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| Job placement | At least 80% of graduates secure job placement in a related field of PN practice within 6 months of graduation | Dean of Nursing Standard 6 team | Each 6 months following graduation-February, June, October | Review of job placement data from Career Services | **June 2017:**
Bayshore- 4/5= 80%
Wauwatosa- 8/12= 67%
Overall- 12/17= 70%
ELA not met | **June 2017:**
No trend of data yet. Continue to monitor for one more data set |
Bryant & Stratton College
Practical Nursing Program
Student Handbook
WINTER 2018
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The information in this handbook is NOT A CONTRACT with students and is subject to change at any time without notice. Students will be notified of new policies or changes to present specific nursing policy and procedures via e-mail by the Nursing Program Director. Questions regarding updates may be directed to the Nursing Program Director. If any information in this handbook conflicts with the State or Federal Statute, Rules, or Regulations, the State or Federal Statutes, Rules, or Regulations will control.

I. About the Nursing Program

This handbook was developed to provide faculty and students in the Nursing Program with information and answers to questions concerning the Nursing Program at Bryant & Stratton College. Included in this handbook:

a. Program-specific information
b. Academic policies and procedures relating to the Nursing Program

Students who deviate from the requirements and obligations set forth in this Handbook and in the Official Catalog are subject to appropriate action including suspension or dismissal from the College and release from the Nursing Program.

Approval

The Nursing Program is approved by the Ohio Board of Nursing, Wisconsin Board of Nursing and the Virginia Board of Nursing.

College Mission Statement

Bryant & Stratton College offers a personalized career education and experience leading to high-demand professions so graduates are prepared for their career and life pursuits.

College Vision Statement

Bryant & Stratton College will offer a personalized and customized career education and experience leading to high-demand professions so graduates adapt to 21st century career and life pursuits.

Nursing Program Mission Statement

The mission of the Practical Nursing program of Bryant & Stratton College is to prepare safe and effective entry level practical nurses through relevant, high quality and contemporary nursing education.

Nursing Program Goals

a. Prepare Practical Nursing graduates to function competently in licensed practical nursing roles.
b. Provide a foundation of learning which promotes integration of clinical decision making processes into the provision of nursing care for meeting the health/illness needs of patients across the lifespan.
Nursing Program Philosophy
The Bryant & Stratton College nursing program subscribes to and functions within the mission of BSC to deliver outcomes-based nursing education through a flexible contemporary curriculum in a personalized environment with emphases on authentic and experiential education. In addition, the curriculum incorporates our values that advocate patient-centered care, teamwork and collaboration, evidence based practice, quality improvement, safety, and informatics.

The four concepts of the nursing meta-paradigm that include, person, health, environment, and nursing provide the foundation of the total nursing program.

Person is defined as the individual who may be well or ill, and includes family and community. We believe that the person is a biopsychosocial, cultural, and spiritual being who grows, develops, and adapts throughout the lifespan. We also believe that all people, as members of the global society are endowed with intellectual capabilities which direct them toward uniqueness, autonomy, and self-fulfillment. The faculty recognize the importance of respecting the dignity of the person as well as providing an atmosphere that is supportive, caring, and responsive.

Health is a dynamic human experience that is a combination of wellness-illness and is defined by the perception of the person across the lifespan. Each person perceives health in a unique manner according to developmental stage, cultural context, spirituality, preferences, and health literacy. The faculty endeavor to provide students with the opportunity to assume new nursing roles in health education, wellness, prevention, and provision of care to patients who have healthcare needs.

Environment is a system that provides the framework for interactions to address a person’s needs and goals. It is inclusive of physical surroundings as well as local, regional, national, global, social, political, emotional, psychological, and economic conditions that are associated with a person’s health. Environment also includes intellectual, cultural, and spiritual aspects affecting the whole person. The faculty affirms that the unique responses by the individual or family to constant interaction with the environment results in varying degrees of health.

Consistent with faculty beliefs, nursing is an essential healthcare professional discipline that focuses on the art and science of holistic healthcare guided by the values of caring, diversity, excellence, integrity, ethics, holism, and patient-centeredness. Nurses use clinical judgment, and information literacy skills to provide safe quality care based on best current evidence to promote the health of patients, families, and communities to achieve an optimal level of patient wellness in diverse settings.

Organizing Framework
Nursing practice embraces human flourishing, professional identity, spirit of inquiry, and nursing judgment in order to achieve quality outcomes. The National League for Nursing (NLN) provides competencies for the LPN Graduate (NLN, 2010).

- Human Flourishing: Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, members of the health care team.
- Nursing Judgment: Provide a rational for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.
- Professional Identity: Assess how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the health care team.
• Spirit of Inquiry: Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

Core components of quality care as established and defined by QSEN are as follows: Quality Improvement, Safety, Informatics, Evidence Based Practice, Patient Centered Care, and Teamwork & Collaboration. **Quality improvement**: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. **Safety**: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. **Informatics**: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making. **Evidence Based Practice**: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. **Patient Centered Care**: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs. **Teamwork and Collaboration**: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. These components, along with the nursing metaparadigm, are reflected in the Bryant & Stratton College Practical Nursing Program organizing framework. The organizing framework provides direction for the selection and ordering of learning experiences to achieve student learning outcomes.
Program Outcomes
Student Learning Outcomes

- Human Flourishing
- Spirit of Inquiry
- Professional Identity
- Nursing Judgement

- Team Work & Collaboration
- Patient-Centered
- Evidence-Based Practice
- Informatics
- Safety
- Quality Improvements

- Person
- Health
- Environment
- Nursing
Nursing Program Student Learning Outcomes
Graduates from the Practical Nursing Program will be able to:

1. Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices
2. Function as a member of the interdisciplinary health care team using legal and ethical principles
3. Utilize effective communication methods which manage information, prevent errors, and support decision-making necessary for the provision of quality patient care and continuous quality improvement
4. Utilize leadership skills in various settings as a collaborator of care
5. Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship-centered care
6. Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats. *
7. Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations. *
8. Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement. *
9. Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions. *
10. Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world. *

* Institutional Outcomes

Nursing Program Governance
The Nursing Program consists of the nursing instructional personnel (faculty and nursing clinical support personnel) and the Nursing Program Director. Program instructors and students have a voice in maintaining a contemporary and outcomes-based curriculum (Policy 042 Cur) to this end; students provide feedback through three of four standing committees:

a. Curriculum Implementation Committee
b. Resource Committee
c. Program Feedback Committee

The fourth standing committee is the Admission and Progression Committee. Due to the confidential nature of the information processed in this committee, student participation is prohibited.
II. Nursing Program Entry and Non-Academic Requirements

Entry Requirements
In addition to the admission policies of Bryant & Stratton College, an applicant to the Nursing Program must meet the following requirements:

a. Provide an official U.S. high school transcript indicating successful completion, or official documentation of a U.S. GED or provide documentation establishing successful completion of secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided.

b. Complete standardized assessments.

c. Attain college level placement scores on both the English and Mathematics placement evaluations.

d. Provide documentation of a recent physical exam and other required laboratory test results, including a drug screen, as described in the admissions interview and in the Nursing Handbook.

d. Submit to a criminal background check and drug screening as required by state and federal law and clinical facility and Bryant & Stratton College requirements.

e. Pre-college level students who graduate from the College and return for a nursing degree will be considered for entry into the Nursing Program as long as they meet the criteria above.

Health Requirements for the Nursing Program
In order to enroll in and attend clinical courses which begin in the first semester, documentation of the following requirements must be provided:

a. Health history and examination by a physician, nurse practitioner, or physician assistant, completed within one year from the start date of the first clinical course (VA campus requires an annual health history and physical examination). Reasonable accommodations may be provided for students who request such accommodations through Bryant & Stratton College’s accommodation procedures.

b. Proof of vaccination or lab report of titer as required by clinical agency:
   - Measles (Rubeola): two doses of a live measles vaccine given after the first birthday or evidence of measles immunity. A blood titer is required to prove immunity.
   - German measles (Rubella): Immunization for Rubella or a Rubella titer.
   - Tdap: Tetanus/diphtheria/pertussis booster within the last ten years.
   - Hepatitis B Vaccine: Documentation of three immunizations or start of immunization series or a student may sign a Release of Responsibility form or provide a titer showing immunity.
   - Varicella: Either proof of two vaccinations, or a blood titer showing immunity. Documentation of disease (year of exposure to disease) is acceptable in Ohio.
   - Influenza: If required by clinical agency

c. TB initial two step then one step annually thereafter (a history of one step is sufficient if already working in the health care field). Chest x-ray and physician documentation of freedom from TB are required if skin test results are positive. Results of Tuberculin (TB) Skin Test within past year and every year thereafter. (The Tuberculosis Quantiferon blood test is required by some agencies in the state of Wisconsin). Results must be valid through the end of the clinical semester.
d. Evidence of an American Heart Association BLS Provider CPR (cardiopulmonary resuscitation) and AED certification.

e. Current health care insurance coverage (Ohio and Virginia). Wisconsin health insurance if required by clinical agency.

f. If it is required by a clinical facility, the student must complete a drug screening test or any additional tests required.

On an ongoing basis throughout the Nursing Program, students must meet these additional requirements:

a. Annual documentation of freedom from tuberculosis
b. Negative drug screen at any time a screen is required. Any student who tests positive on a drug screen may be dismissed from the Nursing Program and/or clinical classes.
c. Continued Certification in CPR and AED throughout nursing program.
d. Annual health history and physical examination (VA campus).

It is the student’s responsibility to ensure that all documentation meets the above requirements and remains current throughout their program. In the event that documentation expires, students will be banned from clinical classes until such time as the updated documentation is submitted. Failure to provide updated documentation may result in failure of the clinical class.

A student who refuses a drug screen will be dismissed from the nursing program.

In addition, in order to participate in a clinical program at an outside clinical facility, students must meet the specific eligibility requirements of the facility including passing a medical examination acceptable to facility prior to their participation in the clinical program. If a student is not accepted to a facility because of a medical condition, the student will not be able to successfully complete the Nursing program because clinical participation is required to complete the program.

Background Record Check Requirements

As future nurses, there may be important ethical and professional considerations of which the nursing student should be aware. Criminal convictions and a record of other conduct may prevent the nursing student/graduate from being licensed and may preclude the nursing graduate from obtaining gainful employment as a nurse. Even after obtaining his or her license, the nursing graduate may have that license suspended or revoked for such convictions or conduct. It is therefore very important that the nursing graduate conduct him or herself professionally and ethically as a law-abiding citizen.

Also, in order to successfully complete the Nursing program, students must participate in clinical programs at outside clinical agencies at varied times to provide patient care. These facilities have policies regarding which students may be accepted. For this reason, Bryant & Stratton College cannot warranty that a student with a criminal record or a record of certain actions, mental illness, physical illness, or chemical dependencies will be accepted by a clinical facility for placement. If the student is not accepted, the student will not be able to successfully complete the Nursing program.
In addition, even if a student does successfully complete the Nursing program, if that student has a record of certain crimes or conduct, as discussed below, Bryant & Stratton College cannot warranty that the relevant state Nursing Board will permit the student to sit for examination or to be licensed, certified, or registered or to be employed in the nursing field after graduation.

Students who commit an offense after admission which bars participation in the clinical site may be released from the Nursing program or dismissed from Bryant & Stratton College.

OHIO

Ohio Criminal Background Check Requirements
The Ohio Board of Nursing requires all students who enter a pre-licensure program after June 1, 2003 to submit their fingerprints to the state Bureau of Criminal Identification and Investigation (BCII) and the Federal Bureau of Investigation (FBI) six to nine months prior to completing their nursing education. Students who wish to seek licensure in other states may be subject to similar requirements in those states.

Students are also required to disclose the following matters including but not limited to: any and all criminal convictions and certain past actions taken in other states or jurisdictions. A criminal background check will be carried out before or during the first semester of the student’s enrollment. Students are responsible for completing the background check, if required for the clinical setting. The College will pay for the first background check. After the initial background check, students are required to notify the Nursing Program Director of all subsequent criminal offenses.

In addition to the initial background check, students must submit to additional background checks as they expire. Students are responsible for subsequent fees for background checks. Also, during some clinical courses, checks requiring fingerprinting are required for admission to clinical faculties.

Absolute Bars to Licensure: Under Ohio law (ORC Ann. § 4723.09), certain convictions, pleas, or judicial findings of guilt for certain crimes may bar an individual from sitting for the licensure examination (National Council of State Board Licensure Examination “NCLEX”) in Ohio after graduation. Such convictions may preclude them from being licensed in other states as well. These include:

- Aggravated murder (ORC Ann. § 2903.01).
- Murder (ORC Ann. § 2903.02).
- Voluntary Manslaughter (ORC Ann. § 2903.03).
- Felonious Assault (ORC Ann. § 2903.11).
- Kidnapping (ORC Ann. § 2905.01).
- Rape (ORC Ann. § 2907.02).
- Sexual Battery (ORC Ann. § 2907.03).
- Gross Sexual Imposition (ORC Ann. § 2907.05).
- Aggravated Robbery (ORC Ann. § 2911.01).
- Aggravated Burglary (ORC Ann. § 2911.11).
- Aggravated Arson (ORC Ann. § 2909.02).
- Substantially similar crime in another state.
Discretionary Bars to Licensure: Aside from the above-listed absolute bars to licensure, the Ohio Board of Nursing may revoke a license or refuse to grant a license for any felony, any drug-related misdemeanor, any misdemeanor involving gross immorality or moral turpitude, or any misdemeanor occurring in the course of practice. Applicants should refer to ORC. Ann. § 4723.28 for a complete list of all of the crimes and conduct which may bar licensure. This list is available upon request.

There is no statute or rule describing which crimes involve gross immorality or moral turpitude. Rather, the Board reviews each case individually based on the underlying acts and circumstances involved, as well as by referring to existing case law. The Board will not issue a decision (or provide a written or verbal opinion) regarding the effect of a person’s criminal history on his or her licensure application before the Board receives an application and all relevant information is reviewed. This means that the Board cannot inform a nursing student with a criminal history before he or she graduates whether he or she will receive a nursing license or have discipline imposed on a license granted to him or her.

Before making a determination on a licensing application, the Board reviews information including but not limited to court records, police reports, witness statements and any written explanation provided by the applicant. The Board may consider whether the applicant has made restitution and/or has been rehabilitated. However, the Board’s primary mission is protection of the public, so the Board must determine an applicant’s risk to the public as a licensed nurse.

For information concerning the Ohio Board of Nursing licensure requirements, see Web site www.state.oh.us/nur.

Wisconsin Criminal Background Check Requirements

Caregiver Background checks are required for all persons working or training in facilities that provide care for others or have access to people who receive care. See Wis. Stat. § 50.065. Nursing students
fall into this category. Additionally, students must meet the requirements of the individual clinical facilities with which we work in order to progress through the Nursing Program.

Students will be asked to complete the Wisconsin Background Information Disclosure (BID) form (HFS-64) in the first semester of the students’ enrollment. The College will pay for the initial background check. If a student has lived outside the State of Wisconsin within the past three years, additional state and/or federal background checks may be required. Falsified or missing information on the BID is grounds for dismissal from the Nursing Program. Bryant & Stratton Nursing students must comply with State and Federal laws as well as the requirements of the clinical facilities with which we work.

A complete background check as prescribed under Wisconsin law includes:

- The completed Background Information Disclosure (BID);
- An electronic status check of professional licenses and credentials through the Department of Regulation and Licensing;
- An electronic criminal history search from the Department of Justice; and
- An electronic review of records kept by the Department of Health and Family Services for any substantiated findings of abuse and/or neglect and license restrictions or denials.

Based on the information obtained, additional research may include an out-of-state criminal history search, tribal courts criminal history search, a check of relevant military records, and a check of county or other local records. If a criminal background is verified, this could prevent a student from completing clinical and course requirements and affect their eligibility to take the NCLEX-RN exam for licensure. We are obligated to release all background information concerning any student to any clinical facility where class is taken and our facilities as well as the State Board of Nursing have the right to reject any students who fail to meet their standards.

After the initial background check, students are required to notify the Nursing Program Director of all subsequent criminal offenses. Also, during some clinical courses, checks requiring fingerprinting are required for admission to clinical faculties.

**Bars to Licensure:** In Wisconsin any criminal arrest or conviction could bar an individual from sitting for the licensure examination (NCLEX) after graduation. Such arrests and convictions are subject to Wisconsin Board of Nursing review on a case-by-case basis and Bryant & Stratton College cannot warranty that the Board will permit an individual with such convictions to sit for the examination.

**Absolute Bars to Clinical Participation and Employment in the Nursing Field:** Clinical participation is necessary for students to successfully complete the Nursing Program. Unless an individual has been found to have been rehabilitated under procedures of the Wisconsin Department of Health Services or a designated tribal authority, a clinical site will refuse admission of a student and a provider will refuse to employ as a caregiver an individual if the background check reveals that the individual has been convicted of a “serious crime” as defined in Wis. Stat. § 50.065 or has been found to have carried out certain offenses including the abuse and neglect of a child or patient (a list of these crimes and offenses is attached to the disclosures provided to students during the enrollment process and is also available upon request).
**Discretionary Bar to Clinical Participation, Employment in the Nursing Field, and Licensure**

A clinical site *may* refuse admission of a student and a provider *may* refuse to employ an individual as a caregiver if the background check reveals a criminal conviction that is not a “serious crime” but is substantially related to the care of its patients.

Also, an applicant to either a clinical site or for employment will be required to submit additional information and *may* be refused admission by a clinical site or employment as a caregiver if he or she:

- Within the last 5 years was convicted of an offense listed in Wis. Stat. § 50.065(2)(bb) (a list of these crimes is attached to the disclosures provided to students during the enrollment process and is also available upon request);
- Served in the armed services and was discharged other than honorably.

Any student with any sort of conviction or other record of an offense should review the list of crimes and offenses to determine whether he or she may be barred from clinical participation or employment in the nursing field.

If a clinical facility will not accept a student based on the criminal background check, the student will not be able to successfully complete the Nursing Program. If a student determines that the background report is incorrect, or wishes to take legal action regarding past criminal activity, he or she must do so without the help of the college, and must obtain and pay for any legal or other assistance required. A student is ineligible for placement at a clinical facility until a corrected or revised background check is available.

**VIRGINIA**

**Virginia Criminal Background Check Requirements**

Students are required to submit a background check to admissions that includes the following: Level I background check, 7-Year Criminal History, Nationwide Sexual Offender Search, Social Security Verification, Residence History, OIG List of Excluded Individuals/Entities, GSA List of Parties Excluded from Federal Programs, U. S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN), an Applicable State Exclusion plus employment verifications for those 21 years of age and over for 7 years.

Excluded from Federal Programs, U. S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN), an Applicable State Exclusion plus employment verifications for those 21 years of age and over for 7 years.

Students are required to disclose any and all criminal convictions, certain past actions taken in other states or jurisdictions, and any mental or physical illnesses or chemical dependencies. A criminal background check is required for admission to the nursing program. Students are responsible for completing the background check, if required for the clinical setting. The College will pay for the first background check. After the initial background check, students are required to notify the Nursing Program Director of all subsequent criminal offenses.

In addition to the initial background check, students may be required to submit to additional background checks. Also, during some clinical courses, checks requiring fingerprinting may be required for admission to clinical faculties.
According to the Virginia Department of Health and the Virginia Department of Health Professions, each applicant is considered on an individual basis and there are no criminal convictions or impairments that are an absolute bar to nursing licensure or nurse aid certification. However, under Virginia law (Va. Code Ann. § 54.1-3007), certain conduct may bar an individual from sitting for the licensure examination (NCLEX) after graduation.

**Discretionary Bars to Licensure, Certification, and Registration: Crimes of Moral Turpitude and Crimes Which Suggest Impairment:**

Conviction for any felony or for any misdemeanor involving moral turpitude may bar the ability to sit for examinations and may bar licensure, certification, or registration. Va. Code Ann. § 54.1-3007. Crimes involving moral turpitude include those involving lying, cheating, and stealing.

Also, misdemeanor convictions which suggest a possible impairment issue, such as driving under the influence (DUI) and illegal drug possession, may be a basis for denial during the licensure or certification appeal process. A list of all activity that may bar licensure, certification or registration will be provided upon request.

**Bar to Employment in Certain Settings:** Even if a student with a conviction is able to become licensed or certified by the Board of Nursing, there are certain crimes which will disqualify him or her from working in certain settings. Students with a conviction for certain “barrier crimes” are prohibited from employment in nursing facilities, home care organizations, hospice programs, or assisted living facilities. A list of these barrier crimes is available upon request.

Any student with any sort of conviction or other record of an offense should review this list to determine whether he or she may be barred from employment in these facilities.

**Drug Use, Illnesses, and Other Conduct**

Other conduct that could result in the denial of the ability to sit for the examination, or cause the denial of licensure, nurse aid certification, or registration includes:

1. Fraud and deceit in procuring or attempting to procure nursing license, certificate, or registration;
2. Unprofessional conduct;
3. Willful or repeated violation of state law governing nursing licensure;
4. Use of alcohol or drugs to the extent that such use renders a person unsafe to practice;
5. Any mental or physical illness that renders a person unsafe to practice.

**FEDERAL LAW**

In addition to state laws, federal law mandates criminal record checks with respect to work in certain facilities or settings that receive federal funding. For example, the 2010 Patient Protection and Affordable Care Act (42 U.S.C. § 1320a-7l) requires the Secretary of Health and Human Services to carry out a nationwide program for states to conduct national and statewide criminal background checks for direct patient access employees of nursing facilities and other providers.
Informed Approach

Because a criminal history can have different effects at the educational, licensure, and employment levels, any student with a criminal history is encouraged to contact healthcare facilities and inquire about hiring criteria with respect to criminal convictions.

Inaccurate Representations of Students

Any student who inaccurately completes his or her disclosure form is subject to dismissal from Bryant & Stratton College regardless of the offense committed. Students are subject to sanctions if they knowingly give false information on or knowingly omit information from the background information disclosure form. Students are also subject to sanctions if after submitting a background information disclosure form, they subsequently fail to report:
- Any information about a conviction for a crime or other act or offense requested on the background information disclosure form;
- Carrying out other conduct that could result in the denial of the ability to sit for the licensure examination, or bar the applicant from being employed in certain settings as set forth above.

Uniform Requirements

The Nursing Program has an official uniform. Uniforms as defined by clinical agencies are expected to be kept clean and in good repair. Substitution of other clothing or uniform types may be required based on clinical agency specification. Students must present a professional appearance whenever they are in the skills lab and/or clinical facilities; therefore, uniforms are to be worn to all clinical sites. The required uniform consists of:

a. Scrub top with the embroidered Bryant & Stratton College logo or official Bryant & Stratton College patch with scrub pants. It is recommended that all students purchase at least two uniforms. Students have the option to purchase the matching uniform jacket.
b. White leather shoes with closed heels and toes and having rubberized soles (no crocs, canvas, or mesh shoes).
c. Matching white or blue socks
d. Name badges which will be worn in all clinical settings.
e. Lab coat which will be worn on clinical units to do preparation prior to clinical experiences. Lab coats may also be worn over the student uniform
f. Alternative uniforms (as defined by the clinical agency) generally require the following:
   a. Business casual dress clothing
   b. Closed toed shoes
   c. No visible cleavage
   d. Name badge worn at all times in clinical setting
e. Lab coat may be required
Equipment Requirements
For both classroom practice and clinical experiences use, each nursing student is expected to have the following:

a. Watch with a second hand  
b. Stethoscope  
c. Pen light  
d. Bandage scissors

Professional Appearance
In order to comply with infection control policies and enhance the comfort of his/her patients, the student must be clean, neat, and in compliance with the Nursing Program and agency dress code when reporting for clinical experiences. Non-compliance with the professional appearance practices may result in dismissal from the clinical setting for the day.

a. Jewelry: Wedding or engagement ring/band and a maximum of two stud earrings per ear lobe (if allowed at clinical agency). No dangling earrings, hoops, necklaces, as well as no facial or tongue piercings are allowed to be worn.

b. Hair: Hair is to be of a natural color, clean, neat, pulled back and secured so that hair does not come in contact with the patient or the sterile field; men must be shaven or have neatly trimmed beards and/or mustaches.

c. Nails: Nails are to be kept short, clean, and in good repair. No nail polish. No artificial nails or nail enhancements are permitted (This includes artificial nail tips, appliqués, acrylic gels, and any additional items applied to nail surface).

d. Body Art: Any tattoos or other form of body art should be covered by the uniform. Tattoos not covered by the uniform must be concealed with skin colored coverage.

Transportation to Clinical Sites
The Nursing Program uses a variety of clinical facilities for student learning experiences. The facilities are located in various areas of the community and require students to provide transportation to and from the facility.

a. Students are responsible for their transportation to and from health care agencies for clinical experiences.

b. Under no circumstances are students allowed to transport patients in their private vehicles.
III. Academic Policies and Procedures

Transfer Credit and Proficiency Credit

General Transfer Credit Policy

Bryant & Stratton College accepts credits from other accredited colleges, universities, post-secondary institutions, and American Council on Education (ACE) recommended programs for college credit, if the following criteria are met:

a. The transfer course content must meet or exceed the educational outcomes of the course in the Bryant & Stratton College curriculum.

b. Official college transcripts or training program/certification documentation for the transfer courses must be received along with the completed transfer request by the end of the student’s first semester of enrollment at Bryant & Stratton College.

c. The applicant earned a grade of C or better in the course.

d. The length of time elapsed since the transfer course credit has not rendered the course obsolete as to the utility of the knowledge in the field of study or the application of technology. [See additional information in Nursing Program below.]

General Credit by Examination Policy

a. Credit by examination is a process that employs rigorous assessments that require students to meet all of the established competencies and outcomes for the award of credit for a select group of courses at Bryant & Stratton College.

b. Prior Learning Assessments (PLAs) are available to all campus-based students for select courses in the degree plan, or liberal arts course series.

c. It is recommended that PLAs be completed by the end of the first term of enrollment.

d. Students must earn a grade of 70% or better on any Bryant & Stratton College PLA in order to earn credit for the related course. [See additional information in Nursing Program below.]

e. PLAs may be taken only once in a subject and must be taken before the student enrolls in the related course. [See additional information in Nursing Program below.]

f. Students who receive the grade W in a course may not complete the related PLA, nor may students complete a PLA while they are enrolled in the related course or after they have failed the related course.

g. For individuals with experience in the armed forces of the United States, or in the national guard or in a reserve component, refer to the Official Catalog for the SOCNAV/SOCAD opportunities for earning transfer credit.

Nursing Program Transfer and Credit by Examination Policy:

Non-clinical nursing and biology courses will transfer into the Nursing Program as long as they meet the requirements in the Bryant & Stratton College transfer policy, stated above, and additionally meet the following conditions:

o The courses must have five year currency

o The grade for the course is a C or better
**Process by which Nursing Policies and Procedures are Communicated to Students**

Students will be notified of new policies or changes to present specific nursing policy and procedures via e-mail by the Nursing Program Director. Policy changes will also be included in the Official Catalog during semester revisions. The program shall not implement changes to policies for student progression, or requirements for completion of the program for students currently enrolled in the program at the time changes are adopted.

**Course Grading Scale**

The grading scale for the nursing courses is not consistent with all other Bryant & Stratton College programs (A=90%-100%; B+=85%-89%; B=80%-84%; C+=75%-79%; C=70%-74%; F=69.9% or less; I=Incomplete; W=Withdrawal). The D+ grade is not used in the Nursing Program with the exception of all liberal arts courses that are not considered major requirements. Student learning will be evaluated using multiple assessment measures: exams and quizzes, individual and group projects, etc. To prepare students for the licensure exam, students will take the ATI predictor to assess overall comprehensive knowledge and preparedness for the NCLEX-PN. Refer to the instructor’s supplemental syllabus for further explanation of assessment measures for individual courses. Syllabi may be revised as needed throughout the term.

**Academic Advisors**

a. Faculty advisors may be assigned to nursing students on an as-needed basis.

b. The Nursing Program Director and the Nursing Program Coordinator/Administrator are available to discuss grades, academic plans or problems, course changes, etc. Students are encouraged to confer with all the resources available as academic problems, conflicts, or concerns arise.

c. All faculty are available to discuss academic plans or problems, course changes etc. for their specific course(s)

d. The Dean of Instruction and the Dean of Student Services are also available to advise students as issues arise.

**Academic Progression through the Nursing Program**

**Acceptable Achievement in Nursing Courses**

Students must achieve a grade of C or better in the theory portion of the class and pass the clinical and lab portion of the class in order to successfully pass clinical courses.

- **a. A student who fails the clinical or lab portion and passes the theory portion will fail the course.**
- **b. A student who passes the clinical or lab portion and achieves less than 70% in the theory portion will fail the course.**
- **c. A minimum grade point average (GPA) of 2.0 must be maintained to progress through the nursing courses.**
Repeat of a Nursing Course

a. A student who earns a non-passing grade (F) or a withdrawal (W) from a clinical course must repeat the entire course and successfully pass the course before proceeding to any other clinical course. The repeat should occur during the next term the course is offered or as determined by the Nursing Program Director.
b. A student who earns a non-passing grade (F) or a withdrawal (W) from a non-clinical course should repeat and successfully pass the course during the next term the course is offered or as determined by the Nursing Program Director.

Grade Appeal

The instructor for the course is responsible for assigning grades. If there is disparity between the opinions of the instructor and the student regarding an assigned grade, the student may challenge the grade by following the grade appeal procedures as outlined in the Official Catalog.

Non-Grade-Related Grievance Process

For matters not related to grade challenges, students should follow the established Bryant & Stratton College Grievance Procedures, found in the Official Catalog.

Program Jeopardy Status

A student who earns one non-passing grade (F) or a withdrawal (W) from a LPVN or BIOL course is placed on program jeopardy status and remains in such status until the student completes the program.

Students who fall below a 2.0 grade point average (CGPA) will be placed on program jeopardy status for one semester with the opportunity to get back in good standing.

Program Jeopardy Status is distinct from academic probation as set forth in the College Official Catalog’s description of the College’s satisfactory academic progress policy. A student may be in Program Jeopardy Status in the Nursing Program yet may be maintaining satisfactory academic progress at the College. Such a student will be in jeopardy of being released from the Nursing Program but may not necessarily be on academic probation.

Release from the Nursing Program

Students will be released from the Nursing Program for any one of the following reasons:

a. Student earns a total of two non-passing grades (F) or withdrawal (W) in any LPVN or NURS course, whether the non-passing grades are earned in the same course or two different courses and regardless of the semester in which the two non-passing grades are earned;
b. Student earns a total of two non-passing grades (F) or withdrawal (W) in any BIOL course, whether the non-passing grades are earned in the same course or two different courses and regardless of the semester in which the two non-passing grades are earned;
c. Student falls below the minimum 2.0 (CGPA) and does not get back in good standing in the subsequent semester; or
d. Student engages in unethical or unsafe conduct while providing patient care.

Students who earn the two non-passing grades as described above (in a and b) in one semester will be released from the Nursing Program and will not be provided the benefit of program jeopardy status.
Students must also maintain the quantitative component of the College’s satisfactory academic progress toward completion of their studies in order to remain in good academic standing and remain enrolled at the College. The academic standards for the Nursing Program have different levels of performance that, augment and supersede the measuring points and requirements outlined in the Official Catalog, and are used to evaluate a student’s ability to progress in the Nursing Program.

**Re-Entry to the Nursing Program**

Students may petition for re-entry to the Nursing Program one time if they have voluntarily withdrawn from the Nursing Program.

Re-entry is considered on a space-available basis. Students must apply for re-entry in writing to the Nursing Program Director prior to the start of the semester. The application letter must include:

a. The last semester attended
b. The reason for dismissal or withdrawal
c. The semester in which the student wishes to return
d. The course(s) he or she intends to take
e. Transcripts and grades for any courses taken while out of the Nursing Program
f. What plans or changes the student has made to ensure retention and success if re-admitted

The request will be reviewed by the Nursing Program Director within 7 days of receipt. The student’s prior academic and clinical performance and any other pertinent information will be reviewed. If approval for re-entry to the Nursing Program is granted, the student will resume the Nursing Program at a point of entry determined by the Nursing Program Director on a space available basis. The student will follow the current catalog courses to complete his/her degree.

Students who have left the Nursing Program for non-academic reasons and have been out for less than three terms may be reinstated without testing (as specified below), upon request and on a space available basis.

Nursing students who are out for three or more terms will be required to pass the semester content exam and a skills competency assessment to be eligible for re-entry.

**Attendance Policy:**

Attendance in all lecture/lab/and clinical classes is of the utmost importance to student success and consequences described below will be imposed for tardiness and absences. In cases of tardiness or absences due to extenuating circumstances, the student must contact the program director or designee. Excusing an absence or tardiness will be at the discretion of the program director or designee and evaluated on a case by case basis.

**Didactic/Lab Attendance**

Attendance at exams is mandatory and will only be excused for an ACUTE ILLNESS (i.e. strep throat, appendicitis, ruptured cyst, etc.). If you miss class due to an ACUTE ILLNESS you will be required to produce a doctor’s excuse stating the reason for the visit. If you have an excused absence due to bereavement you will be required to produce a death notice.

If you will be absent from a scheduled exam you must call/ e-mail the faculty member prior to the exam start time (EVEN DURING ACUTE ILLNESS). If you are unable to call for yourself, you should have a
designated individual make the call. **Failure to call/ e-mail prior to the scheduled start time for the exam, including a scheduled make-up exam, will result in a zero percent (0%) on the test.**

**Tardy for an exam:** if a student is tardy for an exam the remaining allotted time will be permitted for the student to complete the exam (i.e. 20 minute exam and the students enters 10 minutes late then the student will have the remaining time to complete the exam = 10 minutes).

**Make-up exams:** Due to an excused absence, the faculty member will determine the date and time of the make-up examination. Absence from the make-up exam will result in a zero percent (0%) on the exam; see above for excused absences.

**Late work** (assignments, homework, etc.) will not be accepted unless the student meets the requirements for an excused absence (see above). **Due to an excused absence, the faculty member will determine the due date of missed assignment(s). If the student fails to submit the late work by due date, the student will receive a grade of zero.**

Assignments, homework, etc. are to be turned in at the beginning of the scheduled class time on the date due, as indicated on the tracking calendar. If the assignment, homework, etc. is to be emailed (with prior permission from the instructor) the email must be received prior to the beginning of the scheduled class time on the date due, as indicated on the tracking calendar. For any assignments requiring a presentation, the presentation section will not be able to be made up and the student will receive a zero percent (0%) for the presentation portion of the grade.

**Clinical Attendance**

It is a professional expectation that students’ attendance at scheduled assigned clinical experiences are essential to meeting course and student learning outcomes. Students and faculty are expected to arrive 15 minutes prior to the start of the clinical shift (e.g. clinical start time is scheduled for 0630, the student arrives at 0615).

**Excused Absence**

An **excused absence** is defined as and occurs when a student misses clinical due to acute illness (i.e. hospitalization of self, child or immediate family member) or bereavement that can be followed with proper written documentation within 72 hours as proof of necessity. If extenuating circumstances prevent the student from providing documentation within 72 hours the student must discuss the situation directly with the program director.

Should an excused absence occur, the student must make up the missed time for clinical and follow the proper steps of notification of the impending absence as defined below. The timeframe of arrangements for making up clinical time are based on availability of the clinical site, faculty, and the discretion of the Nursing Program Coordinator/Program Director/Clinical Support Personnel. Progression in the course and/or to the next level may be delayed until these accommodations can be made. If for some reason the student is unable to make up the clinical at the time the Clinical Support Personnel is able, the student will fail. **All clinical absences will be noted on the clinical evaluation form.**

**Tardiness**

Clinical tardiness is defined as arriving no later than 7 minutes after the designated start time for any scheduled clinical experience.

A student arriving within the 7 minutes of the scheduled clinical start time will be allowed to participate in clinical for the first occurrence (e.g. clinical start time is 0630, the student has to arrive no later than 0637). The student will be given a 5 page minimum, APA formatted paper assigned by the
Clinical Support Personnel’s topic of choice that will be due within 72 hours sent electronically to the Program Director and Clinical Support Personnel. If the student does not turn in the written assignment or within the 72 hours, it will count as an automatic failure of the course/clinical. *The clinical tardy occurrence will be documented on the student’s clinical performance evaluation.*

A student arriving 7 minutes after the designated start time (e.g. the student arrives at 0638 when the clinical start time was 0630) or is tardy on a second scheduled clinical start time for any clinical experience, the student will be sent home and will be unable to participate in the clinical day. An unexcused clinical absence will occur. *Any unexcused absence will result in automatic failure of the clinical and the nursing course.*

**No Call No Show**

A student not calling off 60 minutes prior to the clinical start time will be a “No Call, No Show” and will be counted as an unexcused absence. Any unexcused absence will result in automatic failure of the clinical and the nursing course.

**Severe Inclement Weather**

If the College is closed in the event of severe inclement weather, a make-up day for the missed clinical will be assigned in Virginia and Ohio. Wisconsin has the option of scheduling a makeup day or assignment for the missed clinical.

**Tobacco Use**

No student shall engage in the use of tobacco while in uniform for any specific clinical experience. This includes chewable tobacco products, snuff and smoking by inhaling, exhaling, burning or carrying any lighted cigarette, cigar, pipe or other such device which contains tobacco or other smoke or vapor producing products such as e-cigarettes. Should it be determined that a student has engaged in the use of any tobacco product while in uniform for any clinical experience, the student will be sent off the clinical unit and be sent home for an unexcused absence. Any unexcused absence will result in automatic failure of the clinical and the nursing course.

**Professional Behavior**

Regardless of attendance, a student may fail a clinical at any time during the semester for either a pattern of unsafe nursing behavior or a particularly serious incident of unsafe nursing behavior. At the Clinical Support Personnel’s discretion, a student may be sent for remediation based upon the student's performance to facilitate strengthening of skills needed for the remainder of the course. In the event a Clinical Support Personnel must send a student off the unit, including but not limited to inappropriate dress, inappropriate behavior, lack of prep for the clinical experience, tardiness, use of any tobacco product while in uniform for any clinical experience, or for compliance issues, the absence will be counted as an unexcused clinical absence and will result in automatic failure of the clinical and nursing course. Any unprofessional behavior will be documented on clinical evaluation tool.

**Lab Attendance**

It is a professional expectation that students’ attendance at scheduled assigned lab experiences are essential to meeting course and student learning outcomes. Any missed lab time must be made up within one week during open lab hours. Progression in the course and/or to the next level will be delayed until these accommodations can be made.

Any assignments for lab are due at the beginning of the scheduled lab time per the tracking calendar. If student is tardy, a zero will be awarded for that assignment.
Proper clinical attire is expected in lab and during open lab hours. If a student does not meet the requirements, he/she will be removed from lab and may return in proper attire. Any time that was missed will need to be made up during open lab hours within one week.

All lab practicums/quizzes/exams follow the didactic/lab attendance policy as stated previously in the supplement syllabus.

**Completion of the Nursing Program**

Nursing students must:

a. Pass all courses with the minimum grade required.

b. Earn 41 credits for the Practical Nursing Diploma and meet all other applicable Bryant & Stratton College requirements. See the *Official Catalog* for details.

c. Meet the stated criteria found in this Handbook.

d. Complete graduation petitions during the final semester of study. Petitions are available in the Academic Office. An administrative graduation fee is assessed for each student and covers the cost of caps and gowns.

e. Take part in a Graduate Transitional Interview.

**Medication Calculation Competency**

Safe administration and calculation of medication is an essential component of nursing practice. Medication calculation is a component of the NCLEX-PN examination and is a mandated competency of The Joint Commission (TJC). The student must demonstrate the ability to perform medication calculations at a satisfactory level each semester when clinical classes are taken. For math conversion assessments, students will have three attempts to pass at a satisfactory level.

Math calculation tests will be administered in nursing courses at various points throughout the Nursing Program. The syllabus for each course will contain the level of satisfactory completion for passing the course.

**Supervision of a Student in Clinical**

A faculty member, clinical lab personnel, or preceptor will be immediately available to a nursing student during his or her clinical participation at all times to provide guidance and evaluation of student’s performance.

Preceptors are used for specialized clinical experiences and are selected according to College policy to meet particular course objectives and enhance the variety of clinical experiences for the student.

**Safe Nursing Practice Definition**

Safe nursing practice is essential to all clinical courses. Safe nursing practice is defined as the application of scientific principles and nursing theory in performing nursing care. Care is provided in a reasonable and prudent manner providing for the welfare and protecting the well-being of the patient. Safe practices imply that the student can demonstrate awareness of the potential effect of actions and decisions. Such actions and decisions shall not endanger the patient.
Unsafe Practice Procedures

Safe practice is an essential requirement for progression to the next course and will be judged by the faculty/clinical support personnel. Documentation of unsafe practice will be formulated by faculty and discussed with and signed by students. Faculty will determine if the student is to be dismissed for the day or the remaining portion of the course. In addition, unsafe practice may result in an F for the course and release of the student from the Nursing Program.

Professional Student Conduct

The Nursing Program Director and faculty will implement policies related to student conduct that incorporate the standards for safe nursing care, including but not limited to the following:

a. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.

b. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.

c. A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports, and other documents related to billing for nursing services.

d. A student shall implement measures to promote a safe environment for each patient.

e. A student shall delineate, establish, and maintain professional boundaries with each patient.

f. At all times when a student is providing direct nursing care to a patient the student shall:
   i. Provide privacy during examination or treatment and in the care of personal or bodily needs; and
   ii. Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.

g. A student shall practice within the appropriate scope of practice as set forth in the Board of Nursing standards.

h. A student shall use universal blood and body fluid precautions

i. A student shall not:
   i. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
   ii. Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

j. A student shall not misappropriate a patient's property or:
   i. Engage in behavior to seek or obtain personal gain at the patient's expense;
   ii. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
   iii. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
   iv. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.
   v. Accept any gifts from patients or patients.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

k. A student shall not:
i. Engage in sexual conduct with a patient;
ii. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
iii. Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
iv. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

l. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient of the student in any of the following:
   i. Sexual contact
   ii. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

m. A student shall not self-administer or otherwise take into the body any dangerous drug, in any way not in accordance with a legal, valid prescription issued for the student.

n. A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

o. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.

p. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability. As required by Federal and State law, appropriate and reasonable accommodations will be made to students with qualifying disabilities if requested according to Bryant & Stratton College procedures set forth in the Official Catalog;

q. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;

r. A student shall not obtain or attempt to obtain money or anything of value from a patient;

s. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

t. A student shall not aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the Board, or administration of medications as a medication aide without a certificate issued by the Board.

u. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;

v. A student shall not assist suicide;

w. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to Bryant & Stratton College, its faculty or preceptors, or to the Board.

Substance Abuse

Bryant & Stratton College requires that nursing students at all times be capable of providing safe and effective patient care. To that end, the College is committed to a substance-free workplace and environment. This means that nursing students must not be impaired by any substances during any part of the Nursing Program, including classroom work, laboratory assignments, and clinical settings in which the nursing students participate. Therefore, any situation where a student’s ability or performance is impaired by drugs or alcohol will be dealt with in the following manner:
a. The campus director or academic manager may warn, suspend, or dismiss from school any student for violation of the Code of Conduct as detailed in the *Official Catalog*. Such students will be ineligible to receive any refund of tuition.
b. The action taken against any student will be based upon the severity of the infraction.
c. Each case will be handled and determined on an individual basis and will be completely documented and filed in the student’s academic file.
d. All accused students will be afforded the right of challenge the action under the procedures set forth in the *Official Catalog*. However, clinical facilities may, without a hearing, bar the participation of a student who has tested positive in a drug screen or manifested impairment at a clinical facility.

Student Conduct hearings at Bryant & Stratton College are bound by the published guidelines in the *Official Catalog*.

**Reasons to Suspect Impairment Include, But Are Not Limited To:**
a. Alcohol on the breath or odor of alcohol
b. Flushed face and/or bloodshot eyes
c. Tremors of the hands
d. Unsteady gait
e. Patterned absenteeism
f. Frequent breaks or disappearance
g. Repeated tardiness
h. Memory lapses, difficulty concentrating, confusion
i. Lack of coordination/dexterity
j. Slurred or incoherent speech
k. Deterioration of appearance
l. Dilated or constricted pupils
m. Anger, hostility, irritability, mood swings, agitation
n. Presence of drug paraphernalia
o. Drowsiness and sleepiness

**Student Conduct**

Students should conduct themselves in a manner consistent with the College’s educational mission. College disciplinary proceedings may be instituted against a student charged with conduct that potentially violates either criminal law and/or the Student Code of Conduct. Students should refer to the *Official Catalog* for a detail description of the Student Code of Conduct and disciplinary hearings. Students should be respectful and professional at all times in any communication including social media.

**Licensure Application Procedure**

Students successfully completing the Nursing Program are eligible to take the National Council Licensure Examination (NCLEX-PN) provided they meet the requirements of the state board of nursing. Applications for the NCLEX-PN licensure examination are distributed and completed in the final semester of the Nursing Program. Nursing faculty will assist the students in this process. Students must pay their balance before the College will forward appropriate documentation for student to take NCLEX.

**Statement of Confidentiality**

All information that a student learns about a patient while providing care is private and confidential. This information is not to be shared with anyone except an instructor and those members of the health team.
The right of privacy is paramount; therefore, confidential information about the patient acquired from any source is to be safeguarded.

- The student shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

- To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

- The student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student’s assigned clinical responsibilities.

With the nurse-patient relationship based on trust, the patient’s welfare and reputation can be jeopardized by inappropriate disclosure and the nurse-patient relationship destroyed. Students are expected without exception to observe the patient’s/patients’ right to privacy. Serious consequences such as release from the Nursing Program may result if the student fails to maintain this privacy. Students are reminded that confidentiality has legal and ethical implications and that an inappropriate break of confidentiality may expose the student to liability.

**Student Illness or Injury Policy**

For the protection of students, patients, clinical personnel and faculty, the following policies must be adhered to:

1. Injury in the class, lab or clinical setting must be reported immediately to the nursing faculty so that necessary health care can be initiated with appropriate facility and college documentation.

   For an emergency health need (physical and/or mental) during scheduled class time on the school premises or in a clinical facility, the instructor or his/her designee will contact the Emergency Medical System (911) to summon emergency assistance for the student. The student is responsible for payment of emergency services and any treatment incurred.

   For an urgent health need (physical and/or mental) during class time on the school premises or in a clinical facility, the instructor or his/her designee will assist the student to access the appropriate community resource. The student is responsible for making and keeping any appointments, as well as payment for services.

   Instructor will report incident to program director and appropriate campus leadership.

2. Any student with an injury or illness involving a potential communicable disease which will impact the student’s ability to safely provide patient care will be required to furnish a clearance statement from a health care provider. The letter must be reviewed by the program director prior to the student’s return to the clinical setting.

   Any student with an injury or illness involving a potential communicable disease which will impact the student’s ability to safely provide patient care will be required to furnish a clearance statement from a health care provider. The letter must be reviewed by the program director prior to the student’s return to the clinical setting.

3. Letters from health care providers regarding student illness, surgery, injury or pregnancy must include specific limitations or restrictions as well as a statement defining classroom and clinical activities
allowed. Students are not permitted to attend clinical with restrictions. Any restrictions or limitations must be followed up by a written release from the physician before returning to full activity.

4. In all circumstances, students must be able to meet the learning objectives, with consideration of the restrictions stipulated by the health care provider, to remain in good standing in the Nursing Program. **PLEASE NOTE: The faculty of the nursing education department may require an additional written medical clearance to ensure student and patient safety.**

**Accidental Exposure**
Bryant & Stratton College nursing students participate in clinical rotations in multiple facilities. Therefore, in the event of accidental exposure injuries, the faculty and students will follow the policy of the facility where the incident occurs. It shall be the responsibility of the faculty in each facility to identify the location of institutional policies and Material Safety Data Manuals and to identify the appropriate contact person in each facility before students begin clinical experiences. Bryant & Stratton College/Clinical Facility assumes no responsibility for the cost of testing in accidental exposure injury.

**Student Health and Counseling Services**
Bryant & Stratton College does not provide Student Health Services or Counseling Services. Students who need these services may meet with student services personnel to review available community resources. In Virginia, students can access community resources by dialing 211.

Students who are in need of these services may meet with the Dean of Student Services to review the community resource guide for referrals.

Bryant & Stratton College provides career counseling for all current students and graduates of all Bryant & Stratton College programs. Students needing career counseling should contact the Career Services Department on campus to schedule an appointment. Bryant & Stratton College does not provide student health insurance.

**Fees and Expenses**
The tuition charges and associated fees for the Nursing Program are established for the system of Bryant & Stratton Colleges and are consistent for programs at all campuses conferring the degree. The tuition and fees are published in the **Official Catalog**.

**Student Acknowledgement of Handbook**
Students must sign the form on the following page acknowledging that they read the Handbook. Completed forms must be submitted to the Nursing Program Director by the third week of the semester.
I, _____________________, acknowledge that I have read the Nursing Program Student Handbook for WINTER 2018 and the current Bryant & Stratton College Catalog.

I understand that it is my responsibility to know the contents of the Student Handbook and the Catalog and that it is my responsibility to refer to these publications as the need arises. I also understand that it is my obligation to periodically review the Student Handbook and the Catalog and to look for changes. I also understand that it is my obligation to view updates to the Student Handbook and Catalog upon notice of amendments.

I agree to be bound by the requirements, standards, policies, and procedures set out in the Student Handbook and the Catalog and any amendments to them.

I understand that I will be held accountable for deviation from the requirements and obligations set forth in the Student Handbook and Catalog and that such deviation may result in disciplinary action taken against me including suspension, release from the Nursing Program, or dismissal from Bryant & Stratton College.

I understand that neither the Nursing Program Student Handbook nor the Catalog is a contract or an offer of a contract and that I should not consider them as such. I also understand that the Student Handbook and the Catalog are subject to change at any time without notice. Questions regarding updates may be directed to the Nursing Program Director. If any information in the Student Handbook or Catalog conflicts with the State or Federal Statute, Rules, or Regulations, the State or Federal Statutes, Rules, or Regulations will control.

Student’s Name Printed ______________________________________

Signature ______________________________________

Date ______________________________________
Bryant & Stratton College Campus Locations

New York Campuses

**Albany**
1259 Central Avenue
Albany, NY 12205
Telephone 518/437-1802
Fax 518/437-1048

**Amherst**
3650 Millersport Highway
Getzville, NY 14068
Telephone 716/625-6300
Fax 716/689-6078

**Buffalo**
465 Main Street, 4th Floor
Buffalo, NY 14203
Telephone 716/884-9120
Fax 716/884-0091

**Greece**
854 Long Pond Road
Rochester, NY 14612
Telephone 585/720-0660
Fax 585/720-9226

**Henrietta**
1225 Jefferson Road
Rochester, NY 14623
Telephone 585/292-5627
Fax 585/292-0170

**Malta Extension Center**
2452 U.S. Route 9 - Suite 201
Malta, NY 12020
Telephone 518/437-1802
Fax 518/899-0170

**Southtowns**
Sterling Park
200 Redtail Road
Orchard Park, NY 14127
Telephone 716/677-9500
Fax 716/677-9599

**Syracuse**
953 James Street
Syracuse, NY 13203
Telephone 315/472-6603
Fax 315/474-4383

**Syracuse North**
8687 Carling Road
Liverpool, NY 13090
Telephone 315/652-6500
Fax 315/652-5500

**Online Education**
180 Redtail Road
Orchard Park, NY 14127
Telephone 716/677-8800
Fax 716/677-8899

Ohio Campuses

**Akron**
190 Montrose West Avenue
Akron, OH 44321
Telephone 330/598-2500
Fax 330/598-2505

**Cleveland Downtown**
3121 Euclid Avenue
Cleveland, OH 44115
Telephone 216/771-1700
Fax 216/771-7787

**Eastlake**
35350 Curtis Boulevard
Eastlake, OH 44095
Telephone 440/510-1112
Fax 440/306-2015

**Parma**
12955 Snow Road
Parma, OH 44130
Telephone 216/265-3151
Fax 216/265-0325

Virginia Campuses

**Hampton**
4410 Claiborne Square
Suite 233
Hampton, VA 23666
Telephone 757/896-6001
Fax 757/896-6009

**Richmond**
8141 Hull Street Road
North Chesterfield, VA 23235
Telephone 804/745-2444
Fax 804/745-6884

**Virginia Beach**
301 Centre Pointe Drive
Virginia Beach, VA 23462
Telephone 757/499-7900
Fax 757/499-9977

Wisconsin Campuses

**Bayshore**
500 Silver Spring Rd.
Suite K340
Glendale, WI 53217
Telephone 414/961-9600
Fax 414/961-9605

**Milwaukee**
310 West Wisconsin Avenue
Suite 500 East
Milwaukee, WI 53203
Telephone 414/276-5200
Fax 414/276-3930

**Wauwatosa**
10950 W. Potter Road
Wauwatosa, WI 53226
Telephone 414/302-7000
Fax 414/302-7009

Bryant & Stratton College is an equal opportunity educator and employer.
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Publication Date: January 2018
History of Bryant & Stratton College

Bryant & Stratton College’s rich history is rooted in 160 years of outcomes-based education. Its founding can be traced back to 1852, when H. B. and J. C. Bryant and their brother-in-law, H.D. Stratton, organized Bryant & Stratton Mercantile College in Cleveland, Ohio. In 1854, J. C. Bryant, a noted physician and businessman, established Bryant & Stratton College in Buffalo, New York. Throughout the next century, the College developed career-based degrees and training programs to meet the needs of young and working adults seeking jobs and career advancement in business and industry due to both employer and student demands. From the 1960s through the current period, the College expanded its program offerings to healthcare, technology, justice, financial and service sectors. In 2000, the College offered distance learning through an Online Education division. Today the institution has many locations; however it is one college with several branches and additional locations, referred to as campuses. The College confers over thirty associate and baccalaureate degrees, and offers diploma and certificate programs for select occupations. In June of 2002, the College earned regional accreditation status from the Middle States Association of Colleges and Schools (MSA), now known as Middle States Commission on Higher Education (MSCHE). This history continues to build as the next generation of higher education evolves and the College continues to fulfill its mission.

Mission Statement

Bryant & Stratton College offers a personalized career education and experience leading to high-demand professions so graduates are prepared for their career and life pursuits.

Student Consumer Information Disclosure

The Higher Education Opportunity Act (HEOA) of 2008 requires institutions to make available important information concerning academic programs, retention rates, graduation rates, crime reports, financial aid procedures and more in an effort to ensure fairness and transparency for all higher education consumers. Current and prospective students of Bryant & Stratton College have access to Student Consumer Information by visiting the address below:

http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx

Questions regarding this information should be directed to the Campus Director. Bryant & Stratton College is approved for the training of veterans and other eligible persons and for administering educational programs sponsored by state and federal agencies such as the Bureau of Indian Affairs and state rehabilitation services. The institution is authorized under federal law to enroll non-immigrant alien students.

Accreditations and Approvals

Bryant & Stratton College is accredited by the Middle States Commission on Higher Education 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000. www.msche.org The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The academic programs at all Bryant & Stratton College campuses are approved or certified and registered by their respective State Education Departments:

- New York State Board of Regents
- Ohio Department of Higher Education
- Ohio Board of Nursing
- State Council of Higher Education for Virginia (SCHEV)
- State of Wisconsin Department of Safety and Professional Services - Education Approval Board
- Virginia Board of Nursing
- Wisconsin Board of Nursing

Bryant & Stratton College is an institutional member of the council for the State Authorization Reciprocity Agreements (NC-SARA). See www.NC-SARA.org/states/NY.

In New York State, Bryant & Stratton College campuses are authorized by the New York State Board of Regents to confer Associate of Occupational Studies and Associate of Applied Science degrees. The Amherst, Buffalo and Southtowns campuses are authorized by the New York State Board of Regents to confer the Bachelor of Business Administration degree. The Southtowns, Albany, Greece, and Syracuse North campuses are authorized by the New York State Board of Regents to confer the Bachelor of Science degree.

All four Ohio campuses are authorized by the state of Ohio to confer associate and baccalaureate degrees. These degrees are also approved by the Ohio Board of Regents.

The Medical Assisting programs offered at Albany, Amherst, Akron, Bayshore, Buffalo, Cleveland Downtown, Eastlake, Greece, Hampton, Henrietta, Milwaukee, Parma, Richmond, Southtowns, Syracuse, Syracuse North, Virginia Beach and Wauwatosa are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), on recommendation of the Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Educational Programs contact information (CAAHEP): 25400 US Highway 19 North, Suite 158 Clearwater, FL 33763 (727) 210-2390 www.caahep.org

The ADN Nursing programs offered at the Eastlake, Parma, Wauwatosa, Bayshore, Richmond, and Akron campuses are accredited by the Accreditation Commission for Education in Nursing (ACEN). The Ohio Board of Nursing views the Eastlake and Parma campuses as one program. The Ohio Board of Nursing views the Akron Campus as a stand-alone program. The Wauwatosa and Bayshore campuses are viewed as one program by the Wisconsin Board of Nursing.

The A.D.N nursing program at the Virginia Beach campus has initial approval by the Virginia Board of Nursing.

The Licensed Practical Nurse diploma program offered at the Richmond campus has initial approval by the Virginia Board of Nursing. The Licensed Practical Nurse diploma program offered at the Parma and Akron campuses have conditional approval by the Ohio Board of Nursing.

The Licensed Practical Nurse Diploma program located in Wauwatosa and Bayshore, WI is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing (ACEN) contact information: 3343 Peachtree Road, Suite 850 Atlanta, GA 30326 (404) 975-5000 www.acenursing.org

The baccalaureate degree in nursing programs at the Parma, Richmond, and Wauwatosa campuses are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW Suite 750 Washington, D.C. 20001 202-463-6930.

The occupational therapy assistant programs at Rochester, Syracuse, Eastlake, and Wauwatosa are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the Rochester, Syracuse, and Wauwatosa programs will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT).

After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

ACOTE is located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

Effective May 4, 2016, the Physical Therapist Assistant Programs at Bryant & Stratton College, Parma, Southtowns, Syracuse, and Wauwatosa campuses have been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.
Admissions

Bryant & Stratton College seeks students who desire practical career preparation in selected fields of study and have the ability to achieve academic success. It is recommended that prospective students apply as early as possible to ensure full consideration and proper placement. Applications are accepted throughout the year for multiple starts within an academic year.

Bryant & Stratton College welcomes first inquiries from high school students and their parents during their junior year. The admissions staff is available to explain curriculum planning and career opportunities.

Information about all Bryant & Stratton College campuses may be obtained from any admissions representative or at the College website, www.bryantstratton.edu.

Admissions Interview and Tour

An important step in the admission process is a personalized interview with an admissions representative to discuss the College programs and conduct a campus tour. Select programs require an interview by the Program Director or his or her designee.

Admissions representatives are available for day, evening and Saturday morning appointments including most school vacation and most school holidays.

Application Procedure

1. Applications for admission to the college may be obtained from the Admissions Office or at www.bryantstratton.edu.
2. The completed application is then submitted to the selected Bryant & Stratton College campus.
3. Applications are accepted throughout the year for all future enrollment dates.

Placement Evaluation

All students accepted for enrollment at Bryant & Stratton College will be subject to course and/or program evaluations. Students will be scheduled in pre-college courses based upon their placement evaluation scores. Students are required to enroll and pass the pre-college courses based upon their evaluation scores, regardless of the program of study.

Notification of Admissions Decision

- Bryant & Stratton College’s admission policy makes it possible, in most cases, for applicants to be notified of the admission decision as soon as the application process is complete.
- Conditional acceptance is granted for applicants applying for building-based diploma or associate degree program pending their self-certification on their FAFSA that they have received a high school diploma or GED or that they have completed secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided. If the applicant is not applying for Title IV financial assistance, and thus will not be submitting a FAFSA, conditional acceptance may be granted for applicants pending their affirmation on their application that they have received a high school diploma or GED or that they have completed secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided.
- Conditional acceptance is granted for applicants pending verification of entrance requirements for Online, Nursing (LPN, ADN, BSN) PTA, and OTA programs.

DIPLOMAS AND ASSOCIATE DEGREE PROGRAMS

Entry and Program Requirements

For consideration into a diploma or an associate degree program, the candidate must:

1. Submit a completed Application or eApplication using the feature located on the Internet at www.bryantstratton.edu for Admission to the college.
2. Certify on their FAFSA that he or she has received a high school diploma or GED or that he or she has completed secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided. If the applicant is not applying for Title IV financial assistance, and thus will not be submitting a FAFSA, the applicant’s affirmation on his or her application that he or she has received a high school diploma or GED or that he or she has completed secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided, will be sufficient.

All New York State students must provide an official copy of their high school transcript, GED, or proof of completion of secondary school through homeschooling as defined by New York.

3. Complete an Admissions Representative Interview. Each applicant will be interviewed by an admissions associate. The purpose of the interview is to assess the educational and professional goals of the applicant and determine if Bryant & Stratton College is a good match.

During the interview, an admissions associate will provide information regarding the College’s educational mission; a content overview of the program; admission criteria application, tuition costs, and will refer students to financial aid representatives who can discuss financial aid options.

4. Meet program-specific entrance standards established by the College, as well as other evaluations required by state, federal and accreditation bodies.
   - Students interested in the Criminal Justice Studies degree must successfully complete the Criminal Justice and Security Services diploma, and are encouraged to work in the security field, before acceptance into the associate degree (AAS) program.
   - Students interested in the Office Management degree must enroll and successfully complete the Office Administrative Assistant diploma, and are encouraged to work in the office administration field, before acceptance into the associate degree (AAS) program.
   - Students interested in the Blended Learning program for either the Medical Billing & Coding diploma program or Medical Reimbursement & Coding, AAS degree must attain college level placement scores on both the English and mathematics placement evaluations to enter these programs. Additionally, students taking blended learning (BL) courses must complete the BLSM001 Blended Learning Seminar prior to attending the first BL class scheduled.

5. New York State students must provide proof of immunization. See the New York State section of this catalog for details.

BACCALAUREATE DEGREE PROGRAMS

Entry and Program Requirements

For consideration into the Baccalaureate Degree Programs, the candidate must:

1. Submit a completed Application or eApplication using the feature located on the Internet at www.bryantstratton.edu for admission to the college.
2. Provide an official U.S. high school transcript indicating successful completion, or official documentation of a U.S. GED or provide documentation establishing successful completion of secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided. High school graduates must have a minimum GPA of 75% or 2.5 out of 4.0 and those possessing GEDs must have a minimum average standard score of 500 (taken after 2002) or an average standard score of 50 (taken before 2002).
3. Complete an Admissions Representative Interview. Each prospective student will be interviewed by an admissions associate. The purpose of the interview is to assess the educational and professional goals of the prospective student and determine if Bryant & Stratton College is a good match. During the interview an admissions associate will provide information regarding the College’s educational mission; a content overview of the degree; admission criteria, application, tuition costs, and will refer students to financial aid representatives who can discuss financial aid options.

4. Complete and submit to an admissions associate for review by the acceptance committee:
   a. Bachelor Degree Application Form.
   b. Transcripts of post-secondary educational experience. If transcripts are necessary to evaluate credit, applicants must provide the transcripts confirming earned credit from a regionally or nationally accredited college. These documents must be a part of the applicant’s application packet before consideration of a candidate’s application is made. Official transcript(s) must be received by the end of the first semester.
   c. Personal Essay. Applicants must submit a non-graded informational essay that is 1 - 2 double-spaced, typewritten pages.

5. An interview with a Bachelor Degree program administrator may be scheduled as part of acceptance and prior to acceptance.

6. New York State students must provide proof of immunization. See the New York State section of this catalog for details.

ORGANIZATIONAL LEADERSHIP, BPS
Entry and Requirements for Organizational Leadership, Bachelor of Professional Studies (BPS) program

Students must meet all criteria for acceptance to the College and the standard requirements for entry into baccalaureate programs to gain acceptance to the Organizational Leadership BPS degree program, additionally students must:

1. Have 30 earned college credits reflected on an official transcript.
2. Have successfully completed a college level English course.
3. Have at least 4 years of professional work experience.
4. Be at least 25 years of age.

NURSING DIPLOMA
Entry and Requirements for Licensed Practical Nurse Program

1. Submit a completed Application or eApplication using the feature located on the Internet at www.bryantstratton.edu for admission to the college.
2. Provide an official U.S. high school transcript indicating successful completion, or official documentation of a U.S. GED or provide documentation establishing successful completion of secondary school through homeschooling, as defined by the law of the State in which homeschooling was provided.
3. Complete a Nursing Program Director Interview if required. Nursing Program candidates may be interviewed by the Nursing Program Director or his or her designee. Selection to the program is made by the Nursing Program Selection Committee and is based on admission test scores, past academic record, and interview results.
4. Attain college-level placement scores on both the English and Mathematics placement evaluations.
5. Achieve a minimum score no lower than the 40th national percentile on the Test of Essential Academic Skills (TEAS).
6. Provide documentation of a recent physical exam and other required laboratory test results, including a drug screen, as described in the admissions interview and in the Nursing Handbook.
7. Submit to a criminal background check and drug screening as required by state and federal law and clinical facility and Bryant & Stratton College requirements.

BACCALAUREATE DEGREE NURSING
Entry and Requirements for BS Nursing (Generalist) Program

For consideration into the Nursing Program, the candidate must:
1. Submit a completed Application or eApplication using the feature located on the internet at www.bryantstratton.edu for admission to the college.
2. Provide an official U.S. high school transcript indicating successful completion, or official documentation of a U.S. GED or provide documentation establishing successful completion of secondary school through homeschooling, as defined by the law of the State in which homeschooling was provided.
3. Complete a Nursing Program Director Interview if required. Nursing Program candidates may be interviewed by the Nursing Program Director or his or her designee. Selection to the program is made by the Nursing Program Selection Committee and is based on admission test scores, past academic record, and interview results.
4. Provide documentation of a recent physical exam and other required laboratory test results, including a drug screen, as described in the admissions interview and in the Nursing Handbook.
5. Submit to a criminal background check and drug screening as required by state and federal law and clinical facility and Bryant & Stratton College requirements.
6. Complete and submit a Personal Essay. Applicants must submit a non-graded informational essay that is 1 - 2 double-spaced, typewritten pages. (Not RN-BSN)
7. Must have a 2.5 out of 4.0 GPA. (Not RN-BSN)
8. Achieve a minimum score of no lower than the 40th national percentile on the Test of Essential Academic Skills (TEAS).
9. Attain college-level placement scores on both English and math placement evaluations.
RN-BSN PROGRAM
The RN-BSN option is designed for RN graduates who have passed the RN-N.C.L.E.X. exam, have earned licensure, and are ready to expand their nursing skills and professional potential by earning a BSN. The BSN is designed to promote the development of professional nurses who will meet the changing needs of clients. RN-BSN plan students are advised on an individual basis and transcripts are evaluated on an individual basis for maximum transfer credit. Students must satisfy requirements of the BSN Generalist degree program, unless otherwise noted.

Background checks in accordance with state regulations may be required by the precepted site. Students are responsible for any and all fees associated with the required checks. Fees for background checks vary by state.

OCCUPATIONAL THERAPY ASSISTANT
Entry and Requirements for Occupational Therapy Assistant:
Students must meet all criteria to gain acceptance to the College and additionally meet the requirements below to gain acceptance to the OTA program:
- Minimum GPA 2.5 with official transcript.
- Accuplacer Scores related to math (50 or above) and English (72 or above).
- Signed disclosure acknowledging that drug use, a record of certain conduct, criminal convictions, and illnesses can prevent the student from successfully completing the OTA program or being gainfully employed as a OTA.
- Successfully completed chemistry or physics and biology at the high school or college level.
- Interview with Program Director or designee.

PHYSICAL THERAPIST ASSISTANT
Entry and Requirements for Physical Therapist Assistant:
Students must meet all criteria to gain acceptance to the College and additionally meet the requirements below to gain acceptance to the PTA program:
- Minimum GPA 2.5 with official transcript.
- Accuplacer Scores related to math (50 or above) and English (72 or above).
- Signed disclosure acknowledging that drug use, a record of certain conduct, criminal convictions, and illnesses can prevent the student from successfully completing the PTA program or being gainfully employed as a PTA.
- Successfully completed chemistry or physics and biology at the high school or college level.
- Interview with Program Director or designee.

WARNING FOR NURSING, PHYSICAL THERAPIST ASSISTANT, AND OCCUPATIONAL THERAPY ASSISTANT DEGREE STUDENTS
Note that criminal convictions and/or a record of certain other conduct may prevent the student/graduate from being licensed and may preclude the graduate from obtaining gainful employment as a practitioner. Also, in order to successfully complete the degree program, students must participate in clinical programs at outside clinical experiences at varied times to provide patient/client care. These facilities have policies regarding convictions and past conduct which may bar students from being accepted at the facility for clinical participation.

For this reason, Bryant & Stratton College cannot warranty that a student with a criminal record or a record of certain actions, mental illness, physical illness, or chemical dependencies will be accepted by a clinical facility for placement. If the student is not accepted, the student will not be able to successfully complete the degree program.

In addition, even if a student does successfully complete the Degree program, if that student has a record of certain crimes or conduct, Bryant & Stratton College cannot warranty that the relevant state licensure board will permit the student to sit for examination or to be licensed, certified, or registered or to be employed in the field after graduation.

Students who commit an offense after admission which bars participation in the clinical facility may be released from the degree program or dismissed from Bryant & Stratton College. Students should refer to the Program Handbook for additional details on specific state restrictions on licensing and employment for students with a record of a criminal conviction, illness, or drug/alcohol abuse.

Note also that the academic standards for these programs have different levels of performance, and are in addition to the measuring points and requirements outlined in the Standards of Satisfactory Academic Progress. These standards are used to evaluate the student’s ability to progress in the degree program. Refer to the Program Student Handbook.
International Applicants

Entry and Program Requirements
For consideration into any Bryant & Stratton College program, international applicants must submit the documentation and information, as previously noted, for the particular program to which they are applying. In addition, they must submit the following documentation with their application materials:

1. An original, official transcript from a secondary school or university which has been authenticated and evaluated by an authorized, independent third party chosen by Bryant & Stratton College, together with a notarized and certified translation if the document is recorded in a language other than English. Such translation is to be supplied by the applicant at the applicant’s expense. Employees of Bryant & Stratton College shall not be utilized to provide the required translations. Third-party evaluators must be members of either The National Association of Credential Evaluations Services (NACES) or Association of International Credential Evaluators (AICE).

2. Documentation of either a score of 500 or better on the traditional paper version of the Test of English as a Foreign Language (TOEFL), or a score of 173 on the computerized TOEFL, or a passing score on Level 6 of the ASPECT English Language Proficiency. If required, international applicants will need to complete this evaluation before acceptance at Bryant & Stratton College. It is the applicant’s responsibility to set up all details of the TOEFL evaluation. (Web link: TOEFL Information at www.ets.org).

Exceptions:

a. Nonnative speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, New Zealand).

b. Nonnative speakers who have successfully completed at least a two-year course of study in which English was the language of instruction.

c. Transfer students from institutions in the United States or Canada whose academic course work was favorably evaluated in relation to its demands and duration.

d. Nonnative speakers who have taken the TOEFL test within the past two years.

e. Nonnative speakers who have successfully pursued academic work at schools where English was the language of instruction in an English-speaking country for two years.

3. A statement signed by the secondary school principal or other qualified person indicating sufficient proficiency in English to cope with college-level studies. Such statement must be written in English.

4. An original proof of finance letter issued by a U.S. or foreign banking institution certifying that the sponsor or student has adequate funds to meet financial obligations to Bryant & Stratton College and living expenses while enrolled.

5. The first semester’s tuition and, if applicable, room and board, paid in advance of acceptance.

International students will be issued the I-20 when formally accepted to one of the College’s campus locations. The I-20 will not be issued for students taking all classes via Online. This I-20 form must be taken by the student, along with his or her passport, and the financial documentation, to the nearest United States consulate or embassy for the purpose of receiving the appropriate student visa. All of these documents and the proof of English proficiency may be reviewed by a U.S. Customs Inspector upon entry to the United States.

Upon arrival in the U.S. city where the student will be attending Bryant & Stratton College, the student should immediately contact the campus Admissions Office. A visit and tour of the campus and, if applicable, student housing, will be arranged. During the visit, the student will also complete placement evaluations for appropriate placement and registration for the first semester classes.

Application for Individual Subjects

Application may be made for individual subjects in person or by mail, facsimile, or electronic transmission, by completing an individual subject application.

When the application has been received and processed, the student will be sent an acceptance letter and instructions for completing registration.

The student should consult with an admissions representative to determine class hours, days classes meet and prerequisite requirements (if applicable). Class schedules are available during registration.

Students taking individual subjects are classified as non-matriculated, and federal financial aid is not available to them. If at some point non-matriculating students decide to matriculate, they will be required to adhere to the complete admissions process.

Application for Readmission

For consideration into any Bryant & Stratton College program, returning international students must submit the documentation and information, as previously noted, for the particular program to which they are applying. In addition, they must submit the following documentation with their application materials:

1. An original, official transcript from a secondary school or university which has been authenticated and evaluated by an authorized, independent third party chosen by Bryant & Stratton College, together with a notarized and certified translation if the document is recorded in a language other than English. Such translation is to be supplied by the applicant at the applicant’s expense. Employees of Bryant & Stratton College shall not be utilized to provide the required translations. Third-party evaluators must be members of either The National Association of Credential Evaluations Services (NACES) or Association of International Credential Evaluators (AICE).

2. Documentation of either a score of 500 or better on the traditional paper version of the Test of English as a Foreign Language (TOEFL), or a score of 173 on the computerized TOEFL, or a passing score on Level 6 of the ASPECT English Language Proficiency. If required, international applicants will need to complete this evaluation before acceptance at Bryant & Stratton College. It is the applicant’s responsibility to set up all details of the TOEFL evaluation. (Web link: TOEFL Information at www.ets.org).

Exceptions:

a. Nonnative speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, New Zealand).

b. Nonnative speakers who have successfully completed at least a two-year course of study in which English was the language of instruction.

c. Transfer students from institutions in the United States or Canada whose academic course work was favorably evaluated in relation to its demands and duration.

d. Nonnative speakers who have taken the TOEFL test within the past two years.

e. Nonnative speakers who have successfully pursued academic work at schools where English was the language of instruction in an English-speaking country for two years.

3. A statement signed by the secondary school principal or other qualified person indicating sufficient proficiency in English to cope with college-level studies. Such statement must be written in English.

4. An original proof of finance letter issued by a U.S. or foreign banking institution certifying that the sponsor or student has adequate funds to meet financial obligations to Bryant & Stratton College and living expenses while enrolled.

5. The first semester’s tuition and, if applicable, room and board, paid in advance of acceptance.

International students will be issued the I-20 when formally accepted to one of the College’s campus locations. The I-20 will not be issued for students taking all classes via Online. This I-20 form must be taken by the student, along with his or her passport, and the financial documentation, to the nearest United States consulate or embassy for the purpose of receiving the appropriate student visa. All of these documents and the proof of English proficiency may be reviewed by a U.S. Customs Inspector upon entry to the United States.

Upon arrival in the U.S. city where the student will be attending Bryant & Stratton College, the student should immediately contact the campus Admissions Office. A visit and tour of the campus and, if applicable, student housing, will be arranged. During the visit, the student will also complete placement evaluations for appropriate placement and registration for the first semester classes.

Application for Individual Subjects

Application may be made for individual subjects in person or by mail, facsimile, or electronic transmission, by completing an individual subject application.

When the application has been received and processed, the student will be sent an acceptance letter and instructions for completing registration.

The student should consult with an admissions representative to determine class hours, days classes meet and prerequisite requirements (if applicable). Class schedules are available during registration.

Students taking individual subjects are classified as non-matriculated, and federal financial aid is not available to them. If at some point non-matriculating students decide to matriculate, they will be required to adhere to the complete admissions process.

Application for Readmission

Former Bryant & Stratton College students who wish to apply for readmission should contact the Admissions Office for an Application of Readmission. Returning students are not required to resubmit copies of records already on file. Any prior tuition balances and student loan status must be cleared before re-entry application forms are processed.

Readmission requirements for the OTA, PTA, and Nursing Programs are found in the respective Program Student Handbook.

Students dismissed for failure to meet Standards of Academic Progress may be considered for readmission after an absence of not less than one semester. See the section “consequences of failure to meet satisfactory progress standards” in this catalog for details on the appeals process and criteria for readmission.

Students who were dismissed for any reason must meet with an academic manager or a designated advisor to review the circumstances which led to the dismissal and to discuss the commitment required for the student to become successful. Following the meeting, the academic associate will make a recommendation regarding the student’s potential for academic success. A negative recommendation to the admissions department may disqualify the student for readmission.

Students dismissed for issues relative to conduct and deportment, as defined in the Code of Student Conduct published in this Official Catalog, will be eligible for readmission only if they are able to present reasonable proof that they have overcome the situation that lead to their inappropriate behavior. The decision to readmit will be made by the academic dean after a thorough review of the situation. Students seeking readmission after an administrative dismissal may be required to meet with the dean and/or a designated representative of the dean to discuss their situation. The decision of the dean will be final in all matters of readmission of students dismissed for reasons of conduct and deportment.

Students dismissed based on failure to complete their pre-college course requirements after two attempts may be considered for readmission after an absence of not less than one calendar year (3 academic semesters). In either case, readmission will be granted solely at the discretion of the academic dean or designee.

Returning students are required to meet all curriculum requirements in effect at the time of their return. If the curriculum and/or learning methodologies have been updated since a student last attended Bryant & Stratton College, that student may be required to attend an orientation program prior to returning to classes.

All credits earned during prior enrollment will be assessed for validity to current programs. Some credits earned in the past may not be applicable to the contemporary curriculum and technology changes.
**Academic Information**

**Transfer of Credits**

Bryant & Stratton College accepts transfer of college credit, high school articulation, and/or evaluation of knowledge and skills by selected course proficiency examination. Although Bryant & Stratton College does not grant credit for life experience, the College offers students the opportunity to attempt Credit by Examination for selected courses. Up to 75% of the total credit hours required for graduation may be earned through a combination of transfer credits, high school articulation, national evaluation, and proficiency examinations. Should state requirements be more stringent in any specific area covered in this policy, campuses affected must adhere to the requirements defined by the state education department. See state sections for details.

Students who wish to take courses at other colleges while pursuing a program at Bryant & Stratton College may have their credits transferred into their program providing they obtain written approval from the Dean or designee prior to enrolling in the outside courses and providing they have an official transcript sent to the Dean or designee upon successful completion. Before beginning this process, a student should meet with a Financial Services staff member to discuss how transfer credit may impact federal, state, and building-based financial aid and scholarship funds.

Credits earned at institutions accredited by recognized accreditation bodies may be considered for transfer by the transfer coordinator with appropriate documentation. Each course considered for transfer credit must have grade of C (2.0) or better out of a possible (4.0). Transfer courses must be comparable in level and content to subjects in their program at Bryant & Stratton College. Applicants requesting transfer credit must arrange for their official college transcript(s) to be sent to Bryant & Stratton College for evaluation. Transfer credits are assessed on a course-by-course basis.

Transferability of credits to Bryant & Stratton College may be affected by the age of the credits and by the degree to which related technology has changed since the credits were earned. All requests for transfer credit must be completed prior to the end of the first semester of enrollment at Bryant & Stratton College. Official transcripts issued by and provided to Bryant & Stratton College by the awarding institution must be received prior to the end of the first semester for credit to be applied to the degree plan.

**It is the sole discretion of the receiving institution which credits and/or coursework, if any, will be accepted.**

**Credit by Examination**

Bryant & Stratton College offers students the opportunity to take examinations to validate their competency of selected courses and subject areas. The student may earn college credit for achieved scores of 70% or better on the College’s electronic Prior Learning Assessments (PLA). Additionally, the College will also grant college credit for applicable passing grades on specific PLA examinations available through College Level Examination Programs (CLEP), American Council of Education (ACE), and Defense Activity for Non-Traditional Educational Support (DANTES). Financial aid funds may not be utilized for examination or processing charges. Students interested in attempting Credit by Examination and PLA should consult with their admissions representative or academic advisor for more details. Distance learners must take PLA examinations at approved testing sites.

All requests for credit for national evaluations must be completed by the end of the student’s first semester of enrollment at Bryant & Stratton College.

**Academic Semesters and Calendar**

Bryant & Stratton College’s schedule is based on three 15 week semesters. There is a brief break between semesters, see the Academic Calendar(s) posted on the website for details.

**Campus Schedule**

All full-time students are scheduled in academic programs that may be completed in 1 or 1.5 years for diploma programs, 2 years for associate degrees, except Nursing and Occupational Therapy Assistant are 2.5 year programs, and 4 years for baccalaureate degrees if the student does not require pre-college course work, carries a full-credit course schedule, and attends full-time for consecutive semesters. Students who earn fewer than the recommended number of credits per semester, who fail courses, or who interrupt their programs may be unable to complete their programs in this amount of time. Students who fail or withdraw from required courses must complete their required courses the next time they are offered.

Students may be limited in the number of opportunities allowed to pass individual courses and may be counseled to reconsider their career plans based on difficulty they may have mastering certain skills and knowledge.

Classes may be offered during the day, evening, weekends, blended format and online. Schedules are determined by the individual campuses and are subject to change based on availability.

Programs that feature field experience in the form of internship or practicum may require scheduling outside of normal school hours. Students will be assigned to field experience related to their degree program.

Nursing and OTA students are scheduled in clinical agencies to provide patient/client care at varied times. Students who hold jobs must arrange with employers for flexibility in meeting College requirements. To complete the Nursing or OTA Program it may be necessary for a student to complete his/her clinical rotations during the week and weekend, both day and evening shifts, as well as enroll in both day or evening courses, depending on the availability of courses. The College is under no obligation to guarantee a specific clinical placement or time.

**Online Schedule**

Online courses are available 24 hours a day, 7 days a week at a computer located anywhere in the world with an internet connection. Online classes have multiple weekly deadlines and are identified in Eastern Time. Students can budget their time to attend class (read lecture material, read announcements, complete tests, and participate in discussion) and to complete homework (assignments, projects, reading the text book, etc…) to meet weekly deadlines. Online courses are offered in two 7.5 week sessions within the traditional 15 week semester.

**Online Course Expectations**

Online courses are structured to replicate the campus classroom. In the Online virtual classroom, faculty members present lectures, course materials, evaluations/tests, and interact with students through personal computers. The student interacts with other students and the instructor through messaging and discussion groups.

Students enrolled in an Online course are expected to participate in “classroom” activities including reading, lectures, participating in discussion groups, completing evaluations/test and processing information through reflective activities. In addition, students are required to complete homework, projects, assigned reading, research and preparation of weekly reflections “outside of the classroom.”

Levels of participation include active participation within groups or teams, interaction with the instructor, and the completion of course work by specified deadlines. Faculty members are available for additional course-related assistance and support.

**Blended Learning Schedule**

Blended learning courses are scheduled in two 7.5 week sessions within the traditional 15 week semester. Students enrolled in BL courses typically take two courses each session for a full-time schedule of four courses a semester. The Blended Learning (BL) schedule features weekly face-to-face class time schedule on campus, plus an equal amount of virtual instructional time. The blended learning format reflects the dynamics of the workplace and offers students a complement of structure and flexibility.
Blended Learning Course Expectations

Blended learning is a student-centered approach to creating a learning experience whereby the learner interacts with other students, the instructor, and with content in both virtual and on-campus environments. The BL courses are designed to introduce concepts in small parts through multiple phases, where work completed builds upon the prior to deepen understanding. Students will have multiple opportunities to make sense of the content, communicate, and collaborate with others. Assessment is embedded through the learning events with instructors providing prompt and meaningful feedback as well as individualized instruction. The approach requires learners to be active participants in the process and assume responsibility for personal learning as expected in the workplace.

Attendance

Attendance at an academically related activity will be monitored for each student attending Bryant & Stratton College. Students who are absent from all of their courses for more than 14 consecutive calendar days, will be automatically withdrawn from the College unless the student contacts the College and is approved for an extension of this 14 day absence period and returns to school within 21 days of their last date of attendance. Students taking online or blended learning courses, who are withdrawn from their session-one courses, must provide the College with written notification of their intent to attend second session course(s) at the time of their withdrawal from session-one, or they will be withdrawn from their session-two courses. At the start of the tenth week of classes the grade WF is assigned to class withdrawals and is factored into Standards of Academic Progress calculations, thereby impacting academic success and eligibility for financial aid. Please consult with an academic advisor or dean for questions pertaining to this policy.

Any student, who is withdrawn, whether officially or administratively, must have their financial aid reviewed to determine what portion of aid was earned by the student at his last date of attendance at the College. Please see the section in the catalog, Treatment of Federal Student Aid When a Student Withdraws, for additional information. Students are encouraged to discuss the consequence of their withdrawal from the College with both their Academic and Financial Aid Advisors.

Graduation Requirements

Candidates for graduation must complete the following:

- Successfully complete the required courses prescribed by their curriculum.
- Associate’s and Bachelor’s degree graduates must maintain a minimum 2.0 cumulative grade point average. Graduates of diploma programs must maintain a 1.8 cumulative grade point average for LPN, a cumulative grade point average of 2.0 is required.
- Complete the petition exit requirements set by the Academic, Career Services, and Business Offices.
- Fulfill all financial obligations, including tuition, fees, and other expenses, before their degrees or diplomas are granted. Grade transcripts and grade reports are issued when all financial obligations have been met.
- Students officially graduate from Bryant & Stratton College at the end of the semester in which they met all graduation requirements; however, formal commencement exercises are held annually.

Standards of Satisfactory Academic Progress

I. Introduction

Students must maintain satisfactory academic progress (SAP) toward completion of their program in order to remain in good academic standing, to remain enrolled at Bryant & Stratton College, and to receive financial aid. To ensure compliance with this policy, all students enrolled in programs will be measured by both quantitative and qualitative criteria at specific measurement points. On the quantitative side, students must maintain an adequate pace of progression toward completion of their degree in order to remain in good academic standing. On the qualitative side, students must maintain an adequate cumulative grade point average (CGPA) in order to remain in good academic standing.

II. Changes to Satisfactory Academic Progress Standards

Bryant & Stratton reserves the right to change its SAP standards at any time.

III. Minimum Requirements

A. Quantitative Measurement

The quantitative measurement factor requires students to complete their programs within a maximum time frame (MTF). To be in compliance with this standard, students must complete their program within 150% of the standard program length. Students must meet the minimum completion percentages set forth in the following Satisfactory Academic Progress Charts for each measurement point. The completion percentage is based on a ratio of the cumulative number of attempted credit hours to the cumulative number of successfully completed credit hours expressed as the minimum percentage of credits a student must successfully complete to maintain SAP.

Students who do not successfully complete the minimum completion percentages for the given measurement point will be subject to dismissal with an opportunity to appeal.

B. Qualitative Measurement

The qualitative measurement requires students to maintain a minimum CGPA in relationship to the credits attempted and graded as indicated on the Satisfactory Academic Progress Charts provided.

The cumulative grade point average (CGPA) is determined by dividing the cumulative number of quality points awarded by the cumulative number of credits graded (credits for which the student has received grades of A, B+, B, C+, C, D+, WF or F). The grade point average (GPA) is distinguished from the CGPA. The GPA is determined by dividing the number of quality points awarded for a given semester by the number of credits graded in the same semester (credits for which the student has received grades of A, B+, B, C+, C, D+, WF or F). If a student’s CGPA does not meet the minimum requirement for a given measurement point, the student will be dismissed with an opportunity to appeal.

Incompletes

I grades are given only when students who have the ability to be successful in the course(s) and are making satisfactory academic progress (SAP) as of their scheduled SAP review point, but for valid reasons are unable to complete the semester’s work. For students requesting an incomplete for Pre-College courses may only (a) be approved for their first attempt of that specific Pre-College course, not the second, and (b) within the 24 credit hour timeframe. (See Catalog section Pre-College Courses). Students must initiate arrangements with the assigned instructor(s) (or the Dean of Instructor in the instructor’s absence) prior to the end of the course in question, to complete the required Incomplete Request Form. The form will be reviewed by the instructor(s) and Dean of Instruction. If approved, the completed work must be submitted to the instructor (or Designee) within either (a) seven (7) weeks from the course end date (not including the break) for courses delivered over 15 weeks, or (b) four (4) weeks from the course end date (not including the break) for courses delivered over 7.5 weeks. If the coursework remains incomplete, the grade of I will be replaced by the final earned grade, which will account for completion of required course objectives and zeroes for any missing graded assignments. Permission for additional time beyond the aforementioned seven (7) weeks or four (4) weeks, depending on the course delivery length, to complete the course requirements may only be granted in the discretion of the chief academic official at the campus.
Grading System
This grading system went into effect for the May 2013 semester.

<table>
<thead>
<tr>
<th>Point Value per semester grade credit</th>
<th>Percentage Grade</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>90-100%</td>
<td>A</td>
<td><strong>Excellent</strong> - Performance of the student has been of the highest level, showing sustained excellence in meeting course requirements.</td>
</tr>
<tr>
<td>3.5</td>
<td>85-89%</td>
<td>B+</td>
<td><strong>Very Good</strong> - Performance of the student has been very good, though not at the highest level.</td>
</tr>
<tr>
<td>3.0</td>
<td>80-84%</td>
<td>B</td>
<td><strong>Good</strong> - Performance of the student has been good, though not of the highest level.</td>
</tr>
<tr>
<td>2.5</td>
<td>75-79%</td>
<td>C+</td>
<td><strong>Satisfactory</strong> - Performance of the student has been more than adequate, satisfactorily meeting the course requirements.</td>
</tr>
<tr>
<td>2.0</td>
<td>70-74%</td>
<td>C</td>
<td><strong>Fair</strong> - Performance of the student has been acceptable, adequately meeting the course requirements to pass and earn credit.</td>
</tr>
<tr>
<td>1.5</td>
<td>65-69%</td>
<td>D+</td>
<td><strong>Poor</strong> - Performance of the student has been poor, however, is passing and worthy of credit. The D+ grade does not apply to AHLT, BIOL, NURS, CHEM, LPVN, OTAP, &amp; PTAP courses.</td>
</tr>
<tr>
<td>0</td>
<td>64% or less</td>
<td>F</td>
<td><strong>Failure</strong> - Performance of the student failed to meet course requirements therefore no credit is earned.</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Withdrawals through Academic Week Nine (9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WF</td>
<td>Withdrawals After the End of Academic Week Nine (9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>Withdrawal with written notice reason of service in the uniformed services.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>Transfer (non-graded transfer credit or credit transferred prior to 9/2009)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Credit by Examination / Prior Learning Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NP</td>
<td>No pass</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Z</td>
<td>Grade not submitted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

Withdrawals
The grade of **W** is assigned to course withdrawals made after the drop/add period and through the academic week nine (9). The grade of **WF** is assigned to course withdrawals after the end of academic week nine (9). Students are cautioned to meet with an academic advisor prior to course withdrawal, since an accumulation of W or WF grades may impact the quantitative component of SAP and eligibility for financial aid.

Transfer Credits
For those credits Bryant & Stratton College accepts from another educational institution after September 2009, the grades the student earned for those credits transfer with the credits and are used in computation of the student’s CGPA and pace at Bryant & Stratton College. In this way, transfer credits will be taken into account for purposes of measuring both the qualitative and quantitative components of SAP.

A student who proceeds from one academic program at Bryant & Stratton College to another at Bryant & Stratton College will not be considered a transfer student and will have any and all credits applicable to the new program counted as credit toward receiving a degree in the new program. Credits inapplicable to the new program will not be factored into the student’s SAP.

M Credits
**M** credits are assigned to students who apply for readmission after withdrawal due to service in the uniformed services. **M** credits are not calculated into the CGPA or pace.

Credits Earned by Examination or Prior Learning Assessment
Credits earned by examination are assigned the **X** grade and are not calculated into the CGPA, but are considered attempted credits for purposes of the quantitative component of SAP (pace).

Seminars, Non-credit and Pre-college Courses
Non-credit courses and/or seminars are assigned the grades of **P** and **NP**. These grades are not calculated in the CGPA of students and they are not considered in the quantitative component (pace) of SAP. However, students will be allowed only two (2) attempts to pass each required pre-college course. Any effort that ends in an **NP** grade constitutes an attempt. The two attempts must be made in consecutive terms of enrollment. Students who do not pass a pre-college course after a second attempt will be dismissed from Bryant & Stratton College regardless of the grades they earn in their core courses.
Students taking pre-college courses must be scheduled for those courses within the first 24 credits of study. Full-time students who fail to complete their pre-college requirements by the end of their second semester of enrollment will be dismissed from Bryant & Stratton College. Part-time students may have until the end of their third semester of enrollment to complete their pre-college requirements. However, some state aid is jeopardized when students do not complete their pre-college requirements by the end of the second semester.

The ability to complete missing work through the Incomplete process (see Catalog section Incompletes), is available for Pre-College Math and Pre-College English course attempts with the approval of the Dean and assigned Instructor. For students nearing the 24-credit deadline for completion of all pre-college requirements, the timeline for work completion (i.e., seven (7) weeks from the end of the course end date for 15-week courses, or Four (4) weeks from the end of the course end date for 7.5 week courses), as defined in the Incompletes section of the Catalog, will be allowed, however close monitoring of students’ performance and ability by academic and financial aid managers will be conducted. If the pre-college incomplete does not result in a grade of P immediately following the 24-credit pre-college deadline, the student will be dismissed from the college. Students will not be approved for a grade of I if the student is taking the specific Pre-College course a second time in the consecutive term or 24-credit time frame.

Repeated Courses:
Students may retake courses under certain circumstances. Each time the student takes the course is considered an attempt for purposes of calculating the quantitative component (pace) of SAP. For purposes of calculation CGPA, Bryant & Stratton College will replace the original course grade with the grade for the subsequent attempt, regardless of which grade is better. If a student chooses to retake a course for which he or she has already earned a passing grade, the repeated attempt grade will be used in calculation for the CGPA; however, each of the two grades earned for the course will be part of the calculation of the GPA for the term in which each grade was earned. Bryant & Stratton College will not award credit or Title IV funds for a student to retake a course if:
1) The student previously passed the course, retook the course once, and is taking the course for a third or subsequent time;  
2) The student previously passed the course and is retaking the course to rectify his or her failure in another course or courses;  
3) The student is retaking a pre-college course that would place him or her in excess of the one academic year’s worth of pre-college credits limitation;  
4) Retaking the course would place the student in violation of any of Bryant & Stratton College’s academic policies.

ACADEMIC PERFORMANCE MEASUREMENT CRITERIA

DIPLOMA PROGRAMS: 30-36 CREDITS

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum CGPA</th>
<th>Percentage of Successfully Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.25</td>
<td>55%</td>
</tr>
<tr>
<td>16-30</td>
<td>1.8</td>
<td>55%</td>
</tr>
<tr>
<td>31-66*</td>
<td>1.8</td>
<td>67%</td>
</tr>
</tbody>
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DIPLOMA PROGRAMS: 41 CREDITS

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum CGPA</th>
<th>Percentage of Successfully Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-30</td>
<td>1.5</td>
<td>55%</td>
</tr>
<tr>
<td>31-45*</td>
<td>2.0</td>
<td>67%</td>
</tr>
</tbody>
</table>

ASSOCIATE DEGREE PROGRAMS: 60 – 67 CREDITS

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum CGPA</th>
<th>Percentage of Successfully Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-47</td>
<td>1.25</td>
<td>55%</td>
</tr>
<tr>
<td>48-71</td>
<td>1.50</td>
<td>60%</td>
</tr>
<tr>
<td>72-95</td>
<td>2.00</td>
<td>65%</td>
</tr>
<tr>
<td>96-108*</td>
<td>2.00</td>
<td>67%</td>
</tr>
</tbody>
</table>

ASSOCIATE DEGREE PROGRAMS: 71 -73 CREDITS

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum CGPA</th>
<th>Percentage of Successfully Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-47</td>
<td>1.25</td>
<td>55%</td>
</tr>
<tr>
<td>48-71</td>
<td>1.50</td>
<td>60%</td>
</tr>
<tr>
<td>72-95</td>
<td>2.00</td>
<td>63%</td>
</tr>
<tr>
<td>96-119</td>
<td>2.00</td>
<td>63%</td>
</tr>
<tr>
<td>120-143</td>
<td>2.00</td>
<td>65%</td>
</tr>
<tr>
<td>144-167</td>
<td>2.00</td>
<td>65%</td>
</tr>
<tr>
<td>168-180*</td>
<td>2.00</td>
<td>67%</td>
</tr>
</tbody>
</table>

BACHELOR DEGREE PROGRAMS: 120 - 125 CREDITS

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum CGPA</th>
<th>Percentage of Successfully Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-47</td>
<td>1.25</td>
<td>55%</td>
</tr>
<tr>
<td>48-71</td>
<td>1.50</td>
<td>60%</td>
</tr>
<tr>
<td>72-95</td>
<td>2.00</td>
<td>63%</td>
</tr>
<tr>
<td>96-119</td>
<td>2.00</td>
<td>63%</td>
</tr>
<tr>
<td>120-143</td>
<td>2.00</td>
<td>65%</td>
</tr>
<tr>
<td>144-167</td>
<td>2.00</td>
<td>65%</td>
</tr>
<tr>
<td>168-180*</td>
<td>2.00</td>
<td>67%</td>
</tr>
</tbody>
</table>

Note that at any measuring point where a student’s CGPA and/or minimum number of credits successfully completed are so low that it is mathematically impossible for the student to meet SAP requirements by the next measurement interval, the student will be dismissed.

*Students must successfully complete their program within the MTF. For this reason, students will have SAP measured for the last time when attempting 150% of credits in the program (e.g. 45 credits for 30 credit diploma program, 90 credits for 60 credit program, 101 credits for a 67-credit program, 108 credits for a 71-73 credit program, 180 credits for a 120 credit program). A degree or diploma cannot be awarded to a student who does not meet SAP at this final measurement point.

Standards of Satisfactory Academic Progress are subject to change. Students will be informed of all changes prior to implementation. The charts are to be used in conjunction with any applicable additional criteria outlined in the policy.
D. Grades That Are Included in CGPA and Completion Pace Calculation
- Credits earned from the grades of A, B+, B, C+, C, D+, D, F, and WF, are considered attempted, graded credit hours that affect both the CGPA and completion pace.
- If Bryant & Stratton College accepts credits from another educational institution, the grades the student earned for those credits (other than “Pass” or “Satisfactory” grades) transfer with the credits and are used in computation of the student’s CGPA at Bryant & Stratton College.

E. Grades That Are Included in Completion (Pace) Calculation Only
The grades of X, S, T, U, P, and W, are not considered in calculating CGPA. However, X, S, T, U, P, and W credits are considered attempted credits for purpose of assessing whether the student is progressing at a pace to graduate within the MTF. Credits earned from W and U grades are considered attempted but not completed. Credits earned from the X, S, P and T grades are considered credits attempted and successfully completed.

F. Grades That Are Not Included in Either CGPA or Completion Pace Calculation
P and NP are not considered in calculating either CGPA or completion pace because they are applied only to courses whose credits do not count toward completion of course credit requirements for any Bryant & Stratton College degree. Grades of P and NP are assigned to courses that do not fulfill graduation requirements. M and I likewise are not considered in calculating CGPA or pace because they are temporary grades that will convert to other grades once the course is completed or the student withdraws from the course.

G. Satisfactory Academic Progress Charts SAP Measurement Points
Measurement of SAP will occur at the end of semesters either at intervals of 12 months or at intervals of 24 attempted credits, whichever comes first. In no case will a measurement point exceed 12 months. Also, there may be cases where the measurement point will occur at shorter intervals for students whose Academic Plans require more frequent measurement points.

Finally, students’ CGPA will be measured when the student has been at Bryant & Stratton College for four semesters regardless of his or her enrollment status. In other words, even if the student has not been continuously enrolled in his program for all of his or her first four semesters at the College, the student’s CGPA will be measured at the end of the fourth semester.

All students who fail to successfully complete the required percentage of attempted credits or the required grade point averages at the scheduled measurement points will be dismissed subject to any right to appeal. The Standards of Academic Progress Charts provided apply to all students.

H. Consequences of Failure to Meet Satisfactory Academic Progress Standards
Failure to maintain quantitative and/or qualitative SAP standards at any measurement point or in accordance with the terms of a student’s Academic Plan will result in dismissal subject to any right to appeal.

Probation: When SAP is not achieved either by failing at a measurement point to successfully complete the minimum percentage of credit hours attempted, by failing at a measurement point or at the end of the fourth semester to maintain the minimum CGPA, students are dismissed unless they successfully appeal. If the student successfully appeals, he or she is placed on probation for one semester. Probationary students are eligible for Title IV financial aid. However, if at the end of the probationary semester, the student’s CGPA or MTF completion pace fails to meet the requirements of an approved Academic Plan, the student will be dismissed. Dismissed students may petition for readmission on a probationary status after sitting out at least one term under the procedures and requirements set forth by Bryant & Stratton College.

In addition, a student on an approved Academic Plan who meets the requirements for the probationary semester will be dismissed without the opportunity to appeal if the student at the next scheduled measurement point fails to meet SAP requirements set forth in the Academic Plan. However, such a dismissed student may petition for readmission in a probationary status after sitting out at least one semester under the procedures and requirements set forth by Bryant & Stratton College.

Removal of probation may be achieved by meeting the requirements of the Academic Plan approved for the student by the end of the probationary semester.

- Dismissal: Students will be dismissed when:
  - They have successfully appealed a determination that they did not meet SAP requirements and have been placed on probation but failed at any scheduled measurement point to meet the requirements of their Academic Plan; or
  - If a measurement point (including the fourth semester point-CGPA only), they have failed to achieve the required CGPA and/or completion rate (pace) of these SAP standards and the students failed to appeal the determination that they are not meeting SAP or they appealed and were not successful.

- Appeal: Students may appeal a determination that they do not meet SAP standards and that they are therefore subject to dismissal. A student who does not prevail in such an appeal may be dismissed. However, such a dismissed student may petition for readmission after at least one semester not enrolled at Bryant & Stratton College.

Such petition will be granted only if the student can establish “mitigating circumstances” as defined in this policy and changes in the student’s situation since his or her dismissal that would allow the student to demonstrate satisfactory academic progress at the next evaluation. Likewise, a student who fails to submit a timely appeal will be dismissed without the right to appeal but with the right to petition for readmission under the “mitigating circumstances” standard after sitting out one semester. Students who do prevail in such an appeal and subsequently fail to meet the requirements of their Academic Plan at either the end of the probationary semester or the next scheduled measurement point following the probationary semester will also be dismissed without the right to appeal, but with the right to petition for readmission under the “mitigating circumstances” standard after sitting out one semester.

Mitigating circumstances are those that are beyond the student’s control, such as: 1) serious illness or injury to the student; 2) death of serious illness of an immediate family member; or 3) other special circumstances that could not have been foreseen.

Multiple SAP appeals are permitted only when:
1. The student fails to meet these SAP requirements, successfully appeals, meets the requirements of the Academic Plan for the probationary semester and for the next scheduled measurement point, but then fails to meet SAP/Academic Plan requirements thereafter; or
2. The student successfully seeks a multiple appeal through pursuant to Bryant & Stratton College’s disability accommodation policy and procedures.

Campus based students must submit such appeals to the Designated Campus Academic Administrator (DCAA) within seven (7) calendar days of the date of notification of the decision to dismiss for failure to meet SAP standards. Online Education students must submit appeals at least one (1) day prior to the start of the next session.

Students submitting such appeals must establish with documented proof that mitigating circumstances prevented them from achieving the required SAP standing.
In addition, such appeal must be accompanied with documented proof of what has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress at the next scheduled measurement point. In addition, all appealing students should provide an appeal statement explaining why the student believes the appeal should be granted. Documented proof of mitigating circumstances should include signed letters or statements from relevant third parties, signed letters or statements from a medical doctor, copies of death certificates or obituaries, or other documentation establishing or corroborating the mitigating circumstances.

- After receipt of the appeal, the DCAA will forward the appeal to the Academic Review Committee, which evaluates the appeal and will attempt to render a decision within seven (7) calendar days of the Committee’s receipt of the appeal.
- If an appeal is granted, the student will be permitted to enroll in a matriculated status.

Appeals granted due to mitigating circumstances are, in effect, a modification of Bryant & Stratton College’s published SAP standards for that student. However, the Academic Review Committee, in decisions granting mitigating circumstances appeals, will set out in an Academic Plan the particular academic requirements the student must meet at the end of the probationary semester and thereafter. In no case will an Academic Plan’s measurement points be less frequent than required of other students as set forth in this policy. The Academic Review Committee may permit a student who cannot meet the SAP standards in the charts in the probationary semester to meet alternative quantitative and qualitative thresholds by the end of the probationary semester pursuant to an Academic Plan, as defined above. All students who prevail in a mitigating circumstance appeal will be on probation for the first semester following the semester in which the student failed to meet SAP standards (the probationary semester).

- A student who prevails in an appeal may be paid Title IV funds for the probationary semester if the student is otherwise eligible for such funds.
- A student who is not successful in an appeal will be dismissed from Bryant & Stratton College.
- Decisions of the Academic Review Committee, Dean or Campus Director are final.

A dismissed student may petition for re-admission under the procedures of Bryant & Stratton College after at least one semester not enrolled at Bryant & Stratton College.

Readmission will be permitted only if the student can establish “mitigating circumstances” as defined in this policy and changes in the student’s situation since his or her dismissal that would allow the student to demonstrate SAP by the end of the student’s probationary semester after readmission. Such a student would be admitted in a probationary status with an Academic Plan.

Because these standards are based upon the federal minimum academic progress requirements for a student to be able to maintain eligibility for Title IV aid, a student subject to dismissal is also a student subject to the loss of Title IV eligibility. Likewise, a student who successfully appeals a determination that he or she is not meeting SAP requirements will also be eligible for Title IV aid while the student is on probation and subsequent to successful completion of the probationary period if he or she is otherwise eligible.

I. Multi-Credential Status Students

Students petitioning for multi-credential status, who have not yet graduated from their primary program, will be subject to the Satisfactory Academic Progress Chart that applies to their primary program. Once such students have graduated from their primary program and have been re-classified to their secondary program, they will be subject to the Satisfactory Academic Progress Chart that applies to their secondary program. The credits already attempted in the student’s primary program that will be credited toward the secondary program will be considered in assessing SAP in the secondary. Thus, the first measurement point for students entering a secondary program will be that which applies after taking into account the number of months that have passed and the attempted credits since the last measurement point during the primary program.

J. Program Changes:

Students who change programs are required to meet all curriculum requirements in effect at the time of their return as well as the satisfactory academic progress requirements that apply to their program. All credits earned during prior enrollment will be assessed for validity to current programs. Some credits earned in the past may not be applicable to the contemporary curriculum and technology changes.

K. Students Who Apply for Readmission After Withdrawal Due to Service in Uniformed Services

A student who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, "service in the uniformed services" who must withdraw from Bryant & Stratton College by reason of service in the uniformed services will be entitled to readmission to Bryant & Stratton College if: 1) the student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to the DCAA; 2) the cumulative length of the absence and of all previous absences from Bryant & Stratton College by reason of service in the uniformed services does not exceed five years; and 3) the student submits a notification of intent to reenroll in Bryant & Stratton College no later than three years after the completion of the period of service, except as stated below.

The term “service in the uniformed services” means service (whether voluntary or involuntary) on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve, for a period of more than 30 days under a call or order to active duty of more than 30 days. A dependent spouse may withdraw from BSC provided they present the sponsor’s change of duty station (out of the local area) or extended TAD/TDY orders (out of the local area and in excess of 90 days) to the Dean of Student Services immediately upon receipt by the sponsor. All other stipulations regarding grades and time frames in which to return to BSC for course completion IAW provided in Policy #19 apply.

In calculating the cumulative length of the absence and all previous absences, the following time in service will be excluded: 1) service that is required, beyond five years, to complete an initial period of obligated service during which the student was unable to obtain orders releasing such student from a period of service in the uniformed services before the expiration of such five-year period and such inability was through no fault of such student; 2) service performed by a member of the Armed Forces (including the National Guard and Reserves) who is (a) ordered to or retained on active duty under section 688, 12301(a), 12301(g), 12302, 12304, or 12305 of title 10, United States Code, or under section 331, 332, 359, 360, 367, or 712 of title 14, United States Code, (b) ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency declared by the President or the Congress, as determined by the Secretary concerned, (c) ordered to active duty (other than for training) in support, as determined by the Secretary concerned, of an operational mission for which personnel have been ordered to active duty under section 12304 of title 10, United States Code, (d) ordered to active duty in support, as determined by the Secretary concerned, of a critical mission or requirement of the Armed Forces (including the National Guard or Reserve), or (e) called into Federal service as a member of the National Guard under chapter 15 of title 10, United States Code, or section 12406 of title 10, United States Code.
In addition, if the student is hospitalized for or convalescing from an illness or injury incurred or aggravated during the performance of service in the uniformed services, notice of intention to reenroll must be submitted no later than two years after the end of the period that is necessary for recovery from such illness or injury.

No advance written or verbal notice will be required if the giving of such notice is precluded by military necessity, such as 1) a mission, operation, exercise, or requirement that is classified; or 2) a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge. Also, a student (or an appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance written or verbal notice of service to the appropriate official at Bryant & Stratton College as set forth above, may meet the notice requirement by submitting, at the time the student seeks readmission, a written attestation to Bryant & Stratton College that the student performed service in the uniformed services that necessitated the student’s absence from Bryant & Stratton College.

A student who submits an application for readmission shall provide to Bryant & Stratton College documentation to establish that: 1) the student was required to withdraw from Bryant & Stratton College because of service in the uniformed services (written orders may meet this requirement); 2) the student has not exceeded the service limitations established under this section; and 3) the student’s eligibility for readmission has not been terminated due to separation from the Armed Services due to a dishonorable or bad conduct discharge; a dismissal of such person permitted under section 1161(a) of title 10, United States Code; or a dropping of such person from the rolls pursuant to section 1161(b) of title 10, United States Code.

Bryant & Stratton College will not delay or attempt to avoid a readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

A student’s eligibility for readmission to an institution of higher education under this section by reason of such student’s service in the uniformed services terminates upon the occurrence of any of the following events: 1) a separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge; 2) a dismissal of such person permitted under section 1161(a) of title 10, United States Code; or 3) a dropping of such person from the rolls pursuant to section 1161(b) of title 10, United States Code.

A student who is readmitted to Bryant & Stratton College under this section will be readmitted with the same academic status as such student had when such student last attended the College.

Students who provide to Bryant & Stratton College advance written notice with documentation, such as written orders, establishing that they must withdraw from Bryant & Stratton College by reason of service in the uniformed services will receive the grade of M for courses they were unable to finish as a result of the service in the uniformed services. Students who are exempt from the advance notice requirement under the terms of this section may receive the grade of M for these courses upon request if they are eligible and granted readmission under this section.

L. Nursing, Physical Therapist Assistant, and Occupational Therapy Assistant Programs

Students in the Nursing, Physical Therapy Assistant, and Occupational Therapy Assistant (AAS) programs must maintain the standard in the Standards of Academic Progress to remain a student with Bryant & Stratton College. However, to remain a student in these degree programs, the student must also meet the academic standards set forth in the Program Student Handbook. Failure to meet the program’s academic standard will result in a student’s release from the degree program, but not from Bryant & Stratton College if the student has met the SAP standards set forth in this catalog.

M. Grade Appeal Procedures

The Academic Office, upon completion of each semester, issues final grade reports. Transcripts are maintained in a permanent academic database indefinitely. Students with questions or challenges about any grade should first contact the instructor no later than two (2) weeks after the issuance of grades.

Students appealing a grade must complete a written Grade Appeal form and submit it to the Dean of Instruction within two (2) weeks after the issuance of grades. The grade appeal will be investigated, and the decision of the instructor and the Dean of Instruction to whom the appeal was submitted will be final. In cases of disagreement between the instructor and the Dean, the Campus Director will make the final decision. A grade appeal is distinct from and different than an SAP appeal, as previously covered.

N. Undergraduate Unit of Credit

Bryant & Stratton College follows the guidelines of a traditional Carnegie Unit as a measure of academic credit. The unit is referred to as a ‘semester credit hour’ as the primary measure by which progress toward an academic credential is gauged.

An academic period is a 15-week semester. The semester credit hour is typically granted for satisfactory completion of one 50-minute session of instruction per week for a 15-week long semester. This basic measure is adjusted proportionately to reflect the format of study such as on ground, online, or blended (hybrid) format; and the academic calendar, whether full semester or session (modular) format.

For all programs with the exception of Nursing, OTA, PTA, and Medical Assisting, the actual amount of academic activity that goes into a single semester credit hour is calculated as follows: one semester unit of credit is equivalent to 15 fifty-minute hours of classroom/lecture/discussion and outside preparation, 30 fifty-minute hours of laboratory/study, or 45 fifty-minute hours of internship or a combination of all three.

For the clinical programs of nursing, OTA, PTA and medical assisting; one semester credit semester unit of credit is equivalent to 15 fifty-minute hours of classroom lecture/discussion, 3 sixty-minute hours of laboratory or 3-6 sixty-minute hours of clinical/internship hours for every credit designated or a combination of all three.

Virtual Library

Bryant & Stratton College’s Virtual Library supports the educational programs of the College by meeting the critical information needs of students, faculty, staff, and alumni. The Virtual Library is a gateway to reference materials and program resources including a broad array of full-text and academic online databases to support programs of study. Academic reference librarians are available to assist students either in person or online 24 hours a day, 7 days a week. Bryant & Stratton College’s Virtual Library also provides access to electronic books, select web resources, tutorials, and course reserve materials.

Online Tutoring (SMARTTHINKING™)

Bryant & Stratton College offers students real-time, 24/7 online tutorial support through SMARTTHINKING. Students may access free tutoring in math, accounting, economics, statistics and biology. Attached to SMARTTHINKING is the Online Writing Lab (OWL) where students can submit writing assignments returned in 24 hours with critique. For more information regarding online tutorial services, see an advisor, learning lab coordinator or dean.

ACADEMIC HONORS

Dean’s List

At the end of each semester, Bryant & Stratton College recognizes the academic achievement of students who have earned grade point averages of 3.30 to 4.0. To be eligible for Dean’s List status, students must have successfully completed at least 12 semester credit hours in the semester just ended and have earned grades of C or better. Grades of D+, F, I, NP, or academic dismissal or probation status makes a student ineligible for the Dean’s List for the semester in which those grades were earned.
Graduation Honors
At commencement exercises, eligible degree candidates receive recognition for academic excellence as follows:

- **Summa Cum Laude (Highest Distinction)** - Cumulative grade point average from 3.77 to 4.0
- **Magna Cum Laude (High Distinction)** - Cumulative grade point average from 3.54 to 3.76
- **Cum Laude (Distinction)** - Cumulative grade point average from 3.30 to 3.53

Honor Awards and Honor Societies
There are a number of honor awards that are attainable and honor societies that are active on designated Bryant & Stratton College campuses. Students are encouraged to seek specific information and academic requirements from the Academic Dean at the campus.

Student Life
Policies And Procedures
Non-Discrimination Policy
Consistent with its obligations under governing laws, Bryant and Stratton College prohibits discrimination on the basis of race, color, national origin, age, sex, perceived gender identity, disability, religion, or any other characteristic protected by governing law in the administration of its educational policies, admission policies, scholarship and loan programs, and other College-administered programs.

It is the policy of Bryant and Stratton College to comply with:

- Section 504 of the Rehabilitation Act of 1973 (Section 504) and its regulations, which prohibit discrimination on the basis of disability. It is also the policy of Bryant & Stratton College to comply with the Americans with Disabilities Act of 1990 (ADA). Accordingly, Bryant & Stratton College does not discriminate on the basis of disability in admission or access to, or treatment or employment in, educational programs and activities. In addition, Bryant & Stratton College abides by its obligation to provide academic adjustments with auxiliary aids and services as are necessary for qualified students with disabilities as required by Section 504 and/or the ADA.
- Title IX of the Education Amendments of 1972 and its regulations, which prohibit discrimination on the basis of sex. This requirement not to discriminate extends not only to students but to applicants to Bryant & Stratton College. Moreover, this policy of non-discrimination includes a prohibition on sexual harassment and sexual violence.
- The Age Discrimination Act of 1975 and its regulations, which prohibit certain discrimination on the basis of age. Accordingly, Bryant & Stratton College does not illegally discriminate on the basis of age.

An individual may contact either the Americans with Disabilities Act (ADA) / 504 Coordinator or the Grievance Coordinator with matters related to compliance with disabilities laws. For matters related to compliance with other anti-discrimination provisions individuals may contact the Grievance Coordinator. See the Civil Rights and Other Non-Academic Grievances Directory posted to the College website at www.bryantstratton.edu.

If the individual has a complaint regarding a matter related to discrimination on the basis of race, color, national origin, age, sex, perceived gender identity, disability, or religion, students may elect to use these grievance procedures.

Student Conduct
Student Code of Conduct/Dismissal Policy
Students should conduct themselves in a manner consistent with the College’s educational mission. The term “student” includes all persons enrolled and taking courses at the College, either full-time or part-time. This Student Code of Conduct applies to students at all locations of Bryant & Stratton College including students of Online Education. Students at the College are expected to conduct themselves honestly, ethically, and meet the highest standards of personal integrity and to comply with the Student Code of Conduct. Conduct in violation of this Code either on-campus or at school-related activities, including online activities, or that threatens the safety or well-being of the Bryant & Stratton College community regardless of the location of the conduct is subject to appropriate disciplinary action.

Prohibited Conduct
Students may be subject to discipline up to suspension or dismissal from Bryant & Stratton College for poor conduct including but not limited to:

Acts of dishonesty, including but not limited to the following:

- **Cheating**
  The term “cheating” includes, but is not limited to: (1) inappropriate collaboration or carrying out conduct which the student knew or should have known provided him was an unfair advantage in the course; (2) using any course materials for which distribution and use has been specifically prohibited by the instructor. This includes but is not limited to, materials found on crowdsourcing source sites, such as Course Hero, Grade Buddy, and Koofers, which contain materials such as graded quizzes and exams, homework answers, etc., along with any questions that are or might be intended for future quizzes and exams; (3) sabotage; (4) falsification; bribery; (5) the use of any unauthorized assistance in taking quizzes, tests, or examinations; (6) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (7) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff; (8) theft of another student or person’s academic work; and (9) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

- **Plagiarism**
  The term “plagiarism” includes but is not limited to (1) “self-plagiarism,” which includes a student reusing significant, identical, or nearly identical portions of his or her own work without acknowledging that one is doing so or without citing the original work; (2) the use of purchased reports or other material represented as the student work; (3) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear attribution; and (4) the unattributed use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Other Forms of Academic Dishonesty:
- Illegal downloading or unauthorized distribution of copyrighted materials using the College’s information technology system. The College’s procedures for addressing students unauthorized distribution of copyrighted materials and an explanation of the sanctions to be imposed for copyright infringement are set forth in this Catalog.
- Furnishing false information to any College official.
- Forgery, alteration, or misuse of any College document, record, or instrument of identification.
- Disruption or obstruction of teaching, research, administration, disciplinary proceedings or other College activity, (including an on or off campus service function, an authorized non-college event held on the college premises or online). Examples of such activities include, but are not limited to the following:
- Participating in an on-campus or off-campus demonstration, riot, or activity that disrupts the normal operations of the College or infringes on the rights of other members of the College community, leading or inciting others to disrupt scheduled or normal activities within any campus building or area. This includes such activities carried out on the online environment such as online posting of defamatory content about the Bryant & Stratton College community.

- Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College-sponsored or supervised functions.

- Conduct that is disorderly, lewd, or indecent; breach of peace, or aiding, abetting, or procuring another person to breach the peace on College premises including the Bryant & Stratton College online environment, or at functions sponsored by, or participated in by, the College or members of the academic community. This includes but is not limited to: any unauthorized use of electronic or other devices to make an audio, video, digital, or any other electronic record of any person while on Campus premises, including the Bryant & Stratton College online environment, without his/her prior knowledge or effective consent when such a recording is likely to cause injury or distress. An example of such conduct is surreptitiously taking photos of another person in a gym, locker room or restroom.

- Drunken or disorderly behavior on College property or at functions sponsored or supervised by the College.

Conduct that threatens or endangers the health or safety of any person including oneself, on College property, including the Bryant & Stratton College online environment, or at functions sponsored or supervised by the College. This includes but is not limited to:

- Sexual Harassment - Sexual Harassment is conduct of a sexual nature that is sufficiently severe, persistent or pervasive to limit a student’s ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment. While the following list is not exhaustive, the following is a list of examples of conduct that in certain circumstances and contexts may constitute sexual harassment:
  - Threatening to fail a student unless the student agrees to date the teacher.
  - Offering employment or educational benefits in exchange for sexual favors.
  - Making or threatening reprisals after a negative response to sexual advances.
  - Graphic verbal comments about an individual’s body or appearance.
  - Unwelcome sexual flirtations or propositions for sexual activity.
  - Unwelcome demands for or suggestions of sexual favors, including but not limited to repeated unwelcome requests for dates.
  - Spreading sexual rumors.
  - Touching an individual’s body or clothes (including one’s own) in a sexual way, including, but not limited to, grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling.
  - Cornering or blocking of normal movements.
  - Displaying or sending sexually suggestive drawings, images, pictures, written materials, cartoons, letters, notes and objects in the work/educational environment, regardless of the medium.

- Dating Violence - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party’s statement and with the consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
  - Dating violence include, but is not limited to, sexual or physical abuse or the threat of such abuse.
  - Dating violence does not include acts covered under the definition of domestic violence.

- Domestic Violence - A felony or misdemeanor crime of violence committed by:
  - A current or former spouse or intimate partner of the victim
  - A person with whom the victim shares a child in common
  - A person who is cohabitating, or has cohabitated with, the victim, a spouse or intimate partner
  - A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred or –
  - Any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

- Stalking - Engaging in a course of conduct directly at a specific person that would cause a reasonable person to—
  - Fear for the person’s safety or the safety of others, or
  - Suffer substantial emotional distress.

- Hate Crimes - A crime reported to local police agencies or to a campus security authority that manifests evidence that the victim was intentionally selected because of the perpetrator’s bias against the victim. For the purposes of this section, the categories of bias include the victim’s actual or perceived race, religion, gender, perceived gender identity, sexual orientation, ethnicity, national origin, and disability.

- Sexual Assault:
  - Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
  - Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
  - Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
  - Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

- Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens, harasses, intimidates, humiliates, or endangers any person regardless of the geographic location of such activity. This includes, but is not limited to, any violation of the College’s Non-Discrimination, Non-Harassment and Non-Retaliation policies and the above-listed conduct carried out in social media and other online environments.

- Hazing that endangers the mental or physical health or safety of a student or other members of the College community, or the destruction or removal of public or private property, for the purpose of initiation, admission into, affiliation with, or a condition for continued membership in, group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts, they are violations of this rule.

- Bias relates crimes where a member of the College community is singled out because of their perceived age, disability or sexual orientation.

- Under the New York State hate Crimes Act of 2000 (Section 485.05 of the NYS Penal Code), in addition to the criminal charges and the penalties a perpetrator must face for the “crime” element of a hate crime, the law allows for additional charges for the “hate” element as well. This significantly increase the crime the perpetrator is charged with as well as the penalties and time of imprisonment if convicted.

- Causing or creating fire;

- The illegal use, possession of, or tampering with safety measures or devices, including, but not limited to alarm systems, fire exit signs, emergency telephone systems, smoke or heat detectors, fire hoses, security systems, doors, etc.

- Failing to conform to safety regulations, including, but not limited to falsely reporting or circulating a false report of an incident (e.g. bomb, fire or other emergency), falsely reporting the use or possession of a firearm or explosive, or failing to evacuate facilities in a timely fashion in emergency situations or in response to fire alarms.
• Smoking in any indoor College buildings except in private suites and rooms in the residence halls that are dully designated as “smoking.” Smoking is also prohibited within thirty feet (30’) of exterior ventilation intake, within ten feet (10’) of College building entrances and open windows, and in all exterior stairwells.
• Illegal or unauthorized possession of firearms, explosives or other weapons, or dangerous chemicals on College premises. In the event a student is licensed or otherwise permitted to carry a firearm and is required to carry a firearm even while off duty as a condition of his or her employment or service, prior to coming to campus with the firearm, the individual should present evidence of the licensure and evidence of the requirement to carry the firearm even while off-duty, so that the College can validate such a request.
• Failure to report to the Campus Director, Dean or local law enforcement agencies any knowledge of criminal activity on campus, including but not limited to murder, rape, robbery, aggravated assault, burglary, or motor vehicle theft. Such a report shall be provided in a manner that is timely and that will aid in the prevention of similar occurrences.
• Unauthorized use and misuse of College property, including, but not limited to the following:
  o Attempting to leave the library with library materials which have not been properly borrowed, unauthorized use of computer equipment, or misuse of College telephones.
  o Attempted or actual theft of or damage to College property or property of a member of the College community, or other personal or public property either on or off College premises. The term “College premises” includes the Bryant & Stratton College online environment, all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the College (including adjacent streets and sidewalks).
  o Unauthorized possession, duplication or use of keys to any College premises or unauthorized entry to or use of College premises including by Bryant & Stratton College online environment.

Theft or other abuse of the College’s electronic or computer facilities and resources, including but not limited to:
• Unauthorized entry into a file.
• Unauthorized transfer of a file.
• Use of another individual’s identification and/or password.
• Use of electronic or computing facilities and resources to interfere with the work of another student, faculty member or College Official.
• Use of electronic or computing facilities and resources to send obscene or abusive message.
• Use of electronic or computing facilities and resources to interfere with normal operation of the College computing system.
• Use of electronic or computing facilities and resources in violation of copyright laws.
• Any violation of the College’s Computer Use Policy or the Copyrights Abuse policy.
• Use of electronic or computing facilities and resources for purposes other than education, academic, administrative, or research purposes of the College.
• Theft, damage or misuse of library or computer resources.

Failure to abide by applicable rules and policies, including but not limited to the following:
• Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties or failure to identify oneself to these persons when requested to do so.
• Violation of any College published policy, rule, or regulation.
• Violation of any federal, state or local law.
• Violations of the conditions of a sanction imposed through College disciplinary procedures.
• Failure to abide by residence hall policies, procedures, guidelines, and regulations.

Any abuse of the College student judicial (State Code of Conduct, Grievance, ADA/Accommodations, etc.) system, including, but not limited to:
• Failure to obey the directive of a judicial body or College official;
• Falsification, distortion, or misrepresentation of information before a judicial body; Disruption or interference with the orderly conduct of a judicial proceeding;
• Knowingly instituting a judicial process without cause;
• Attempting to discourage or obstruct an individual’s proper participation in, or use of the judicial system;
• Influencing or attempting to influence another person to commit an abuse or obstruction of the judicial system.
• Attempting to influence the impartiality of a member of a hearing or grievance proceeding;
• Verbal or physical harassment or intimidation of a member of a judicial body or witness prior to, during, or after a judicial proceeding;
• Failure to comply with the sanction(s) imposed under the Bryant & Stratton College Code of Student Conduct/Dismissal Policy.

Improper or Illegal Use or Abuse of Controlled Substances including, but not limited to the following:
• Use, possess, manufacturing, or distribution of marijuana, heroin, narcotics, or other controlled substances except as expressly permitted by law.
• Use, possession, manufacturing, or distribution of alcoholic beverages, or public intoxication. Alcoholic beverages may not, in any circumstance, be used by, possessed by, or distributed to any person under twenty-one (21) years of age.
• Engaging in conduct that reflects poorly upon the College.

Accommodations for Students with Disabilities
In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Bryant & Stratton College recognizes and accepts its responsibility to provide a broad range of services to qualified students with disabilities in an effort to ensure them equal opportunity and full participation in their educational efforts. To that end, Bryant & Stratton College maintains institutional policies and procedures that govern the provision of accommodations to students with disabilities.

Reasonable accommodations are available to students with disabilities who provide documentation by a qualified professional and are ‘otherwise qualified’ for admission to the College. The student must demonstrate that they possess the ability to meet the academic standards of the curriculum. Each student’s eligibility for accommodations is considered and determined on a case-by-case basis dependent on the supporting medical and/or psychological documentation provided. It is both the right and responsibility of students to determine their need for services.

Students seeking accommodations must complete and submit a Request for Accommodation form for review by the campus ADA/504 Coordinator. A full description of the accommodations process, the list of campus ADA/504 Coordinators and their contact information is found in the back of the Catalog in the Staff/Faculty listing. All necessary forms are available from the campus ADA/504 Coordinators and at www.bryantstratton.edu.
Sexual Misconduct Policy

Bryant & Stratton College condemns and prohibits sexual assault, sexual harassment, dating violence, domestic violence, stalking, and all forms of discrimination relating to one’s sex or perceived gender identity (hereinafter referred to in this Policy as “sexual misconduct”). Sexual misconduct is prohibited whether the misconduct occurs on or off campus. Acts of sexual misconduct, as defined in this Policy, are contrary to the College’s educational mission and values, are harmful to others, and will not be tolerated at Bryant & Stratton College.

The College seeks to create a climate free from sexual misconduct. In response to any report that a member of the Bryant & Stratton College community has engaged in sexual misconduct, the College will take all appropriate steps to eliminate the misconduct, prevent its recurrence and address its effects. These steps are set forth in this Policy.

This policy applies to all College community members, including students, employees, and independent contractors. The College will receive and address reports received from any individual, whether or not he or she is affiliated with Bryant & Stratton College, that a College community member has violated this Policy. When used in this Policy, “employee” generally refers to both staff and faculty members. However, different complaint processes will apply depending on the role of the accused (student, non-faculty employees, and faculty members). Vendors, independent contractors, visitors, and others who conduct business with the College or on College property are also expected to comply with this policy.

Bryant & Stratton College recognizes that discrimination or harassment related to an individual’s sex or perceived gender identity, which is prohibited by this Policy, can occur in conjunction with discrimination or harassment related to an individual’s race, color, ethnicity, national origin, religion, age, disability, sexual orientation, or any other legally protected characteristics (“protected characteristics”). Targeting individuals on the basis of any protected characteristics violates the College’s Policy. When the misconduct alleges includes an allegation relating to a person’s sex or perceived gender identity, the College will apply the applicable provisions of this Sexual Misconduct Policy in carrying out the Disciplinary or Grievance Procedures below.

Student Sexual Misconduct Bill of Rights

All students have the right to:
1. Make a report to campus security, local law enforcement, and/or state police or choose not to report to the College;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful direction to health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family, and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

The accused and the victim have the right to have the disciplinary process run concurrently with any criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than ten (10) days except when law enforcement specifically requests and justifies a longer delay. They also have the right to review and present evidence available in the case file, or otherwise in the possession or control of the College, and relevant to the conduct in the case, consistent with these policies and procedures. Their own prior sexual history with persons other than the other party in the disciplinary process and their own mental health diagnosis and/or treatment will not be admitted in the disciplinary proceedings stage that determines responsibility but past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage that determines the sanction.

Procedures for Reporting and Confidentially Disclosing Sexual Violence and Sexual Harassment.

Bryant & Stratton College encourages victims of sexual violence or sexual harassment to talk to somebody about what happened so that victims can get the support they need, and the College can respond appropriately. Different employees on campus have different abilities to maintain a victim’s confidentiality.

Counselors: Professional, licensed counselors who provide mental health counseling to members of the College community (including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to College officials without a victim’s permission.

Non-professional Counselors and Advocates: Individuals who work or volunteer on campus at the Dean of Instruction or Campus Director offices can generally talk to a victim without revealing any personally identifying information about an incident to the College. A victim can seek assistance and support from these individuals without triggering a College investigation that could reveal the victim’s identity or that the victim disclosed the incident. However, these individuals will report the nature, date, time, and general location of an incident to the Judicial Officer. Before reporting any information to the Judicial Officer, these individuals will consult with the victim to ensure that no personally identifying details are shared with the Judicial Officer.

A victim who speaks to a professional or non-professional counselor or advocate must understand that, if the victim wants to maintain confidentiality, the College will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Even so, these counselors and advocates will still assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A victim who at first requests confidentiality may also decide to file a disciplinary complaint with the school or report the incident to campus security, local law enforcement and/or state police, and thus have the incident fully investigated. These counselors and advocates will provide the victim with assistance if the victim wishes to do so. NOTE: While these professional and non-professional counselors and advocates may maintain a victim’s confidentiality vis-à-vis the College, they may have reporting or other obligations under state law. ALSO NOTE: If the College determines that the alleged perpetrator(s) pose a serious and immediate threat to the College community law enforcement may be called upon to issue a timely warning to the community. Any such warning should not include any information that identifies the victim.
Responsible Employees: A “responsible employee” is a College employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other student misconduct, or who a student could reasonably believe has this authority or duty. At Bryant Stratton College the “responsible employees” are the Grievance Coordinators/Title IX Coordinator, the Judicial Officers, and the Director of Human Resources where the accused is an employee of the college.

When a victim tells a responsible employee about an incident of sexual violence, the victim has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. A responsible employee must report to the Grievance Coordinator or the Judicial Officer for the campus where the victim attends all relevant details about the alleged sexual violence shared by the victim and that the College will need to determine what happened, including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College’s response to the report. A responsible employee should not share information with law enforcement without the victim’s consent or unless the victim has also reported the incident to law enforcement.

Before a victim reveals any information to a responsible employee, the employee should ensure that the victim understands the employee’s reporting obligations and, if the victim wants to maintain confidentiality, direct the victim to confidential resources. If the victim wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the victim that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Grievance Coordinator or Judicial Officer, the responsible employee will also inform the Coordinator or Officer of the victim’s request for confidentiality. Responsible employees will not pressure a victim to request confidentiality, but will honor and support the victim’s wishes, including for the College to fully investigate an incident. By the same token, responsible employees will not pressure a victim to make a full report if the victim is not ready to.

Individuals reporting sexual misconduct will be informed: “You have the right to make a report to campus security, local law enforcement, and/or state police or choose not to report; to report the incident to your institution; to be protected by the institution from retaliation for reporting an incident; and to receive assistance and resources from your institution.”

Requesting Confidentiality from the College: How the College Will Weigh the Request and Respond

Even College, office, and employees who cannot guarantee confidentiality will maintain a victim’s privacy to the greatest extent possible. Information conveyed to a non-confidential College resource will be relayed only as necessary for the Grievance Coordinator/Title IX Coordinator to investigate and/or seek a resolution.

If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College’s obligation to provide a safe, non-discriminatory environment for all students, including the victim. If the College honors the request for confidentiality, a victim must understand that the College’s ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited. Although rare, there are times when the College may not be able to honor a victim’s request in order to provide a safe, non-discriminatory environment for all students. The College has designated the following individual(s) to evaluate requests for confidentiality once a responsible employee is on notice of alleged sexual violence: Campus Director. When weighing a victim’s request for confidentiality or that no investigation or discipline be pursued, the Campus Director will consider a range of factors, including the following:

The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:

- Whether there have been other sexual violence complaints about the same alleged perpetrator;
- Whether the alleged perpetrator has a history of arrest or records from a prior school indicating a history of violence;
- Whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
- Whether the sexual violence was committed by multiple perpetrators;
- Whether the sexual violence was perpetrated with a weapon;
- Whether the victim is a minor;
- Whether the College possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
- Whether the victim’s report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.
- Whether the incident represents an escalation in unlawful conduct on behalf of the accused from previously noted behavior;
- Whether the College possesses other means to obtain evidence such as security footage, and whether available information reveals a pattern of perpetration at a given location or by a particular group.

The College may not be able to honor a victim’s request in order to provide a safe, non-discriminatory environment for all students. The College will remain ever mindful of the victim’s well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or College employees, will not be tolerated. The College will also:

- Assist the victim in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- Provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- Inform the victim of the right to report a crime to campus or local law enforcement and provide the victim with assistance if the victim wishes to do so. If, for example, the school has credible information that the alleged perpetrator has committed one or more prior rapes, the balance of factors would compel the school to investigate the allegation and, if appropriate, pursue disciplinary action. The College may not require a victim to participate in any investigation or disciplinary proceeding. Because the College is under a continuing obligation to address the issue of sexual violence campus-wide, reports of sexual violence (including non-identifying reports) will also prompt the College to consider broader remedial action such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices.

If the College determines that it can respect a victim’s request for confidentiality, the College will also take immediate action as necessary to protect and assist the victim.

Miscellaneous

Take Back the Night and other public awareness events such as “Take Back the Night,” the Clothesline Project, candlelight protests, “survivor speak outs” or other forums in which students disclose incidents of sexual violence, or being notified of the alleged perpetrator(s) by the College are not considered notice to the College of sexual violence for purposes of triggering its obligation to investigate any particular incident(s). Such events may, however, inform the need for campus-wide education and prevention efforts, and the College will provide information about students’ Title IX rights at these events.
Anonymous Reporting

Although the College encourages victims to talk to someone, the College provides a list of resources available to student for anonymous reporting. These resources are listed in the College’s Annual Fire and Security Report found at https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf.

Drug/Alcohol Use Amnesty

The health and safety of every student at Bryant & Stratton College is of utmost importance. The College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Bryant & Stratton College strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials.

A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to the College officials or law enforcement will not be subject to Bryant & Stratton's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

Off-campus Counselors and Advocates.

Off-campus counselors, advocates, and health care providers will also generally maintain confidentiality and not share information with the College unless the victim requests the disclosure and signs a consent or waiver form. These resources are listed in the College’s Annual Fire and Security Report found at https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf.

NOTE: While these off-campus counselors and advocates may maintain a victim’s confidentiality vis-à-vis the College, they may have reporting or other obligations under state law.

Protective Measures Available to Victim of Dating Violence, Domestic Violence, Sexual Assault, or Stalking

To ensure the safety of its students, the College may impose the following measures:

• No contact or restraining order. If the accused, the victim, or the reporting individual observes each other in a public place, it will be the responsibility of the accused to leave the area immediately and without directly contacting reporting individual and/or the victim. Both the accused and the victim will, upon request and consistent with these policies, be afforded a prompt review, reasonable under the circumstances of the need for and terms of a no-contact order, including potential modification and will be allowed to submit evidence in support of his or her request. Bryant & Stratton may establish an appropriate schedule for the accused and the victim to access applicable institution buildings and property at a time when such buildings and property are not being accessed by the victim. The College’s security or other officials will assist in obtaining an order of protection or, if outside of New York State, an equivalent protective or restraining order. Both the victim and the accused have the right to an explanation of the consequences of violating a no-contact order, including but not limited to arrest, additional conduct charges, and interim suspension and to receive a copy of any such order or equivalent when received by the College and have an opportunity to meet or speak with a College representative, or other appropriate individual, who can explain the order and answer questions about it, including information from the order about the accused’s responsibility to stay away from the protected person or persons. The College will assist in effecting an arrest when an individual violates an order of protection by calling on and assisting local law enforcement in effecting an arrest for violating such order.

• When the accused or victim is a student determined to present a continuing threat to the health and safety of the community, to subject the accused or victim to interim suspension pending the outcome of the disciplinary process consistent with the law and the College’s policies and procedures. Both the accused or victim and the reporting individual shall, upon request and consistent with the College’s policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of an interim suspension, including potential modification, and shall be allowed to submit evidence in support of his or her request;

• When the accused is not a student but is a member of the College’s community and presents a continuing threat to the health and safety of the community, to subject the accused to interim measures in accordance with applicable collective bargaining agreements, employee handbooks, and rules and policies of the institution;

• To obtain reasonable and available interim measures and accommodations that affect a change in academic, housing, employment, transportation or other applicable arrangements in order to help ensure safety, prevent retaliation and avoid an ongoing hostile environment, consistent with the College’s policies and procedures. Both the accused and the victim or reporting individual shall, upon request and consistent with the College’s policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of any such interim measure and accommodation that directly affects him or her, and shall be allowed to submit evidence in support of his or her request

• Assistance from appropriate college representatives in initiating legal proceedings in family court or civil court.

Also, the College’s Annual Fire and Security Report found at https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf contains contact information regarding services on and off campus available to victims for counseling, health care, mental health care, victim advocacy, and legal assistance.

Retaliation Policy

Any attempt by a student, faculty, or staff member to retaliate, intimidate, threaten, coerce, or otherwise discriminate against a person who makes a report of or who is otherwise involved in reporting, an investigation of, or a hearing for alleged violations of the College’s discrimination, harassment and sexual misconduct policies, is prohibited. Persons who believe that they have been retaliated against for making a complaint/report or for cooperating in an investigation or hearing should immediately contact the College’s Judicial Officer. Any person who retaliates against a person who has cooperated in an investigation and/or hearing is in violation of College policy and will be subject to disciplinary action.

False Reporting Policy

It is a violation of College policy to file a knowingly false or malicious complaint of alleged discrimination, harassment and/or sexual misconduct. A complaint against such conduct may be pursued using the steps followed for discrimination, harassment, and sexual misconduct related complaints as outlined in this policy (or catalog). A complaint filed in good faith under this provision shall not constitute retaliation.

Additional Definitions

Affirmative Consent to Sexual Activity

In assessing whether alleged sexual activity was consensual, Bryant & Stratton College will require that the consent be affirmative to consider it consensual. “Affirmative Consent” is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.”
Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

Consent may be initially given but withdrawn at any time.

Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

When consent is withdrawn or can no longer be given, sexual activity must stop.

Complaint Resolution

Disciplinary Procedures versus Grievance Procedures

Individuals with complaints regarding discrimination may have their concerns addressed in two different manners—a “grievance” or a “disciplinary” procedure. These are distinct procedures that serve different functions. The grievance procedure is used when a student has a complaint of discrimination, harassment, or some other offense against a member of the faculty or administration. However, these procedures do not apply in disputes about a grade assigned because a faculty member’s evaluation of the quality of a student’s work is final, unless it is alleged that the determination of the grade resulted from unlawful discrimination. Moreover, these procedures do not apply to any matter inherent in the academic freedom of an instructor, such as, for example, in regard to the syllabus or contents of a course of instruction. Any student may initiate a grievance by submitting a complaint to the Campus Grievance Coordinator who investigates and resolves the grievance.

A disciplinary procedure, however, is initiated by the College’s Judicial Officer and is used when there is an allegation of misconduct by another student. While a student may report a matter that may lead to a disciplinary action, only the Judicial Officer may initiate one.

The resolution in a grievance can include a variety of remedies depending on the facts alleged, but it is only a disciplinary procedure that can result in student suspension or expulsion.

Claims of sexual misconduct (dating violence, domestic violence, sexual assault, or stalking), whether raised in the context of a grievance or a disciplinary procedure will be referred to the Judicial Officer who will investigate and hear the matter through the disciplinary process instead of the grievance procedures. Allegations of sexual misconduct are handled with special considerations for the alleged victim and the accused as explained below.

Individuals reporting a Code of Conduct violation may withdraw a complaint or involvement from the College’s processes at any time.

Student Diciplinary Procedures

This section describes the procedures that are followed when a Judicial Officer, who is also the Title IX Coordinator, finds just cause to initiate a disciplinary proceeding resulting from an allegation of a student’s violation of the Code of Conduct or another applicable student conduct policy or where there is an allegation of a student sexual misconduct, as defined in these policies, by a member of the faculty or the administration. The Dean at each campus serves as the Judicial Officer. The Contact Directory for the name and contact information for the Judicial Officer at your campus is posted on the College website as an addendum to the catalog.

These procedures apply years-round regardless of whether an alleged code violation occurs on campus or off-campus, including the Bryant & Stratton College online environment; to functions sponsored or supervised by the College, and to any conduct that threatens the safety or well-being of the Bryant & Stratton College community regardless of the location of the conduct. These procedures are not intended to provide constitutional due process to students as would be required to be provided by a public institution. Bryant & Stratton College will attempt to resolve all disciplinary matters promptly, fairly, and impartially. Students may expect full resolution to take at least one month and possibly longer depending on the circumstances. Any deadline set forth below may be extended for good cause with written notice to the Charged Student and the accusing student of the delay and the reason for the delay.

Filing a Disciplinary Complaint

Any member of the College community may submit a report alleging a student’s violation(s) of the Student Code of Conduct or sexual misconduct carried out by a member of the faculty or administration. Any report should be submitted as soon as possible after the event takes place, preferably within fourteen (14) days. The report should be prepared in writing and directed to the Dean who will serve as the Judicial Officer in the matter. Judicial Officers and Code of Conduct Committee members involved with sexual misconduct allegations will receive annual training on issues related to dating violence, domestic violence, sexual assault, and stalking and on how to carry out an investigation and hearing in a manner that protects the safety of sexual misconduct victims and promotes accountability.

Investigation

The Judicial Officer will then conduct an investigation of the allegations. The Judicial Officer may not have a conflict of interest or bias against the accuser or the accused student. If the Judicial Officer determines that the allegations can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Judicial Officer, the Judicial Officer will dismiss the matter with proper record of the parties’ consent. Such disposition shall be final and there shall be no subsequent proceedings. The Judicial Officer will provide timely notice of meetings at which the Charged Student or the accusing student, or both may be present. The Charged Student and the accusing student will have timely and equal access to information that will be used during any disciplinary hearing or any informal disciplinary meetings.

Charging Letter

If the charges are not admitted or cannot be disposed of by mutual consent and the Judicial Officer concludes that the allegations, if proven true, would justify disciplinary action, the Judicial Officer then carries out any additional investigation required prepares a Charging Letter. If the accusing student alleges sexual harassment or sexual assault, the Judicial Officer should obtain the written consent of the accusing student to identify him or her to the accused student.

The Charging Letter informs the Charged Student of the allegations against him or her and the nature of the evidence of the allegations including the name of the accusing student with the exception of the circumstances described above where the charge is sexual harassment/assault. The Charging Letter also must contain:

- The provision(s) of the Code of Conduct alleged to be violated;
- The date, time, location, and factual allegations concerning the alleged violation;
- The sanctions possible if the accused is found to have violated the provision of the Code of Conduct cited;
- The date by which the Charged Student may respond in writing to the charges against him or her;
- The date by which the Charged Student must notify the Code of Conduct Committee of his or her desire for a hearing. (This may be the same date as the date the student’s written response is due should the student opt to submit such response).

Notice that any such written response should be sent to the Code of Conduct Committee which will be considering the evidence and conducting the hearing;
• Notice that a decision that the Student Code of Conduct was violated or the failure of the Charged Student to respond (by submission of a written response and/or by participation at a hearing) could result in adverse action against the Charged Student up to and including expulsion; and

• Notice that should the Charged Student request a hearing, he or she will be required no later than three (3) calendar days before the hearing to deliver to the Committee a copy of all documents, other evidence, and the name and addresses of the witnesses it wishes to present at the hearing.

Such Charging Letter should be delivered to the Charged Student in a manner that requires the Charged Student in a manner that requires the Charged Student to acknowledge receipt, such as certified mail or e-mail, return receipt requested or hand delivery with a signed receipt. The Charging Letter will provide the Charged Student ten (10) calendar days to submit a written response to the allegations in the letter unless the Judicial Officer determines that circumstances warrant a shorter or longer period of time. A Charged Student who fails to timely submit a response or timely request a hearing will be deemed to have waived the response or hearing and the Committee will respond without the response and/or hearing.

Code of Conduct Committee Process

Upon issuance by the Judicial Officer of a Charging Letter, the Campus Director will promptly appoint one or three individuals to a Code of Conduct Committee to investigate the validity of the allegations. The Code of Conduct Committee will include individuals who have no prior involvement with the subject matter of the charges or persons involved in the Charge. Where feasible, the Code of Conduct Committee will be comprised of a campus administrator, a faculty member, and a student advisor employed by the College who is not advising the person who filed the Charge or the Charged Student. The campus administrator appointed to the Committee will serve as the Chair.

The Code of Conduct Committee’s first order of business is to identify factual disputes between and among the parties (the Judicial Officer and the Charged Student) and witnesses, including the accuser. Committee members should remain neutral as the evidence is gathered and presented. In carrying out this duty, the Code of Conduct Committee will review the Charge, the Charging Letter, and gather additional evidence, including but not limited to, germane documents and written statements of witnesses. In addition, the Committee may, in its discretion, interview the accuser, the accused student, and any witnesses it believes may have relevant information. The Committee may collect statements from any or all of these parties.

Any time after the Campus Director is notified of a possible Code of Conduct violation, he or she has the discretion to impose an interim suspension of the Charged Student. An interim suspension is the removal of a Charged Student from class, the campus (including the Bryant & Stratton College online environment), or school-related activities.

Interim suspension may be imposed only: 1) to ensure the safety and well-being of members of the College community or preservation of College property; 2) to ensure the student's own physical or emotional well-being of members of the College community or preservation of College property; 2) to ensure the student's own physical or emotional;

Regardless of whether the Charged Student is given an interim suspension, the Committee will continue its review and when it has completed such review, the Code of Conduct Committee will send the Charged Student with a Notice of Hearing which includes the date, time, and location of the hearing. The Committee should attempt to schedule a hearing date no later than fourteen (14) calendar days after receipt of the Charging Letter from the Judicial Officer.

Unless the Chair of the Code of Conduct Committee designates another date, no later than fourteen (14) calendar days before the hearing, each party will deliver to the Committee and to each other a copy of all documents, other evidence, and the name and addresses of the witnesses it wishes to present at the hearing. The witness list must also contain a summary of the testimony the witness is expected to present and indicate whether the party presenting the list wishes to cross examine the witnesses of the other party.

Absent unusual circumstances, cross examination of parties where sexual harassment or assault is alleged will not be permitted. The Committee’s decision on whether cross examination will be permitted will be final.

Both the Charged Student and the Judicial Office may be present witnesses with information relevant to the charges. In addition, the Code of Conduct Committee may call additional witnesses it believes would aid in the resolution of the matter. If it decides to call additional witnesses, it will notify the parties no later than five (5) calendar days before the hearing of the names of those witnesses. The Code of Conduct Committee will ensure the orderly presentation of witnesses and evidence and will have the authority to determine the admissibility of testimony and other evidence. In addition, Committee members may ask questions of any of the witnesses.

The hearing will be closed to the public. In cases involving charges of sexual misconduct, information obtained during the course of the disciplinary process will be protected from public release unless the appeals panel makes a final determination unless otherwise required by law. The hearing may be held by teleconference. At the hearing both the Charged Student and Judicial Officer will each have an opportunity to make a brief opening statement. The entire hearing will be audio recorded and such recording will be preserved and maintained for at least five (5) years. In cases involving more than one charged student, the Code of Conduct Committee will decide whether the hearing is to be conducted separately or jointly. If the Charged Student, with notice, does not appear before a Code of Conduct hearing, the information in support of the charges shall be presented and considered in the absence of the Charged Student. Except in cases of alleged dating violence, domestic violence, sexual assault, or stalking, a Charged Student does not have the right to legal counsel at the hearing but may have his or her counsel submit a brief for the review of the Code of Conduct Committee before the hearing.

In cases of alleged dating violence, domestic violence, sexual assault, or stalking, both the Charged Student and the accuser may be accompanied by an advisor of their choice. However, the Committee may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties. In addition, in cases of alleged dating violence, domestic violence, sexual assault, or stalking both the Charged Student and the victim may make an impact statement during the point of the proceeding where the Committee is considering appropriate sanctions.

If the Code of Conduct Committee has decided to permit cross examination, each party will be given an opportunity to cross examine the witnesses of the other party and of any witnesses presented by the Committee. Each party will be entitled to present a brief opening statement. The Judicial Officer has the burden of production and of persuading the Committee that there exists substantial evidence that the Charges in his or her Charging Letter constitute a violation of the Code of Conduct and that they did in fact take place. Formal rules of process procedure, and technical rules of evidence, are not used in Code of Conduct hearings.
The Code of Conduct Committee may accommodate concerns for the personal safety, well-being, or fears of confrontation of any witness or the Charged Student during the hearing by providing separate facilities, using a visual screen, or permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, as determined in the sole discretion of the Committee.

Upon conclusion of the hearing, the Code of Conduct Committee will meet in a closed session to deliberate based solely on the evidence presented at the hearing and charges contained in the Charging Letter. The closed session will not be recorded. A decision will be reached on a majority vote in cases where there are three persons on the Committee and in cases where there is a single person on the Committee, he or she will be the sole decision maker.

Upon reaching its decision, absent exigent circumstances, the Code of Conduct Committee will no later than twenty (20) calendar days after conclusion of the hearing, notify both parties in writing of the determination. The determination should include a written statement detailing the factual findings supporting the determination and the rationale for any sanction imposed. The Determination should be sent within twenty (20) calendar days after the conclusion of the hearing unless it is impracticable to do so and it must include the date of determination and any sanctions go into effect. The decision will be delivered to the Charged Student to a manner that requires the Charged Student to acknowledge receipt, such as certified mail or e-mail, return receipt requested or hand delivery with a signed receipt. The Committee may 1) dismiss the case for insufficient evidence; 2) find that no violation of the Code of Conduct occurred; or 3) find that a violation did occur. If the Code of Conduct Committee concludes that no violation occurred, it will so state in its written decision together with its findings of Fact with the evidence upon which it relied. The Charged Student’s permanent record will be expunged of reference to the matter if the Committee finds no violation.

If the Committee decides that substantial evidence exists to support a conclusion that the student violated the Code of Conduct, its decision will so state and will include an identification of the provision(s) violated by the Charged Student, Finding of Fact with the evidence upon which it relied, a Conclusion, and the sanction it will impose for the violation.

Any Sanctions
In determining the appropriate sanction, the Committee will consider the nature and seriousness of the offense, extenuating circumstances, and prior violations. Sanctions may include, but are not limited to:

- Warning – A notice in writing to the student that the student is violating or has violated institutional regulations.
- Probation – A written reprimand for violation of specified regulations which places the student in a probationary status for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period.
- Loss of Privileges – Denial of specified privileges for a designated period of time.
- Separation from the Victim
- Discretionary Sanctions – Work assignments, essays, or other related discretionary assignments.
- Residence Hall Suspension – Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- Resident Hall Expulsion – Permanent separation of the student from the residence halls.
- College Suspension – Separation of the student from the College for a definite period of time after which the student is eligible to return. Conditions for readmission may be specified.
- College Expulsion – Permanent separation of the student from the College.
- Revocation of Admission and/or Degree – Admission to or a degree awarded from the College may be revoked for fraud, misrepresentation, or other violation of College standards in obtaining the degree, or for other serious violations committee by a student prior to graduation. Withholding Degree – The College may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all sanctions imposed, if any.

More than one of the sanctions listed may be imposed for any single violation.

Appeals Process
The Charged Student and the victim or other reporting individual have the right to appeal the decision to the Campus Director by submitting a written Appeal Letter within ten (10) business days of receiving the Code of Conduct Committee’s decision. The Appeal Letter must provide a complete explanation of the basis for the appeal with reference to the evidence presented to the Code of Conduct Committee. The Charged Student may not rely on evidence not presented at the hearing in the appeal.

Except as stated below, the Campus Director will base his or decision solely on the evidence presented to the Code of Conduct Committee in considering the appeal, the Campus Director will consider whether the Code of Conduct Committee hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.

In ruling on the appeal, the Campus Director should consider the following:

- Whether the decision reached regarding the Charged Student was based on substantial evidence, that is, whether the evidence presented at the hearing was evidence that a reasonable mind could accept as adequate to support the conclusion that a violation of the Student Code of Conduct occurred.
- Whether the sanction(s) imposed were appropriate for the violation of the Student Code of Conduct which the student was found to have committed. In considering this, the Campus Director may conclude that the sanction was appropriate, inappropriately excessive, or inappropriately lenient. In cases where the Campus Director concludes that the sanction was inappropriate, he or she may impose a different sanction but not a more severe sanction except as discussed below.

The Campus Director may consider new information not presented at the hearing only when such information is of sufficient significance to alter a decision and where such information was not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the Code of Conduct Committee hearing. Where the Campus Director considers new information on appeal, he or she may impose either a lesser or more severe sanction as the new information warrants.

If an appeal is upheld by the Campus Director, the Campus Director will issue his or her revised decision and revised sanction if necessary. The Campus Director may conclude that additional fact finding is necessary in which case he or she will return the matter to the original Code of Conduct Committee and Judicial Officer for re-opening of the Code of Conduct hearing in accordance with the Director’s instructions.

If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

The appeals decision will be provided to the accused and the victim or reporting individual and will include findings of fact, the decision and the sanction, if any, as well as the rationale for the decision and sanction. In all cases of appeal, rights afforded to either the accused or victim or reporting individual will be afforded to the other party.

In cases alleging sexual misconduct, the appeal is before an appeals panel (rather than just the Campus Director), which will be fair and impartial and not include individual who have a conflict of interest.

Changes to Determination
Should the appeal result in changes to the determination or sanctions, the Code of Conduct Committee will provide simultaneous notification to both parties of any such changes.
Transcript Notations
For crimes of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. 1092(f)(1)(F)(ii)(I)-(VIII), Bryant & Stratton will make a notation on the transcript of students found responsible after a disciplinary hearing that they were "suspected after a finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation." For a Charged Student who withdraws from the College while such conduct charges are pending, and declines to complete the disciplinary process, Bryant & Stratton will make a notation on the transcript of such students that they "withdrew with conduct charges pending." Charged Students may appeal such notation and seek its removal after one year after conclusion of the suspension. Notations for expulsion shall not be removed. If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

Grievance Procedures
How to File a Grievance
Students (and other individuals in the case of age and disability-related discrimination and harassment) may use these procedures to seek resolution of claims of discrimination and other non- academically-related grievances against members of the faculty or administration, including those that may arise where a student is also an employee of the college. This includes claims of:

• Discrimination or harassment based on sex, perceived gender identity, race, color, national origin, age, religion, or disability;
• Denial in whole or in part of a requested service, accommodation, or modification of a Bryant & Stratton College practice or requirement that was requested due to a disability;
• Inability to access a Bryant & Stratton College program or activity due to a disability; or
• Other non-academic grievances, e.g. refund dispute, etc.

All sexual misconduct allegations are heard through the disciplinary process. Concerns regarding grades may be brought under the Grade Appeal Procedures. Sexual misconduct allegations include: dating violence, domestic violence, sexual assault, and stalking.

Grievance Coordinator
Each Bryant & Stratton College campus has a Grievance Coordinator whose responsibility is to administer these procedures. See the Grievance Contact Directory Addendum to this catalog for the name and contact information for the Grievance Coordinator at your campus.

Each campus of Bryant & Stratton College also has an ADA/504 Coordinator who is responsible for ensuring the College’s compliance with laws related to individuals with disabilities. However, it is the Grievance Coordinator, and not the ADA/504 Coordinator, who administers these procedures when a complaint regarding disability discrimination is brought.

Informal Resolution
With the exception of sexual misconduct allegations, a grievant who believes that he/she has been discriminated against based on sex, perceived sexual identity, race, color, national origin, age, religion, or disability by a member of the faculty or administration of Bryant & Stratton College, is encouraged, but is not required, to discuss the matter informally with the Grievance Coordinator. [NOTE: If the Grievance Coordinator is the subject of the complaint the grievant may instead contact the Campus Director who will designate a substitute to serve as the Grievance Coordinator.] The Grievance Coordinator shall verbally convey his/her findings to both the grievant and the person who is the subject of the complaint within ten (10) business days. The Grievance Coordinator will document his verbal findings and the date they were conveyed.

In addition, any grievant who has initiated the informal resolution process may stop it at any time and initiate the formal resolution process.

Engagement in the informal resolution process does not extend the deadline (below) to file a formal grievance unless, upon the student’s request, the Grievance Coordinator extends the deadline in writing.

Formal Grievance
In cases where an attempt at informal resolution is not successful, informal resolution is not practicable or inappropriate, or the grievant prefers to skip the informal resolution process, the grievant may initiate a formal grievance.

A formal grievance is initiated by submitting a written complaint within 30 calendar days of the event complained of to the Grievance Coordinator who will then investigate the complaint. [NOTE: If the Grievance Coordinator is the subject of the complaint, the complaint should be submitted to the Campus Director who will designate a substitute to conduct the investigation and serves as the Grievance Coordinator]. The complaint shall be signed by the grievant and include 1) the grievant’s name and contact information; 2) the facts of the incident or action complained about; 3) the date of the incident or action giving rise to the complaint; 4) the type of discrimination alleged to have occurred; 5) efforts taken to resolve the complaint, if any; 6) the specific relief sought; and 7) the name of any witnesses and other evidence. The grievant should state in his or her complaint whether he or she will be assisted by a representative and, if so, the name of the representative. For purposes of these procedures, an attorney is not an appropriate representative for any party.

Upon receipt of the complaint, the Grievance Coordinator will notify the person who is the subject of the complaint and provide him or her with the opportunity to respond in writing and identify any witnesses and other evidence within five (5) business days.

The Grievance Coordinator will make an effort to complete this on their investigation of the complaint within thirty (30) business days following the submission of the written complaint. The investigation shall include an interview of the relevant parties and any known witnesses, a review of relevant evidence, including any evidence submitted by the parties, and any other steps necessary to ensure a prompt, equitable and thorough investigation of the complaint. Interviews of parties and witnesses will be carried out in a manner that is conducive to fair resolution of the matter, minimization of conflict, and prevention of intimidation. In cases of allegations of harassment, the Grievance Coordinator will not interview the grievant and the person who is the subject of the complaint together.

The grievant and the person against whom the complaint has been brought may present to the Grievance Coordinator relevant evidence throughout the investigation. Each party will have an equal opportunity to present such witnesses and evidence consistent with the requirements and restrictions of the Family Educational Rights and Privacy Act (FERPA).

Both parties will be given periodic updates of the status of the investigation as warranted.

The Grievance Coordinator will issue a written disposition of the complaint and make an effort to do so within ten (10) business days of the completion of the investigation. The disposition will be determined using a substantial standard. If substantial evidence supports the claim of the grievant, the Grievance Coordinator will issue a disposition in support of the grievant.

Copies of the disposition will be given to the grievant and the person who is the subject of the complaint. Both parties will be sent the decision at the same time. The disposition will be carried out promptly.
Family Educational Rights and Privacy Act of 1974

All Bryant & Stratton College students shall have the right to inspect and review their educational records, to request corrections or deletions, and to limit disclosure of the records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, also referred to as the Buckley Amendment. Specifically, students have the right to:

(1) inspect and review their education records within 45 days of the day the College received a written request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the education record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. Under no circumstances will students be permitted to review their education records off campus or in a public campus setting. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) request the amendment of their education records that s/he believes are inaccurate, misleading, or in violation of the student’s privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the academic manager who will consult the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. An informal conference will be scheduled to attempt to resolve the matter. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision, the right of the student to place a statement in the record explaining his or her point of view, and the student’s right to a formal hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) provide written consent before the College discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. For example, the College discloses education records without a student’s prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person employed by the College in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College had contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Upon request, the College also discloses education records without consent to official of another College in which a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer. There is also other circumstances in which FERPA permits disclosure without consent of the student and such circumstances are available to the student upon his or her request.

(4) file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202-5901

Bryant and Stratton College will generally release certain student directory information to the public. Such information could include some or all of the following data: student’s name, address(es), phone listing, e-mail address, date and place of birth, major field of study (program), enrollment status (e.g. undergraduate, full-time, or part-time), dates of attendance, photograph, post-graduation employer and job title, participation in activities and recognition received, and the most recent previous secondary and postsecondary institution attended by the student. Students who do not wish to have any part or all of this information released should inform the College of their wishes in writing no later than the end of the add/drop period. Students who do not wish to permit the release of directory information should complete an Opt-Out form provided by the campus. Additionally, Bryant & Stratton College reserves the right to release to police agencies and/or crime victims’ certain records or information pertinent to a crime which has occurred on campus, including the details of and disciplinary action taken against the alleged perpetrator of the crime.
Disciplinary Records
Other than College expulsion or revocation or withholding of a degree, disciplinary sanctions shall not be made part of the student's permanent academic record. They shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions other than residence hall expulsion, College suspension, College expulsion, or revocation or withholding of a degree, upon application to the Campus Director or his or her designee. Cases involving the imposition of sanctions other than residence hall expulsion, College suspension, College expulsion or revocation or withholding of a degree shall be expunged from the student's confidential record six years after final disposition of the case.

In general, disciplinary records are considered “education records” under the Family Educational Rights and Privacy Act (FERPA) and thus may be protected from disclosure with certain exceptions set forth in these policies. For this reason such records should not be disclosed without consulting the College’s legal counsel.

Information regarding the sanction, if any, issued as a result of a disciplinary proceeding against the accused student may be revealed to the complaining student only consistent with FERPA.

First, a school is permitted to disclose to a student who has been sexually harassed, a victim of dating violence, domestic violence or stalking, information about the sanction imposed upon a student who was found to have engaged in these types of violations when the sanction directly relates to the complaining student. This includes an order that the harasser stay away from the complaining student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes or another residence hall. Disclosure of other information in the student’s “education record,” including information about sanctions that do not relate to the complaining student, is not permitted.

Further, when the conduct complained of involves a crime of violence or a non-forcible sex offense, FERPA permits Bryant & Stratton College to disclose to the alleged victim the final results of any disciplinary proceeding against the alleged perpetrator, regardless of whether Bryant & Stratton College concluded that a violation was committed.

Additionally, Bryant & Stratton College may disclose to anyone—not just the alleged victim—the final results of a disciplinary proceeding if it determines that the student is an alleged perpetrator of a crime of violence or a non-forcible sex offense, and, with respect to the allegation made, that the student has committed a violation of the institution’s rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

Student Right-to-Know
In compliance with the Department of Education’s Right-to-Know Act, Bryant & Stratton College offers an electronic SRK Directory with the required performance results, policies and information. Prospective students, enrolled students and staff will find the SRK Directory on the College’s website at http://bryantstratton.edu

Facilities and Educational Services
See the College’s website at www.bryantstratton.edu for information about the facilities and educational services readily available to students at the various campus locations.

Campus Security
In compliance with the Crime Awareness and Campus Security Act of 1990, information about Bryant & Stratton College’s campus security policies and procedures and crime statistics is made available to students and to employees on an annual basis, and upon request, to any applicant for employment or enrollment. The Campus Report can also be found on the College’s website at www.bryantstratton.edu. Campus crime statistics can be obtained by visiting the website of the United States Department of Education at http://ope.edu.gov/security/search.asp. Bryant & Stratton College is committed to providing a safe and secure environment for all members of the campus community. Information on campus crime is available in the Admissions Department and is published and issued each fall. Students and employees on a particular campus may also call the Campus Director.

Substance Abuse Policy
Bryant and Stratton College recognizes that the misuse of drugs, alcohol and/or tobacco is a serious problem with legal, physical, emotional and social implications for the entire College community. Therefore, the consumption, sharing, distribution, selling, use, possession of drugs, alcohol, tobacco, illegal, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any College sponsored event or on College property at all times. The inappropriate use of prescription and over-the-counter drugs is also prohibited. Persons shall be banned from entering College grounds or College-sponsored events when exhibiting behavioral, personal, or physical characteristics indicative of having used or consumed alcohol or drugs (illegal or through the inappropriate use) or other substances. The College’s Student Code of Conduct outlines the disciplinary measures for students in violation of the Substance Abuse Policy.

This section describes the procedures that are followed when a Judicial Officer, who is also the Title IX Coordinator, finds just cause to initiate a disciplinary proceeding resulting from an allegation of a student’s violation of the Code of Conduct or another applicable student conduct policy or where there is an allegation of a student sexual misconduct, as defined in these policies, by a member of the faculty or the administration. The Dean at each campus serves as the Judicial Officer. See the Contact Directory Addendum to this Catalog for the name and contact information for the Judicial Officer at your campus.

These procedures apply year-round regardless of whether an alleged code violation occurs on campus or off-campus, including the Bryant & Stratton College online environment, to functions sponsored or supervised by the College, and to any conduct that threatens the safety or well-being of the Bryant & Stratton College community regardless of the location of the conduct. These procedures are not intended to provide constitutional due process to students as would be required to be provided by a public institution. Bryant & Stratton will attempt to resolve all disciplinary matters, promptly, fairly, and impartially. Students may expect full resolution to take at least one month and possibly longer depending on the circumstances. Any deadlines set forth below may be extended for good cause with written notice to the Charged Student and the accusing student of the delay and the reason for the delay.
Servicemembers and Veterans

Facts for Veterans

Bryant & Stratton College is a Principles of Excellence school and approved for participation in various veteran aid programs including Military Tuition Assistance and GI Bill® for the training of U.S. veterans and their families. Military students and their families should contact their Department of Veterans Affairs representative for more information on a veteran’s benefit eligibility.

Yellow Ribbon Program

Bryant & Stratton College is participating in the Yellow Ribbon Program under the Post 9/11 GI Bill® (Chapter 33).

Principles of Excellence

Bryant & Stratton College is a participating institution in the Principles of Excellence Program and complies with the written guidelines and standards. In addition, the College has a signed Memorandum of Understanding with the Department of Defense agreeing to meet all Principles of Excellence Standards and therefore allowing Active Duty Service Members to utilize Tuition Assistance if qualified.

8 Keys to Veterans’ Success

Bryant & Stratton College is committed to, and is a published participant for The 8 Keys to Veterans’ Success (8 Keys). This is a voluntary initiative through the Departments of Education and Veterans Affairs. They highlight ways that colleges and universities can support veterans as they pursue their education and employment goals.

Military Tuition Assistance

Military Tuition Assistance is a benefit paid to eligible members of the Army, Navy, Marines, Air force, and Coast Guard. Congress has given each service the ability to pay up to 100% for the tuition expense of its members. Each service has its own criteria for eligibility, obligated service, application process and restrictions. This money is usually paid directly to the College by the individual service.

IMPORTANT INFORMATION RELATED TO THE TUITION ASSISTANCE (TA) PROGRAM FOR SERVICE MEMBERS

Reimbursement criteria for non-successful course completion (effective for courses starting on or after September 6, 2014).

For the purpose of reimbursement, a successful course completion is defined as a grade of “C” or higher for undergraduate courses, and a “Pass” for “Pass/Fail” grades.

An institution may not receive Tuition Assistance Programs funds for students with grade point average that are less than 2.0 after completing 15 semester hours (or the equivalent) in their undergraduate studies.

Tuition Assistance requests for reimbursement must be approved before the start date of the class.

Return of Unearned Tuition Assistance funds.

The Memorandum of Understanding with the Department of Defense requires schools to determine the amount of TA funds that recipients earn if they withdraw from school using the same method to calculate the return of Title IV funds required by United States Department of Education. This return of funds requirement applies to students who officially withdraw from school as well as those who are administratively withdrawn for non-attendance as outlined in the Attendance section of this catalog. When you withdraw during your payment period or period of enrollment, the amount of TA funds that you have earned up to that point is determined by a specific formula. If you receive (or the College receives on your behalf) more assistance than you earned, the excess funds must be returned by Bryant & Stratton College and/or you to the Department of Defense. The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period of period of enrollment, you earn 30% of the TA assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period. If the College is required to return a portion of your TA funds as a result of your withdrawal from the College, you may be left with a balance due the College. Please contact your Financial Aid Advisor if you have any questions on this requirement.
Tuition and Fees

Registration Fee
A $35 registration fee will be charged. This fee will not be charged in subsequent semesters unless there is a break in enrollment or it may be charged in event of change in program.

Tuition
All tuition is due and payable in full at registration. Arrangements may be made for full-time students (and/or parents of full-time students) to sign a promissory note to pay the portion of tuition not met by scholarship, financial aid, or other sources. The terms of this promissory note include monthly payments as stated on the signed promissory note. No interest or fees are charged if payments are made as agreed. All arrangements for financial aid should be made prior to the start of the semester.

The base tuition rate is $8,895 per semester for associate degree and diploma programs and the per credit hour rate is $593 except nursing, OTA, and PTA. The base tuition rate for nursing, Occupational Therapy Assistant, Physical Therapist Assistant, and all bachelor degree programs is $9,045 and the per credit amount is $603. Additional fees vary by program and are explained below. Should economic conditions require a tuition adjustment, students will be advised before the start of each semester. All tuition and fees are quoted in US dollars.

Day Class Tuition
Any student classified as a day student who takes between 12 and 18 credit hours per semester will be assessed the base day tuition rate per semester. Any student classified as a day student taking fewer than 12 credits or more than 18 credits will be assessed tuition at the per credit hour rate.

Evening, Online, & Blended Learning Class Tuition
Any student classified as an evening or online student who takes between 13 and 18 credit hours per semester will be assessed the base tuition per semester rate. Any student classified as an evening or online student taking fewer than 13 credits or more than 18 credits will be assessed tuition at the per credit hour rate.

Nursing Program Tuition and Fees
Nursing students taking courses totaling 12-18 credits per semester, for day or evening classes, will be assessed the base tuition per semester rate. A new student taking fewer than 12 credits or more than 18 credits will be assessed tuition at the per credit hour rate.

Students registered for NURS100, NURS102, NURS103, NURS202, NURS211, NURS222, NURS223, NURS231, NURS301, NURS304, NURS401, NURS470, LPVN100, LPVN101, LPVN120, or LPVN130 will be charged a Nursing Program lab fee of $500 for each of these courses.

Occupational Therapy Assistant & Physical Therapist Assistant Fees
Students accepted into the Occupational Therapy Assistant and Physical Therapist Assistant programs will be required to pay a $150.00 acceptance fee in order to secure their enrollment in the program. The nonrefundable fee will be payable within two weeks of the student receiving notice of their acceptance into the program.

Organizational Leadership, BPS Tuition and Fees
Students in the Organizational Leadership, BPS program will be charged at $603 per credit hour for each course they are enrolled in. These students will be charged $125 for each Prior Learning Assessment (PLA) portfolio that is evaluated for earned credits. A fee of $350 is charged when the PLA portfolio credits are applied to the degree plan. Students electing to earn Credit by Examination will pay $25 to $150 for each exam attempted.

Select Course Fees
Students will be charged fees to cover the digital resources associated with the following courses:

- TECH131 = $125
- INFT231 = $136
- NETW151, NETW161, NETW211, NETW241 = $136.00 each course
- MARK098, MARK110, MARK120, MARK210, MARK220, MARK230, MARK240 = $166.67 each course
- VOIM109, VOIM111, VOIM112 = $140 for the first of these three VOIM courses taken with no additional charge for the other two subsequent VOIM courses.
- SOSC115 = $55.00

Registration Fee
A $35 registration fee will be charged. This fee will not be charged in subsequent semesters unless there is a break in enrollment or it may be charged in event of change in program.

Transportation Costs
Transportation costs are estimated at $340 per semester.

Technology Fee
Bryant & Stratton College provides a wide array of digital resources that students are able to leverage throughout their studies to support their career and life pursuits. Each student will be charged a $65 technology fee for these digital resources every semester.

Room and Board
Room and board are estimated at $4,860 per semester at the Syracuse campus. An optional meal plan is available for all students at the Syracuse campus. Contact the campus Business Office for further details. Off-campus housing is available at the Wauwatosa and Virginia Beach campuses. Contact the campus Business Office for further information.
Books and Supplies

Books and supplies are available for purchase at the Online Bookstore or at select campus stores. Student costs will vary each semester depending upon subjects scheduled and publishers’/suppliers’ prices in effect at the date of purchase. Costs are estimated at $450 to $900 per semester and are posted each semester for those students ordering through the Online Bookstore. Textbooks and supplies are purchased by the student and become the property of the student. The college store is offered as a service to students. Students are not required to purchase their books or supplies from the college.

For more information about the Online Bookstore go to http://www.bryantstratton.edu on the Internet or ask your campus advisor.

Medical Assisting students are required to wear protective covering in the medical laboratory to comply with federal safety regulations. Medical Assisting students may be required to purchase a lab coat.

Medical Assisting - Ohio only

Ohio students enrolled in the medical assisting degree program will be charged uniform fees associated with selected courses. When registered for AHLT100 Medical Terminology and AHLT130 Clinical Procedures courses, students will be charged $15.00 and $50.00, respectively.

Medical Assisting - Richmond only

Students enrolled in the medical assisting degree program at the Richmond campus will be charged fees to cover uniforms and CPR training. When registered for AHLT 130 Clinical Procedures and AHLT 230 Medical Laboratory courses, students will be charged $75.00 and $100.00 respectively.

Medical Assisting – Wisconsin Only

Wisconsin students enrolled in the medical assisting degree program will be charged a CPR certification fee of $32.50 when enrolled in AHLT230.

Nursing students are required to have at minimum, approved clinical attire (scrubs and shoes), stethoscope, penlite, bandage scissors, and wrist watch with second-hand. The required items are described in the Nursing Program Student Handbook. The estimated cost of these items is $250 - $350.

Computer Technology Standards

To make the most of the learning experience, students will need ready-access to a desktop or laptop computer for online course work. Students will use computer technology to complete out-of-class assignments required for all courses. The Computer Technology Standards are found on the Bryant & Stratton College website and detail the technical requirements of hardware and internet connectivity for enrollment at the College.

Please reference the technical specifics at the following webpage to verify you have the technology support for college studies. http://www.bryantstratton.edu/online/school-experience/technology-requirements

Locker Fee

A locker fee is charged per semester for students electing to rent a locker.

Graduation Fee

Students who successfully complete any degree or diploma program will be assessed a $100 administrative graduation fee.

Official Transcript Fee

There is a $10 fee for each official transcript requested. Official transcripts are issued when all financial obligations to the College have been fulfilled and any delinquent loans have been cleared.

Credit by Examination

A $25 non-refundable fee is charged for each optional PLA examination attempted at the College. An administration fee of $350 is charged for each course when PLA credit is applied to the degree plan.

Company-Sponsored Tuition Reimbursement

Many companies provide tuition reimbursement as part of their employee benefits package. If you are employed full-time, you should contact the personnel office of your employer for information concerning your company’s tuition reimbursement program. Such programs commonly require that the employee initially pay the tuition for a subject or program and that the tuition will be reimbursed by the company upon successful completion by the student.

If you are attending College through a company-sponsored tuition reimbursement program, you must notify your Financial Aid office of this additional aid and make arrangements to provide your employer with the information required for its tuition reimbursement program. Your Financial Aid office may require proof of this reimbursement from your employer.
Cancellation and Refund Policy

Bryant & Stratton College believes a fair adjustment policy recognizes that situations occur where the student has no control and the College has incurred a continuing cost in faculty, space, and equipment for each student enrolled.

Students intending to withdraw from any number of classes are encouraged, but not required to give written notice of their withdrawal to the Academic Office to ensure the withdrawals are officially recorded and the students’ records are updated. Official withdrawal, however, will be accepted once the necessary paperwork is completed and approved by the Academic Office. Unless a student drops a course or courses during the drop/add period, no refund of tuition will be granted to a full- or part-time student who does not officially withdraw from the College. This also applies to students taking online or blended learning classes in the second session of the 15 week semester. Non-attendance in a course does not constitute an official withdrawal. Refunds for official withdrawals will be based on the Refund Policy listed in this catalog. In circumstances necessitating a student’s actual change from full- to part-time status, authorization may be granted only with the approval of the Academic Office. Students should be aware, both official withdrawals as well as administrative withdrawals due to lack of attendance as outlined in Treatment of Federal Aid When a Student Withdraws, have an impact on financial aid. Students who register as full-time students who do not officially withdraw from a course(s) will continue to be charged full-time tuition.

Unless students drop a course or courses during the drop/add period, students who register as part-time students who do not officially withdraw from a course or courses or are administratively withdrawn in full for lack of attendance during the corresponding refund period, will continue to be charged the tuition based upon the number of courses they registered for including students taking online or blended learning classes in the second session of the 15 week semester. However, their lack of attendance in a course during the drop/add or census periods, may cause their enrollment status to change for financial aid purposes, leaving a tuition balance not covered through financial aid.

Tuition is based on the assumption that a student will remain in college for the full semester. All refunds will be computed based upon the last date of attendance, whether the student officially notifies the College of their intention to withdraw or is administratively withdrawn after 14 consecutive calendar days of non-attendance in all courses. This refund policy will apply to all tuition, fees, dormitory rents, and other charges incurred by the student, with the exception of purchases made at the Online Bookstore. The refund policy applies to all matriculating part-time and full-time students including those part-time matriculating students who take a single credit-bearing course. Withdrawal from a course or courses but not from a program will not result in a refund unless the withdrawal from the course or courses takes place during the drop/add period.

All tuition paid by new students who cancel their application or registration for any reason prior to the start of classes will be refunded in full. The refund will not apply to the cost of purchases made at the Online Bookstore. Students who officially withdraw or are administratively withdrawn for lack of attendance from all classes during the refund period will receive a refund per the following chart.

Refunds for Wisconsin, Virginia, Maryland, and Iowa students are found in the respective state/location section of this catalog.

Refunds for New York and Ohio will be computed according to the following guidelines:

<table>
<thead>
<tr>
<th>Date of Official Communication</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to start of classes</td>
<td>100%</td>
</tr>
<tr>
<td>through the first week of classes</td>
<td>75%</td>
</tr>
<tr>
<td>During the second week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>During the third week of classes</td>
<td>25%</td>
</tr>
<tr>
<td>After the fourth week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

The refund policies apply to all students enrolled in credit-bearing single subjects as well as in a program, regardless of their form of payment. Refunds are not offered for special non-credit courses that are not part of a degree or diploma program. No amount of tuition will be retained for any terms beyond the current semester.

Refunds will be made within forty five (45) calendar days of the student’s official date of withdrawal unless federal or state guidelines require refunds be made in a shorter period of time.

Withdrawals from session-based courses such as online or blended learning formats, may have an impact on a student’s eligibility for New York State TAP. Please see the New York State section of this catalog for more information.

Treatment of Federal Student Aid When a Student Withdraws

The law specifies how schools must determine the amount of Title IV program assistance that you earn if you withdraw from school. This applies to students who officially withdraw from school as well as those who are administratively withdrawn for non-attendance as outlined in the Attendance section of this catalog. The Title IV programs that are covered by this law are: Federal Pell Grants, Stafford Loans, PLUS Loans, and Federal Supplemental Educational Opportunity Grants (FSEOGs). When you withdraw during your payment period (Bryant & Stratton College can define this for you) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your College or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by Bryant & Stratton College and/or you. The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period, you earn all the assistance that you were scheduled to receive for that period. If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, your permission must be given before Bryant & Stratton College can disburse them. You may choose to decline some or all of the loan funds so that you don’t incur additional debt. Bryant & Stratton College uses all or a portion of your post-withdrawal disbursement (including loan funds, if you accept them) for tuition, fees, and room and board charges (as contracted with the College). For all other College charges, Bryant & Stratton College needs your permission to use the post-withdrawal disbursement. If you do not give your permission (which some schools ask for when you enroll), you will be offered the funds. However, it may be in your best interest to allow the College to keep the funds to reduce your debt at Bryant & Stratton College. Title IV aid will be recalculated for students who do not begin attendance in their online second session courses. Please see a financial aid representative for further information.
Financing Your Education

A student’s decision to attend Bryant & Stratton College should be based on interest in our programs and not on the ability to meet all college costs. Bryant & Stratton College believes students should not be denied the opportunity to pursue their career interests because of a lack of financial resources.

Bryant & Stratton College participates in several types of financial assistance programs — gift aid (scholarships and grants), federal student loans, and employment opportunities. In many cases, our Financial Services Office awards qualified students a financial aid package which includes all three types of financial aid.

Assistance with financial planning is available for families on an individual basis to help them determine how they can best utilize their own resources and other funds to meet college costs. The Financial Services Office will gladly discuss the various types of financial assistance available and will provide students with assistance in completing financial forms during their visit to Bryant & Stratton College.

How to Apply

Students are encouraged to meet with a financial aid advisor in order to determine financial aid qualifications.

Completion of the Free Application for Federal Student Aid (FAFSA) is the first step in establishing eligibility for federal and most state aid programs. The FAFSA can be completed electronically and is available online at https://FAFSA.ed.gov. The FAFSA should be completed as early as possible each year. FAFSA information is used to determine the expected family contribution (EFC) which serves as the basis for the student’s financial aid package.

Verification

The U.S. Department of Education selects certain applicants to verify the accuracy of the information submitted on their FAFSA application. The Financial Aid Services Office will notify selected students of this requirement to submit the specific documentation from the student and, if required, the parent, needed to verify the items reported on the FAFSA. This documentation must be submitted before the student’s federal student aid is disbursed.

This documentation may include a copy of income tax transcripts and additional information as required. These documents are used to verify the information reported on the FAFSA. Additional documentation may be required if the information on the FAFSA conflicts with the information provided as part of the verification process. Failure to submit documentation may result in the loss of aid.

New York State students receive an Express TAP Application (ETA) from NYSHESC. Eligibility for financial aid assistance is determined by federal and state agencies.

Upon evaluation of the above forms, the Financial Services Office will provide students with an award letter detailing their eligibility for financial aid or of any other steps they may take to receive further consideration for assistance.

Students are required to apply on an annual basis for financial aid consideration. The FAFSA application is generally available online beginning approximately October 1. Assistance with the application is available through the Financial Services Office.

Student Eligibility Requirements

Financial aid is distributed to students based on their computed financial need as determined by the financial aid application(s) filed. Financial need is the difference between the cost of the student’s education (tuition and fees, books and supplies, room and board, travel, and personal expenses) and the total contribution expected from his/her family. The family’s contribution is based on an analysis of the financial aid application. Among the items considered are family income, assets, liabilities, the number of people in the household, the number of family members in college, and the student’s own resources; such as savings.

Campus-based financial aid programs, including the Federal Supplemental Educational Opportunity Grant (FSEOG) and the Federal Work-Study (FWS) program, may be administered through Bryant & Stratton College. Students may apply for these programs directly at the Financial Services Office. Students may be eligible for a combination of these programs, and a Pell Grant, and/or a state grant, or for just a single program. Aid from these programs is awarded on the basis of need; however, each program has different requirements. Consult with the Financial Services Office for further information on these programs.

The general eligibility requirements for the federal assistance programs are:

- Enrollment or acceptance for enrollment into a program;
- U.S. citizenship, permanent residency, or eligible non-citizen;
- Have a high school diploma or recognized equivalent;
- Maintaining satisfactory academic progress;
- Not being in default on any federally insured student loans (i.e., Direct Subsidized, Unsubsidized, PLUS, Consolidation, Perkins Loan, Stafford Loan, Supplemental Loan, etc.) at any college;
- Not owe a repayment on federal or state grants at any institution;
- No Conviction or possession or sale of drugs during the enrollment period;
- Sign a Statement of Educational Purpose;
- If required, register with the Selective Service;
- Provide evidence of financial need.

Disbursement of Financial Aid

All student aid grants (Federal Pell, FSEOG, Federal Direct Student loans, TAP and Ohio College Opportunity Grants) are credited to the student’s account each semester the student enrolls as a matriculating student in an eligible program. All Federal Direct Loans are deposited to the student’s account within three (3) days of the College’s receipt of an electronic fund transfer (EFT) disbursement. Federal Direct Student loans are normally disbursed in two payments. Federal Work-Study payroll is disbursed directly to the student in accordance with the employer’s routine payroll cycle.

Financial Aid Programs

The following federally-funded programs are the major financial aid resources available to students. Students may receive assistance from any one of these programs or from a combination of these programs. Eligibility for these programs is based on the completion of the FAFSA.

Rights and Responsibilities of Students Receiving Financial Aid

Students are eligible to receive financial aid as long as they remain in good academic standing and continue to meet all eligibility standards. If students fail to maintain satisfactory academic progress, the Dean will notify them (see Standards of Satisfactory Academic Progress section). Financial aid will not be disbursed to students who fail to meet the academic progress standards.
Federal Programs

PELL GRANT - Federal Pell Grants are need-based awards available to students to help fund post-secondary education for undergraduate students and are determined by the U.S. Department of Education and based on information submitted on the FAFSA. The maximum Pell Grant for the 2017-2018 award year for full-time students is $5,920.00.

A student is eligible to receive the equivalent of 12 full-time semesters of Pell. In accordance with the Higher Education Act, Bryant & Stratton College allows all students to purchase books and certain supplies from the College’s Online Bookstore and charge the expenses to their student accounts. Pell eligible students who do not wish to charge these purchases to their student account must notify their Financial Services Advisor who will determine their eligibility for an excess funds disbursement.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG) The Federal Supplemental Educational Opportunity Grants Program provides financial assistance to Federal Pell grant eligible students who demonstrate financial need. Grants range from $100 to $4,000 per academic year. Eligibility for these grants is limited and is determined by the Financial Services Office of the College.

Federal Work-Study Program (FWS)
This is a federal program of student employment for students with financial need to help them pay for their educational expenses. Students may work part-time at the College while attending classes. On-campus jobs include work in offices, library, computer labs, etc. Off-campus employment with qualifying agencies may also be available. Bryant & Stratton helps students find jobs; certain restrictions apply.

Federal Direct Loan Program
The U.S. Department of Education provides Federal Direct Loans to eligible applicants to fund their cost of education. Unlike grants and federal work-study, loans must be repaid with interest and terms determined by the U.S. Department of Education. A student must be enrolled in at least six credit hours to be eligible for a direct loan. These loans also have an origination fee that is subtracted from the loan prior to disbursement. For more information on interest and loan fees for Federal Direct Loans, please visit http://studentaid.ed.gov/types/loans/interest-rates.

The amount borrowed for undergraduate student may not exceed $31,000 for dependent students and $57,500 for independent students, with no more than $23,000 of this funding obtained from subsidized loans. Annual Loan Limits for Undergraduate Direct Loans is outlined in the chart below. The Direct Loan Program includes two distinct loan programs.

Federal Direct Subsidized Loan
The Federal Direct Subsidized Loan is available to students who demonstrate financial need, provides an interest subsidy to students while in school, and for loans issued in certain award years during the grace period (the first six months after leaving school or dropping below half-time enrollment).

Federal Direct Unsubsidized Loan
The Federal Unsubsidized Loan is available to students who do not demonstrate a specific financial need. Interest on unsubsidized loans begins when the loan is disbursed and is not paid by the federal government. Students have the option of paying this interest while in school. Your Financial Services Advisor can provide information on your interest payment options.

Federal Direct Loan borrowers are required to sign a Master Promissory Note (MPN) and completed Entrance Counseling prior to the disbursement of their first student loan. Federal Direct Student Loan borrowers are also required to complete loan exit counseling when they graduate, are enrolled less than half time or withdraw from school. Your Financial Services Department will notify you of your requirement to complete exit counseling. For more information on Federal Direct Student Loans, visit www.studentloans.gov.

Federal Parent Loan for Undergraduate Students (PLUS)
The Federal PLUS Program enables parents to borrow directly from the U.S. Department of Education lending institutions to pay for a dependent child’s cost of education. Repayment begins on the date the loan is fully disbursed, and payment is made over a ten or twenty year period. Payments may be deferred upon request. The interest is a variable rate as determined annually by the federal government.

Other Financial Sources

Governmental Agencies
Various governmental agencies administer programs that assist with educational costs. These agencies may include the Department of Veterans Affairs (VA), Bureau of Indian Affairs (BIA), New York Vocational Educational Services for Individuals with Disabilities (VESID), Trade Readjustment Act (TRA), Workforce Investment Act (WIA), and others. For further information regarding eligibility, contact your high school guidance counselor, other social services agencies, or Bryant & Stratton College.

Scholarship and Grants
Tuition scholarships and grants are available to students to fund education and expenses. A list of available awards is posted to the website at www.bryantstratton.edu. A printed listing is also available at the admissions office.

### Annual Loan Limits for Undergraduate and Graduate/Professional Students

**Effective for loans first disbursed on or after July 1, 2008**

<table>
<thead>
<tr>
<th>Dependent Students (excluding students whose parents cannot borrow PLUS)</th>
<th>Base Amount Sub/Unsub</th>
<th>Additional Unsubsidized Loan Amount Loans first disbursed on or after July 1, 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year undergraduate</td>
<td>$3,500</td>
<td>$2,000</td>
</tr>
<tr>
<td>Second-year undergraduate</td>
<td>$4,500</td>
<td>$2,000</td>
</tr>
<tr>
<td>Third-year and beyond undergraduate</td>
<td>$5,500</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Students (and depending students whose parents cannot borrow PLUS)</th>
<th>Base Amount Sub/Unsub</th>
<th>Additional Unsubsidized Loan Amount Loans first disbursed on or after July 1, 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year undergraduate</td>
<td>$3,500</td>
<td>$6,000</td>
</tr>
<tr>
<td>Second-year undergraduate</td>
<td>$4,500</td>
<td>$6,000</td>
</tr>
<tr>
<td>Third-year and beyond undergraduate</td>
<td>$5,500</td>
<td>$7,000</td>
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</table>
Information by Location
# PROGRAMS OF STUDY — NEW YORK

### Health Care - Non-Clinical

<table>
<thead>
<tr>
<th>Program</th>
<th>B&amp;SC Code</th>
<th>CIP Code</th>
<th>Hegis Code</th>
<th>Campus Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services Administration - BS</td>
<td>HSAD</td>
<td>51.2211</td>
<td>1202</td>
<td>C/O</td>
</tr>
<tr>
<td>Health Services Administration - AAS</td>
<td>HSAA</td>
<td>51.2211</td>
<td>5299</td>
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</tr>
<tr>
<td>Health Services Assistant - Diploma</td>
<td>HSAP</td>
<td>51.2211</td>
<td>1202</td>
<td>C/O</td>
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<tr>
<td>Health Information Technology - AAS</td>
<td>HEIT</td>
<td>51.0707</td>
<td>5213</td>
<td>C/O</td>
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<tr>
<td>Medical Reimbursement &amp; Coding, AAS</td>
<td>MCGC</td>
<td>51.0713</td>
<td>5213</td>
<td>C/O</td>
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<tr>
<td>Medical Billing and Coding - Diploma</td>
<td>MBAC</td>
<td>51.0713</td>
<td>5213</td>
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<tr>
<td>Medical Administrative Assistant - AAS</td>
<td>MDAA</td>
<td>51.0716</td>
<td>5005</td>
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<tr>
<td>Medical Office Assistant - Diploma</td>
<td>MDOD</td>
<td>51.0710</td>
<td>5214</td>
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### Health Care - Clinical

<table>
<thead>
<tr>
<th>Program</th>
<th>B&amp;SC Code</th>
<th>CIP Code</th>
<th>Hegis Code</th>
<th>Campus Locations</th>
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<tbody>
<tr>
<td>Medical Assisting - AAS</td>
<td>MATG</td>
<td>51.0801</td>
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<tr>
<td>Occupational Therapy Assistant - AAS</td>
<td>OTAP</td>
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<td>Physical Therapist Assistant - AAS</td>
<td>PTAP</td>
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### Business

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<th>Program</th>
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<th>CIP Code</th>
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<th>Campus Locations</th>
</tr>
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<tbody>
<tr>
<td>General Management (GM) - BBA</td>
<td>GMGT</td>
<td>52.0201</td>
<td>0506</td>
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<tr>
<td>Business - AAS</td>
<td>BUSS</td>
<td>52.0101</td>
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<tr>
<td>Business Assistant - Diploma</td>
<td>BUAD</td>
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<tr>
<td>Accounting - AAS</td>
<td>ACCT</td>
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<td>Accounting Assistant - Diploma</td>
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<td>5002</td>
<td>C</td>
</tr>
<tr>
<td>Digital Marketing - AAS</td>
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<td>52.1499</td>
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<td>Digital Marketing Specialist - Diploma</td>
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<td>Office Administrative Assistant - Diploma</td>
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<tr>
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<td>FISS</td>
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<td>Human Resources Specialist - AAS</td>
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### Technology

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<th>Program</th>
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<th>CIP Code</th>
<th>Hegis Code</th>
<th>Campus Locations</th>
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<td>Networking Technology - AAS</td>
<td>NETW</td>
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<tr>
<td>Information Technology Assistant - Diploma</td>
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### Human & Legal Services

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<th>B&amp;SC Code</th>
<th>CIP Code</th>
<th>Hegis Code</th>
<th>Campus Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice Studies - AAS</td>
<td>CJST</td>
<td>43.0103</td>
<td>5505</td>
<td>C</td>
</tr>
<tr>
<td>Criminal Justice and Security Svcs. - Diploma</td>
<td>CJSS</td>
<td>43.0103</td>
<td>5505</td>
<td>C</td>
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<tr>
<td>Paralegal Studies - AAS</td>
<td>PLEG</td>
<td>22.0302</td>
<td>5099</td>
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<tr>
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<td>LOAD</td>
<td>22.0302</td>
<td>5005</td>
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</table>

### Design

<table>
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<th>Program</th>
<th>B&amp;SC Code</th>
<th>CIP Code</th>
<th>Hegis Code</th>
<th>Campus Locations</th>
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<tr>
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<td>GRAD</td>
<td>50.0409</td>
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### Hospitality

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<tr>
<th>Program</th>
<th>B&amp;SC Code</th>
<th>CIP Code</th>
<th>Hegis Code</th>
<th>Campus Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurant &amp; Hotel Management - AAS</td>
<td>REST</td>
<td>52.0901</td>
<td>5010</td>
<td>C/O</td>
</tr>
<tr>
<td>Hospitality - Diploma</td>
<td>HOAD</td>
<td>52.0999</td>
<td>5010</td>
<td>C/O</td>
</tr>
</tbody>
</table>

Approved for:
- C - Campus delivery
- D - Online delivery

**NOTE:** All programs may not be offered at each campus every semester.
Scholarships for New York State

Bryant & Stratton College administers scholarships for students demonstrating outstanding leadership qualities, academic abilities and/or financial need. Students interested in applying for scholarships during their time at college should consult the scholarship listings available in the Financial Aid Department or at http://www.bryantstratton.edu/pdf/SGD.pdf for specific criteria.

Merit Scholarships

Tuition scholarships are awarded at most Bryant & Stratton College campuses on a competitive basis. These scholarships are available to recent high school seniors, adult learners, online learners, and Bachelor Degree Program students. Scholarships are awarded based upon the materials submitted to the Scholarship Committee. Scholarships may be awarded contingent upon the application submission and acceptance deadline set forth in the scholarship to a Bryant & Stratton College degree program. An award can be used at any campus location during the awarded school year(s) and is not transferable for use by any other person. Scholarships may be renewable for each semester that the recipient continuously attends, maintains satisfactory academic progress, a GPA of 3.0, and adheres to the College’s regulations and policies as outlined in the Official Catalog. Scholarship awards cover all or part of the cost of full-time tuition (12-18 credit hours per semester). All other costs such as college fees, books, supplies and proficiencies are paid in full by the student.

Bryant & Stratton College requires scholarship recipients to apply for federal and state grants. Any funds awarded under such grant programs will be applied first toward the student’s tuition. The Bryant & Stratton College Scholarship will then be applied to any remaining tuition balance. The value of any scholarship will not exceed the cost of tuition after the amount of state only grant award(s) has been applied. Scholarships are funded proportionally on a consecutive semester basis without interruption over the scholarship award period. Should circumstances warrant other consideration, only the Campus Director may grant approval.

Matching Scholarships

Bryant & Stratton College will match the dollar value of any scholarship awarded to any student from a professional organization with a valid academic scholarship program. The organization cannot be affiliated with Bryant & Stratton College. Organizations, typically 501(c)(3)s, may include but are not limited to unions, civic or fraternal groups, philanthropic societies, educational entities, and local or national professional groups and business firms. Scholarships from private or public businesses must be reviewed and pre-approved by the College. The focus of the review will include history of the program, past award amounts, award criteria, breadth of eligible award recipients and potential annual total award amounts. Scholarships provided to employees of public or private businesses must include eligibility criteria in addition to employment to be eligible for a matching scholarship. Internal College-specific scholarships are excluded from the matching program.

The dollar value will be applied toward tuition up to the full value of the scholarship that qualifies the student for this program, and in no instance will the amount exceed the full tuition for the program in which the student originally enrolled. The value of the scholarship will not exceed the cost of tuition after the amount of state grant awards has been applied. Bryant & Stratton College Matching Scholarships are funded on a consecutive semester basis without interruption over the award period identified by the granting agency. Documented proof of the organization’s academic scholarship program must accompany the Bryant & Stratton College Matching Scholarship application and must include written and specific eligibility criteria and/or conditions for awarding scholarship funds. Documentation should be submitted no later than two weeks prior to the start of classes.

Early Acceptance Scholarship Program

The Bryant & Stratton College campuses can award one-time scholarships of $500 each to students who complete the entire enrollment process by a deadline predetermined and specified by the local scholarship committees at each campus.

To be eligible for the award a student must:
- Meet with an admissions representative for a personal interview to determine program selection;
- Complete an application for enrollment in the spring or fall semester;
- Submit an essay that addresses these questions:
  - “Why are you interested in Bryant & Stratton College?”
  - “Why are you the best candidate for the scholarship?”
  - “How do you plan on using your Bryant & Stratton College education?”

The selection of winners will be based on the highest evaluation scores and the strength of the application as determined by the Scholarship Committee.

Institutional Grants Programs for New York State

The Bryant & Stratton College offers grant programs that are need based programs designed to assist students in paying educational costs. The programs are administered on a first-come, first-served basis for eligible students. The value of the grant will not exceed the total cost of tuition, fees, and books, minus all other forms of financial aid, which includes: grants, student loans, parent loans, scholarships and matching scholarships. Under extraordinary circumstances the College may allow student credit balance refunds when disbursing institutional grants. Students interested in applying for grants during their time at college should consult the grant listings available in the Financial Aid Department or at http://www.bryantstratton.edu/pdf/SGD.pdf for specific criteria.

Student eligibility for an institutional grant is determined when the student is packaged for financial aid. Certain institutional grants will be disbursed to the student’s account during the last week of the term. If a student withdraws, stops attending within a term, is academically dismissed or suspended, the student will no longer be eligible for the institutional grant for that term. Please see your campus financial services office for additional information as criteria for grants vary.
PROGRAMS OF STUDY – New York

In New York State, Bryant & Stratton College campuses are authorized by the New York State Board of Regents to confer the Associate of Occupational Studies and Associate of Applied Science degrees and related diploma programs. The Amherst, Buffalo and Southtowns campuses are approved by the NY State Board of Regents to confer the Bachelor of Business Administration degree. The Southtowns, Syracuse North and Albany campuses are approved by the NY State Board of Regents to confer the Bachelor of Science degree. Documents describing the particular Campus’ accreditation are available for review in the office of the Campus Director.

The Medical Assisting programs offered at Albany, Amherst, Buffalo, Greece, Henrietta, Southtowns, Syracuse and Syracuse North campuses are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), on recommendation of the Medical Assisting Education Review (MAERB).

FINANCIAL AID PROGRAMS — New York

In order to meet the general eligibility requirements for the state financial assistance program in New York, a student must:

• Be a legal New York State (NYS) resident (for one year) and a U.S. citizen or eligible non-citizen.
• Be enrolled full time and matriculated in a program of study at Bryant & Stratton College.
• Not be in default on any NYS or federally insured student loans.
• Maintain satisfactory academic progress according to New York State standards.
• Meet the requirements of accelerated TAP as outlined.
• Students must attempt 12 credits to receive TAP. Therefore online learners who do not attend their second session classes forfeit their eligibility for these grants.
• Have graduated from high school in the United States, earned a GED or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department.

Tuition Assistance Program (TAP)

TAP is a New York State grant program which is available to New York State residents for full-time study at approved institutions. TAP grants are based on your family’s New York State taxable income, federal, state or local pension income and private and annuity income, if applicable, for the prior year. Your financial status (independent or dependant) and the number of family members in college may also impact your reward. Your financial status (independant or dependant) and the number of family members in college may also impact your reward.

By law, undergraduate students’ TAP awards are subject to a $100 annual reduction after students have received the equivalent of two full years of TAP Assistance the reduction is taken. The state will take these reductions in $50 intervals each term.

New York State TAP Program Requirements

The New York State TAP program has additional requirements for satisfactory academic progress standards that must be met for continued eligibility:

Successful Program Pursuit requires completion of a percentage of the minimum full-time course load according to the following schedule:

<table>
<thead>
<tr>
<th>Year of Eligibility</th>
<th>Percent Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st (0-12 points)</td>
<td>50% (6 credit hours)</td>
</tr>
<tr>
<td>2nd (13-24 points)</td>
<td>75% (9 credit hours)</td>
</tr>
<tr>
<td>3rd (25-36 points)</td>
<td>100% (12 credit hours)</td>
</tr>
<tr>
<td>4th (37-48 points)</td>
<td>100% (12 credit hours)</td>
</tr>
</tbody>
</table>

Standards of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid

Students should contact their financial aid advisor to determine which version of the NYS SAP charts will be applied.

Program: Baccalaureate Semester Based Program Chart (2006 Standards) -- applies to students first receiving aid in 2007-08 through and including 2009-10 and remedial students first receiving aid in 2007-08 and thereafter.

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>0.1</td>
<td>1.2</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Program: Baccalaureate Semester Based Program Chart (New Standards in Proposed Budget) -- applies to non-remedial students first receiving aid in 2010-11 and thereafter.

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td>68</td>
<td>96</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>0.5</td>
<td>0.75</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Program: Associate Degrees Semester Based Program Chart (2006 Standards) -- applies to students first receiving aid in 2007-08 through and including 2009-10 and remedial students first receiving aid in 2007-08 and thereafter.

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>0.5</td>
<td>0.75</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
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</table>

Program: Associate Degrees Semester Based Program Chart (New Standards in Proposed Budget) -- applies to non-remedial students first receiving aid in 2010-11 and thereafter.

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>1.3</td>
<td>1.5</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

If students transfer from other postsecondary institutions or if they change their major program at Bryant & Stratton College, they will be positioned in the Standards of Academic Progress Chart to their best advantage as indicated by the number of credit hours approved for transfer into the program.

Specific criteria which explains in detail the level of performance required for good academic standing as approved by the New York State Education Department are available to all students in the Academic Office at each campus.
Satisfactory TAP Academic Progress Program Pursuit and Pursuit Level

Students who have lost TAP eligibility may have this standing restored in one of the following ways:

• Make up past academic deficiencies by completing one semester of study without any state aid or scholarships
• Be readmitted to College after an absence of at least one calendar year
• Transfer to another institution
• Use a one-time TAP waiver

TAP Waiver

Regulations of the New York State Commissioner of Education permits students to receive a one-time waiver of TAP academic progress and pursuit level requirements as an undergraduate. Waivers to these requirements may be granted upon specific application and must be completed in accordance with the institution’s criteria. The institution may grant a waiver only in extreme situations where extenuating circumstances warrant its use. The chief academic official in conjunction with the financial aid official approves or declines waiver requests.

Aid for Part-Time Study (APTS)

The Aid for Part-Time Study Program is a New York State grant program which provides up to $2,000 per year not to exceed actual tuition cost to help part-time students meet their educational expenses, and has limited availability of funds.

Accelerated TAP

Effective January 2007, any student enrolled in his or her third consecutive semester must have earned 24 credit hours, or their equivalent, during the preceding two semesters to be eligible for TAP during that semester.

NYS – GI Bill Educational Benefits

Bryant & Stratton College programs are approved for the training of eligible veterans, eligible selected reservists, and eligible dependents by the New York State Bureau of Veterans Education.

New York State Veteran’s Tuition Awards are awarded to eligible full-time and part-time veterans matriculated in an undergraduate degree program. 2014-2015 awards are set at 98% of tuition or $6,195; whichever is less. If a student also receives TAP, the combined award may not exceed tuition. If the combined award does exceed tuition TAP will be reduced.

Campus Program Accreditation

The occupational therapy assistant programs at Rochester and Syracuse are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the Rochester and Syracuse programs will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

Accreditation Council for Occupational Therapy Education (ACOTE)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814
Telephone: 301-652-AOTA
www.acoteonline.org

National Board for Certification in Occupational Therapy (NBCOT)
12 South Summit Avenue, Suite 100
Gaithersburg, MD 20877
Telephone: 301-990-7979
www.nbcat.org

Accreditation in Physical Therapy Education (CAPTE)

Effective May 4, 2016, the Physical Therapist Assistant Programs at Bryant & Stratton College, have been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org).

Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Graduation from a physical therapist assistant education program accredited by CAPTE is necessary for eligibility to sit for the PTA licensure examination which is required in all states. Once accreditation of the Physical Therapist Assistant program has been obtained, its graduates will be eligible to sit for National Physical Therapist Assistant Examination (NPTE-PTA) through the Federation of State Boards of Physical Therapy (FSBPT). State licenses/certifications are based largely on the results of the NPTE-PTA.

Student Complaints

Bryant & Stratton College prides itself in providing a positive experience for all students. In the event you become dissatisfied with any aspect of your educational experience, you have the right to post a formal complaint. To register a formal complaint you should adhere to the following procedure.

1. Prepare a written complaint describing the nature of the problem, the date of occurrence, and your student identification number. You can mail, e-mail or submit a paper copy of your complaint. Send this formal complaint to the manager of the appropriate department. If your concern does not relate to a specific department, address your complaint to the Dean.

2. You will receive a return message within 5 business days, confirming that your complaint has been received.

3. Within 10 business days of receipt of the complaint, you will receive an official response from the manager or campus designate. The response may include a scheduled meeting, resolution action, or referral to a committee.

4. All formal complaints are retained as part of the student files.

5. If you are dissatisfied with the response from the campus department manager, you may submit your concern to the Campus Director.

Immunization

Upon acceptance, all students attending schools in New York State (full-time and part-time) born on or after January 1, 1957, are required to submit proof of immunization against measles, mumps, and rubella. Persons born prior to January 1, 1957, are exempt from this requirement. Proof of immunity is required of students for continued college attendance beyond 30 days in New York State. Students who fail to produce adequate documentation within 30 days of the start of their first semester of enrollment will be dismissed from College. An admissions representative can provide full information on this requirement. Effective August 15, 2003 the Public Health Law requires all new students to sign documentation regarding meningitis.

Campus Crime Reporting and Statistics

The Advisory Committee on Campus Safety will provide within ten days of request all campus crime statistics as reported to the United States Department of Education. This request may be made in person or by contacting your campus Business Office at the following number:

Buffalo Campus 716-884-9120, ext. 252
Amherst Campus 716-625-6300, ext. 254
Southtowns Campus 716-677-9500, ext. 126
Greece Campus 585-292-0660, ext. 219
Henrietta Campus 585-292-5627, ext. 137
Syracuse Campus 315-472-6003, ext. 277
Syracuse North Campus 315-652-6500, ext. 230
Albany/Malta Campus 518-437-1802, ext. 228

You may also access this information online at www.ope.ed.gov/security
## Programs of Study — Ohio

### Health Care - Non-Clinical

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
<th>CIP Code</th>
<th>Cleveland Downtown</th>
<th>Eastlake</th>
<th>Parma</th>
<th>Akron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services Administration - BS</td>
<td>HSAD</td>
<td>51.2211</td>
<td>C</td>
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<td></td>
<td>C</td>
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<tr>
<td>Health Services Administration - AAS</td>
<td>HSAA</td>
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<td>C/O</td>
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<tr>
<td>Health Services Assistant - Diploma</td>
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<tr>
<td>Medical Administrative Assistant - AAS</td>
<td>MDAA</td>
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<td>Medical Office Assistant - Diploma</td>
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### Health Care - Clinical

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
<th>CIP Code</th>
<th>Cleveland Downtown</th>
<th>Eastlake</th>
<th>Parma</th>
<th>Akron</th>
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<tr>
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<td>Registered Nurse to BSN</td>
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<tr>
<td>Nursing - AAS</td>
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<td>C/O</td>
<td>C</td>
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<tr>
<td>Medical Assisting - AAS</td>
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<td>C/O</td>
<td>C</td>
</tr>
<tr>
<td>Occupational Therapy Assistant - AAS</td>
<td>OTAP</td>
<td>51.0803</td>
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<td></td>
</tr>
<tr>
<td>Physical Therapist Assistant - AAS</td>
<td>PTAP</td>
<td>51.0806</td>
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### Business

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
<th>CIP Code</th>
<th>Cleveland Downtown</th>
<th>Eastlake</th>
<th>Parma</th>
<th>Akron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting - BBA</td>
<td>ACCT</td>
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<td>C</td>
<td>C</td>
<td>C/O</td>
<td>C</td>
</tr>
<tr>
<td>Accounting - AAS</td>
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<td>C</td>
<td>C</td>
<td>C/O</td>
<td>C</td>
</tr>
<tr>
<td>Accounting Assistant - Diploma</td>
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<td>C/O</td>
<td>C</td>
</tr>
<tr>
<td>General Management (GM) - BBA</td>
<td>GMGT</td>
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<td>C</td>
<td>C/O</td>
<td>C</td>
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<td>Business - AAS</td>
<td>BUSS</td>
<td>52.0101</td>
<td>C</td>
<td>C</td>
<td>C/O</td>
<td>C</td>
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<tr>
<td>Business Assistant - Diploma</td>
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<td>52.0101</td>
<td>C</td>
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<tr>
<td>Human Resources Specialist - AAS</td>
<td>HURS</td>
<td>52.1001</td>
<td>C</td>
<td>C</td>
<td>C/O</td>
<td>C</td>
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<tr>
<td>Office Management - AAS</td>
<td>OIIT</td>
<td>52.0401</td>
<td>C</td>
<td>C</td>
<td>C/O</td>
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Approved for:
- C: Campus delivery
- O: Online delivery

NOTE: All programs may not be offered at every campus every semester.
PROGRAMS OF STUDY – Ohio

All four Ohio Campuses are authorized by the state of Ohio to confer Associate and Baccalaureate Degrees. These degrees are also approved by the Ohio Department of Higher Education.

The Medical Assisting programs at the Akron, Cleveland Downtown, Eastlake, and Parma campuses are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Medical Assisting Education Review Board (MAERB).

The Licensed Practical Nurse diploma program offered at the Parma and Akron campuses have conditional approval by the Ohio Board of Nursing. The A.D.N. nursing programs offered at the Eastlake and Parma campuses are viewed as one program by the Ohio Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN). The Akron campus nursing program is viewed as a separate program by the Ohio Board of Nursing and ACEN, and is accredited by ACEN.

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
Telephone: 404-975-5000
www.acenursing.org

Students are notified of new policies or changes to existing nursing program policies and procedures from the Nursing Program Director. Students also receive updates to the Nursing Handbook and Official Catalog each semester.

The baccalaureate degree in nursing program at the Parma campus is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW Suite 750 Washington, D.C. 20001 202-463-6930.

The occupational therapy assistant program at Eastlake is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the Eastlake program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

Accreditation Council for Occupational Therapy Education (ACOTE)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814
Telephone: 301-652-AOTA
www.acoteonline.org

National Board for Certification in Occupational Therapy (NBCOT)
12 South Summit Avenue, Suite 100
Gaithersburg, MD 20877
Telephone: 301-990-7979
www.nbct.org

Effective May 4, 2016, the Physical Therapist Assistant Programs at Bryant & Stratton College, have been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org).

Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Graduation from a physical therapist assistant education program accredited by CAPTE is necessary for eligibility to sit for the PTA licensure examination which is required in all states. Once accreditation of the Physical Therapist Assistant program has been obtained, its graduates will be eligible to sit for National Physical Therapist Assistant Examination (NPTE-PTA) through the Federation of State Boards of Physical Therapy (FSBPT). State licenses/certifications are based largely on the results of the NPTE-PTA.

The Physical Therapist Assistant program at the Parma campus is a new program applicant pursuing initial accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE). New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted.

Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Alexandria, VA 22314
Telephone: 703-684-2782
www.capteonline.org

Ohio residents attending Bryant & Stratton College at one of the Ohio campus locations, may be eligible for this grant. Grants are available to full or part-time students and are based on the student’s effective family contribution (EFC) of $2,190 or less and a maximum household income of $75,000 for the 2017-2018 aid year. Students can receive an award ranging from $285 to $1,140 per year, limited to ten (10) semesters of any combination of state, needs-based grants. For the most current information regarding OCOG awards visit the state of Ohio website at https://www.ohiohighered.org/ocog
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Certified for:
C: Campus delivery
O: Online delivery

NOTE: All programs may not be offered at every campus every semester.
PROGRAMS OF STUDY — VIRGINIA

Bryant & Stratton College is certified by the State Council of Higher Education for Virginia (SCHEV) to confer diplomas, Associate of Applied Science (AAS) degrees and Baccalaureate degrees. SCHEV recognizes the AAS as a terminal degree. Additionally, SCHEV requires 30% of total degree plan credits to be earned at the institution granting the credential.

Bryant & Stratton College is a Principles of Excellence school and approved for participation in various veteran aid programs including Military Tuition Assistance and GI Bill® for the training of U.S. veterans and their families. Military students and their families should contact their Department of Veterans Affairs representative for more information on a veteran’s benefit eligibility. The College is approved for administering educational programs sponsored by state agencies such as the state rehabilitative services.

Medical Assisting Associate Degree
The Medical Assisting program at Richmond, Virginia Beach, and Hampton are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on recommendation of the Medical Assisting Education Review Board (MAERB).

Licensed Practical Nurse Diploma
The Licensed Practical Nurse diploma program offered at the Richmond campus has initial approval by the Virginia Board of Nursing.

Nursing Associate Degree
The associate degree nursing program offered at the Virginia Beach and Hampton campuses have initial approval by the Virginia Board of Nursing.

The associate degree nursing program offered at the Richmond campus has full approval by the Virginia Board of Nursing, and is accredited by the Accrediting Commission for Education in Nursing, (ACEN).

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
Telephone: 404-975-5000
www.acenursing.org

RN to BSN
The baccalaureate degree in nursing program at the Richmond campus is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW Suite 750 Washington, D.C. 20001, 202-463-6930.

Students are notified of new policies or changes to existing nursing program policies and procedures from the Nursing Program Director. Students also receive updates to the Nursing Handbook and Official Catalog each semester.

Academic Advisement and Support
Students enrolled at Bryant & Stratton College are assigned an academic advisor to support their degree or diploma plan. Students are guided to achieve both academic and career goals. Academic advisors are available on campus for in-person or phone meetings. The ADA Coordinator and Grievance Coordinator email addresses are listed on the website under student services.

Criminal Justices Programs
The Criminal Justice Studies AAS and Criminal Justice and Security Services diploma programs will not provide the required training for entry level position in law enforcement, corrections, armed security, certain unarmed security and other careers requiring certification, licensure, or registration with the Virginia Department of Criminal Justice Services (DCJS). Students who complete these programs in Virginia will be required to obtain certification through CDJS approved training facilities to meet the minimum requirements for those positions.

Health Services Administration Program
The Bachelor of Science in Health Services Administration program does not satisfy the education and training requirements for initial licensure as a Nursing Home Administrator or Assisted Living Facility Administrator in the state of Virginia. Students seeking licensure are strongly encouraged to research the state licensure requirements prior to enrollment. A criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Early Childhood Education Program
A career in Early Childhood Education may involve meeting certain licensing, training and other requirements that can vary by vocation and state. Virginia residents should refer to licensure regulations for school personnel at the following government site:
https://law.lis.virginia.gov/admincode/title8/agency20/chapter22/. Teacher candidates will find additional information at the Virginia Department of Education at the address below:
Virginia Dept. of Education
James Monroe Building
101 N. 14th St.
Richmond, VA 23219
http://www.doe.virginia.gov/

Tuition Refunds - Virginia Only
For a student who officially withdraws from the Virginia Campuses of Bryant & Stratton College, a refund will be computed according to the following guidelines:

(a) A student who enters College but withdraws during the first 1/4 (25%) of the period is entitled to receive as a refund a minimum of 50% of the stated cost of the course or program for the period.

(b) A student who enters College but withdraws after completing 1/4 (25%), but less than 1/2 (50%) of the period is entitled to receive as a refund a minimum of 25% of the stated cost of the course or program for the period.

(c) A student who withdraws after completing 1/2 (50%), or more than 1/2 (50%), of the period is not entitled to a refund.
## Health Care

- Health Services Administration - BS
  - **B&SC Code**: HSAD
  - **CIP Code**: 51.2211
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Health Services Administration - AAS
  - **B&SC Code**: HSAA
  - **CIP Code**: 51.2211
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Health Services Assistant - Diploma
  - **B&SC Code**: HSDP
  - **CIP Code**: 51.2211
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Health Information Technology - Diploma
  - **B&SC Code**: HEIT
  - **CIP Code**: 51.0707
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Medical Reimbursement & Coding, AAS
  - **B&SC Code**: MCCG
  - **CIP Code**: 51.0713
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Medical Billing and Coding - Diploma
  - **B&SC Code**: MBAC
  - **CIP Code**: 51.0713
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Medical Administrative Assistant - AAS
  - **B&SC Code**: MDAA
  - **CIP Code**: 51.0716
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Medical Office Assistant - Diploma
  - **B&SC Code**: MDOD
  - **CIP Code**: 51.0710
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

## Health Care - Clinical

- Nurse Generalist - BSN
  - **B&SC Code**: BNSG
  - **CIP Code**: 51.3818
  - **Campus Locations**:
    - Milwaukee: C
    - Wauwatosa: C
    - Bayshore: C

- Registered Nurse to BSN
  - **B&SC Code**: RNNG
  - **CIP Code**: 51.3818
  - **Campus Locations**:
    - Milwaukee: O
    - Wauwatosa: C
    - Bayshore: C

- Nursing - A.D.N.
  - **B&SC Code**: NURS
  - **CIP Code**: 51.3801
  - **Campus Locations**:
    - Milwaukee: C
    - Wauwatosa: C
    - Bayshore: C

- Licensed Practical Nurse - Diploma
  - **B&SC Code**: LPND
  - **CIP Code**: 51.3901
  - **Campus Locations**:
    - Milwaukee: C
    - Wauwatosa: C
    - Bayshore: C

- Medical Assisting - AAS
  - **B&SC Code**: MATG
  - **CIP Code**: 51.0801
  - **Campus Locations**:
    - Milwaukee: C
    - Wauwatosa: C
    - Bayshore: C

- Occupational Therapy Assistant - AAS
  - **B&SC Code**: OTAP
  - **CIP Code**: 51.0803
  - **Campus Locations**:
    - Milwaukee: C
    - Wauwatosa: C
    - Bayshore: C

- Physical Therapist Assistant - AAS
  - **B&SC Code**: PTAP
  - **CIP Code**: 51.0806
  - **Campus Locations**:
    - Milwaukee: C
    - Wauwatosa: C
    - Bayshore: C

## Business

- Accounting - BBA
  - **B&SC Code**: ACCT
  - **CIP Code**: 52.0305
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Accounting - AAS
  - **B&SC Code**: ACCT
  - **CIP Code**: 52.0301
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Accounting Assistant - Diploma
  - **B&SC Code**: ACAD
  - **CIP Code**: 52.0301
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- General Management (GM) - BBA
  - **B&SC Code**: GMGT
  - **CIP Code**: 52.0201
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Business - AAS
  - **B&SC Code**: BUSS
  - **CIP Code**: 52.0101
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Business Assistant - Diploma
  - **B&SC Code**: BUAD
  - **CIP Code**: 52.0101
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Digital Marketing - BBA
  - **B&SC Code**: DGMK
  - **CIP Code**: 52.1499
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Digital Marketing - AAS
  - **B&SC Code**: DMAD
  - **CIP Code**: 52.1499
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Digital Marketing Specialist - Diploma
  - **B&SC Code**: DMAD
  - **CIP Code**: 52.1499
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Organizational Leadership, BPS
  - **B&SC Code**: ORGL
  - **CIP Code**: 52.0213
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Financial Support Services - BBA
  - **B&SC Code**: FISS
  - **CIP Code**: 52.0803
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Human Resources Specialist - AAS
  - **B&SC Code**: HURS
  - **CIP Code**: 52.1001
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Office Management - AAS
  - **B&SC Code**: OITT
  - **CIP Code**: 52.0401
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Office Administrative Assistant - Diploma
  - **B&SC Code**: OAAD
  - **CIP Code**: 52.0401
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

## Technology

- Networking Technology - AAS
  - **B&SC Code**: NETW
  - **CIP Code**: 11.1002
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Information Technology Assistant - Diploma
  - **B&SC Code**: ITAD
  - **CIP Code**: 11.1002
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

## Human and Legal Services

- Criminal Justice Studies - AAS
  - **B&SC Code**: CJST
  - **CIP Code**: 43.0103
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Criminal Justice and Security Services - Diploma
  - **B&SC Code**: CJSS
  - **CIP Code**: 43.0103
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Human and Social Services - AAS
  - **B&SC Code**: HUSS
  - **CIP Code**: 44.0000
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Human & Social Services Assistant - Diploma
  - **B&SC Code**: HUDP
  - **CIP Code**: 44.0000
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Paralegal Studies - AAS
  - **B&SC Code**: PLEG
  - **CIP Code**: 22.0302
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Legal Office Assistant - Diploma
  - **B&SC Code**: LOAD
  - **CIP Code**: 22.0302
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

## Design

- Graphic Design - AAS
  - **B&SC Code**: GRAD
  - **CIP Code**: 50.0409
  - **Campus Locations**:
    - Milwaukee: C
    - Wauwatosa: C
    - Bayshore: C

## Hospitality

- Hospitality Management - AAS
  - **B&SC Code**: HOSS
  - **CIP Code**: 52.0901
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Hospitality Assistant - Diploma
  - **B&SC Code**: HOAD
  - **CIP Code**: 52.0999
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

## Early Childhood

- Early Childhood Education - AAS
  - **B&SC Code**: ECEA
  - **CIP Code**: 13.1210
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

- Early Childhood Care and Development - Diploma
  - **B&SC Code**: ECCD
  - **CIP Code**: 13.1210
  - **Campus Locations**:
    - Milwaukee: C/O
    - Wauwatosa: C
    - Bayshore: C

NOTE: All programs may not be offered at every campus every semester.
Effective May 4, 2016, the Physical Therapist Assistant Programs at Bryant & Stratton College, have been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE). It is required in all states to sit for the National Physical Therapist Assistant Examination (NPTE-PTA) through the Federation of State Boards of Physical Therapy (FSBPT). State licenses/certifications are based largely on the results of the NPTE-PTA.

Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Alexandria, VA 22314
Telephone: 703-684-2782
www.capteonline.org

Transportation Fee
The bus pass charge at the Bayshore and Milwaukee campus is $45 each semester.

Leaves of Absence
Bryant & Stratton College does not recognize leaves of absence except for active military duty.

Placement Advisement
All graduates who have successfully completed a degree program at Bryant & Stratton College are eligible for placement advice. Graduates of Bryant & Stratton may receive placement advice at any Bryant & Stratton location.

Records Retention
The College retains student financial and academic records for a period of six years. Academic transcripts are permanently retained.

Tuition Refunds – Wisconsin only
Refunds will be computed according to the following guidelines:

A student who withdraws or is dismissed after attending at least one class or submitting at least one lesson, but before completing 60% of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period.

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, multiplied by the total tuition and other required costs paid by the student for the current enrollment period.
2. Refunds shall be paid within 40 days after the effective date of termination.
3. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student’s control.
Bryant & Stratton College

Programs of Study

Baccalaureate Degrees

Accounting, BBA
Digital Marketing, BBA
General Management, BBA
Health Services Administration, BS
▲ Nursing Generalist, BSN
Registered Nursing to BSN
Organizational Leadership, BPS

Associate Degrees

Accounting, AAS
Business, AAS
Criminal Justice Studies, AAS
▲ Criminal Justice Studies, OPOTA Certification, AAS
Digital Marketing, AAS
Early Childhood Education, AAS
Financial Support Services, AAS
▲ Graphic Design, AAS
Health Services Administration, AAS
Hospitality Management/Restaurant & Hotel Management, AAS
Human Resources Specialist, AAS
Human and Social Services, AAS
Medical Administrative Assistant, AAS
▲ Medical Assisting, AAS
Medical Reimbursement & Coding, AAS
Networking Technology, AAS
▲ Nursing, A.D.N./AAS
Occupational Therapy Assistant, AAS
Office Management, AAS
Paralegal Studies, AAS
Physical Therapist Assistant, AAS

Diplomas

Accounting Assistant
Business Assistant
Criminal Justice and Security Services
▲ Criminal Justice and Security Services OPOTA Cert.
Digital Marketing Specialist
Early Childhood Care and Development
Health Services Assistant
Hospitality Assistant
Human and Social Services Assistant
Information Technology Assistant
▲ Licensed Practical Nurse
Legal Office Assistant
Medical Office Assistant
Medical Billing and Coding
Office Administrative Assistant

▲ Designates the program is only available at a campus (not available online).
Accounting - B.B.A.
Program: ACCT-BBA

The Bachelor of Business Administration in Accounting program prepares graduates to begin a variety of accounting and financial related careers in business, industry, government and nonprofit organizations. Employment opportunities include financial accountant, staff accountant, internal auditor, tax accountant, management accountant, financial analyst, financial manager, revenue analyst, budget analyst and business manager.

Graduates will gain an understanding of the accounting industry and will develop the interpersonal, decision making and analytical skills required to manage workplace problems and situations. The well-balanced curriculum coupled with the diversified educational training will prepare graduates to be successful in today’s accounting industry.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Recognize the commonalities between financial theory and tax law and the economic and social policy issues of taxation.
- Record and report financial information using Generally Accepted Accounting Principles (GAAP).
- Solve technology challenges, maintain systems, analyze data, and communicate results using business related computer applications.
- Judge appropriate ethical behaviors that follow the laws and regulations applicable to accounting practice.
- Integrate theory, knowledge and technology to interpret financial and non-financial information to aid decision makers within an organization.
- Justify the contributions of the increasingly internationally diverse society and defend its global and economic impact.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hour</th>
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<tr>
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<td>Accounting Principles I</td>
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<td>ACCT130</td>
<td>Income Tax Accounting</td>
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<td>Accounting Principles II</td>
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<td>ACCT207</td>
<td>Payroll Records &amp; Procedures</td>
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<td>Computerized Accounting Systems</td>
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<td>Intermediate Accounting I</td>
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<td>ACCT420</td>
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<tr>
<td>ACCT430</td>
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<td>BUSS213</td>
<td>Business Law and Ethics</td>
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<td>Management Principles</td>
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<td>Advanced Business Law</td>
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<td>ECON325</td>
<td>Microeconomics</td>
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<td>FINA201</td>
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<td>Computing Skills</td>
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<td>MATH101</td>
<td>Workplace Mathematics</td>
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<td>NTRN270</td>
<td>Career Development III – Theory &amp; Practice</td>
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<tr>
<td>VOIM112</td>
<td>Office Applications-Spreadsheets &amp; Databases</td>
<td>3</td>
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Career Development I – Theory & Practice      3
Career Development II – Theory & Practice     3
Career Development III-Internship             3
Liberal Arts Electives                        9

Semester Credit Hour
84

Liberal Arts Requirements

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<th>Course Code</th>
<th>Course Title</th>
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<td>ENGL202</td>
<td>Research &amp; Writing</td>
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<tr>
<td>ENGL302</td>
<td>Advanced Research, Writing, and Presenting</td>
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<td>College Math-Quantitative Reasoning</td>
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<td>Statistics</td>
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<td>Liberal Arts Electives</td>
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</table>

Open Elective
3

Total Credit Hours Required for Graduation 120

Dedicated online learners take alternate courses.
Digital marketing applies digital technologies to marketing techniques. In addition to learning advanced business management and marketing concepts, students will develop an understanding of the ethical and cultural awareness needed in global business and marketing. Students will also practice employing current technologies and social media to attract and engage with consumers, encourage brand growth, and increase sales. This program prepares students to analyze markets and audiences, assess advertising effectiveness, and formulate digital strategies to create targeted digital marketing campaigns. Students learn to apply effective communication techniques, traditional marketing and promotional strategies, and a combination of various digital marketing methods, including email, mobile, and internet marketing strategies. Furthermore, students learn to analyze web data to optimize website utilization.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Evaluate the effectiveness of digital marketing campaigns at the local, national, and global level and propose tactics to support the marketing strategy.
- Use traditional and digital marketing strategies to enhance brand visibility and accessibility, as measured by website traffic and inquiry to sales conversions.
- Engage with customers through various digital marketing pathways to build loyalty, as measured by repeat business or customer satisfaction levels.
- Analyze consumer behavior and marketing campaign results to address business needs.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written, and/or oral formats.
- Transfer knowledge, skills, and behavior acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusion and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

Digital Marketing – B.B.A.
Campus Program: DGMK

<table>
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<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<td>Total Credit Hours Required for Graduation</td>
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</table>

○ Dedicated online learners take alternate courses.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
General Management - B.B.A.
Program: GMGT

Graduates of the Bachelor of Business Administration program are prepared for professional careers in business, government, and non-profit organizations. Courses in this unique program provide students with the skill sets required of knowledgeable workers in this Information Age. Graduates will have the problem solving, strategic planning, communication, interpersonal, and technology application skills needed to meet operational demands and resolve contemporary business problems. Through exposure to active learning techniques, practical application of research methods, team projects, presentations, and internships, students will be prepared not only for the challenges of management positions, but also for a life of continued learning - both at work and in their private lives.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Apply contemporary knowledge and skill sets to work effectively in the business community.
- Display a working knowledge of strategic business applications, evaluative techniques, and management processes as well as the role business plays in a global economy.
- Demonstrate sensitivity to and appreciation for ethical issues and deport themselves in an ethical manner at all times.
- Display an appreciation for and understanding of humankind’s accomplishments in world affairs, arts & humanities, and the social sciences.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

### Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td>ACCT110</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT205</td>
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<td>Financial Analysis</td>
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<td>BUSS110</td>
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<td>Sales and Service Principles</td>
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<td>Management Principles</td>
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<td>BUSS320</td>
<td>Marketing Management</td>
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<td>BUSS325</td>
<td>Global Management</td>
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<td>Career Development III-Internship</td>
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<td>VOIM112</td>
<td>Office Applications</td>
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### Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td>COMM104</td>
<td>Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL202</td>
<td>Research &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL302</td>
<td>Advanced Research, Writing, and Presenting</td>
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</tr>
<tr>
<td>MATH201</td>
<td>College Mathematics</td>
<td>3</td>
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<tr>
<td>MATH309</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOSC115</td>
<td>Career Development I</td>
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<tr>
<td>SOSC225</td>
<td>Career Development II</td>
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</table>

Liberal Arts Electives: 9

Open Electives: 21

**Total Credit Hours Required for Graduation**: 120

*Dedicated online learners take alternate courses.*
Health Services Administration - B.S.

Program: HSAD

The Bachelor of Science in Health Services Administration program is designed to prepare graduates for entry-level and assistant management positions in medical settings such as hospitals, clinics, nursing care facilities, doctors’ offices, and insurance companies. Health services administrators are often responsible for creating and implementing policy and procedures, hiring and supervising staff, controlling finances, ordering supplies, and coordinating plans and activities with those of other health care managers.

The central focus of the program is to provide a comprehensive base in health-related knowledge and concepts as well as the management of health services and facilities, with emphases on finance, legal aspects in healthcare, disaster planning and management, and information systems. The Bachelor of Science in Health Services Administration program prepares students to excel in decision-making skills, critical thinking, and small group communications.

Research opportunities and field experiences offer students insight into real-world applications of the information and skills they learn in class and help students prepare to successfully transition into a health care administration or management career.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Analyze and apply contemporary knowledge and skill sets to work and problem solve effectively in a managerial/leadership capacity and health services setting.
- Utilize effective skills in leadership, long-term care management, human resource development, financial and strategic planning, legal and ethical considerations, and patient safety and quality care in the health services environment.
- Evaluate and apply leadership skills, including recognizing and using soft skills in the healthcare environment.
- Use legal and ethical principles to analyze and apply management practices of healthcare organizations and delivery of patient care.
- Research information management systems to evaluate and select technologies appropriate to a particular healthcare setting.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>ACCT110</td>
<td>Accounting Principles I</td>
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<td>BUSS215</td>
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<td>BUSS410</td>
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<td>Introduction to Health &amp; Human Services Organizations</td>
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<tr>
<td>HTHS121</td>
<td>Healthcare Information Systems</td>
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<td>HTHS230</td>
<td>Funding Health &amp; Human Services Organizations</td>
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<td>HTHS301</td>
<td>Health Services Management I</td>
</tr>
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<td>HTHS302</td>
<td>Health Services Management II</td>
</tr>
<tr>
<td>HTHS305</td>
<td>Legal Aspects of Healthcare Management</td>
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<tr>
<td>HTHS310</td>
<td>Healthcare Information Systems Management</td>
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<td>HTHS315</td>
<td>Healthcare Finance and Accounting Management</td>
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<td>HTHS405</td>
<td>Long Term Care Management</td>
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<td>HTHS470</td>
<td>Health Services Practicum</td>
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<td>HURS205</td>
<td>Organizational Behavior and Leadership</td>
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<td>Computing Skills</td>
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<td>Workplace Mathematics</td>
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<td>MATH121</td>
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<td>VOIM109</td>
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<td>Word Processing &amp; Keyboarding</td>
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<table>
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<th>Liberal Arts Requirements</th>
<th>Semester Credit Hour</th>
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<tr>
<td>COMM104</td>
<td>Learning Communities</td>
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<td>COMM201</td>
<td>Public Speaking and Rhetorical Persuasion</td>
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<td>Macroeconomics</td>
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<td>Research and Writing</td>
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<td>Advanced Research, Writing, and Presenting</td>
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<td>College Mathematics – Quantitative Reasoning</td>
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<td>PHIL222</td>
<td>Ethics in Health &amp; Human Services</td>
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<td>PHIL250</td>
<td>Practices in Analytic Reasoning and Critical Thinking</td>
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<td>Logic and Reasoning</td>
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<td>Principles of Psychology</td>
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<td>Interpersonal Relations and Group Dynamics</td>
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<td>Liberal Arts Electives</td>
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</table>

| Total Credit Hours Required for Graduation | 120 |

Dedicated online learners take alternate courses.
Nursing Generalist - BSN

Program: BSNG

The Bachelor of Science Nurse Generalist Program is a comprehensive eight semester programs designed to promote the development of professional nurses who will meet the changing needs of patients. These nurses will address the increasing needs of persons trained for complex patient care in all healthcare settings and who are prepared to address particular needs in healthcare, prevention, treatment of diseases, illnesses and conditions, and rehabilitation across the lifespan. These needs that are influencing the nursing role changes are reflected in scientific advances, changing population demographics, technologic explosion, and increasing needs to better access health care and healthcare information (AACN, 2008). Students who complete this program are eligible to sit for the RN- N.C.L.E.X. licensure exam.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Employ the nursing process to implement comprehensive, safe, diverse, culturally effective patient-centered care across the lifespan in all health care settings.
- Demonstrate integration of knowledge, skills, professional attitude, through the use of critical thinking, best current evidence, and clinical judgment in providing care to individuals, groups, and communities with a variety of healthcare needs.
- Practice within the ethical, legal, and regulatory frameworks of nursing, health care, and its related agencies assuming they have no past conduct or convictions which prevent such practice.
- Fulfill the roles of the baccalaureate nurse generalist as provider of direct and indirect care, advocate, collaborator designer/manager/coordination of care, and member of the profession.
- Construct a framework which promotes lifelong learning essential to continuous professional development and tolerance for the unpredictable and ambiguous nature of the healthcare system.
- Employ information literacy skills through the effective use of informatics to communicate, manage knowledge, mitigate errors, and support decision-making.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
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- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

### Major Requirements

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<td>NURS407</td>
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### Liberal Art Requirements

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<td>ENGL101</td>
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<td>MATH201</td>
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<td>PSYC101</td>
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Liberal Arts Total 42

### Total Credit Hours Required for Graduation 125

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
RN to BSN
Program: RNNG

The RN-BSN option is designed for Associate’s degree graduates who have passed the RN-N.C.L.E.X. exam, obtained licensure, and wish to further their education by obtaining a Bachelor’s degree in nursing. RN-BSN plan students are advised on an individual basis and transcripts are evaluated on an individual basis for maximum transfer credit. Students must satisfy the requirements of the BSN Generalist degree plan in order to complete the RN-BSN plan. Nursing, biology, and liberal arts courses typically will transfer into the RN-BSN program.

The purpose of RN-BSN program is to assist, the registered nurse, to expand knowledge and skills beyond the clinical aspects of nursing, further develop nursing research abilities, and enhance leadership expertise, needed to be successful in a rapidly changing environment of health care delivery.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Employ the nursing process to implement comprehensive, safe, diverse, culturally effective patient-centered care across the lifespan in all health care settings.
- Demonstrate integration of knowledge, skills, professional attitude, through the use of critical thinking, best current evidence, and clinical judgment in providing care to individuals, groups, and communities with a variety of healthcare needs.
- Practice within the ethical, legal, and regulatory frameworks of nursing, health care, and its related agencies assuming they have no past conduct or convictions which prevent such practice.
- Fulfill the roles of the baccalaureate nurse generalist as provider of direct and indirect care, advocate, collaborator designer/manager/coordinator of care, and member of the profession.
- Construct a framework which promotes lifelong learning essential to continuous professional development and tolerance for the unpredictable and ambiguous nature of the healthcare system.
- Employ information literacy skills through the effective use of informatics to communicate, manage knowledge, mitigate errors, and support decision-making.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
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<tr>
<th>Major Requirements</th>
<th>Semester</th>
<th>Credit Hour</th>
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<td>Lower Division Nursing Credits</td>
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<td>NURS300</td>
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<td>NURS302</td>
<td>Gerontology Nursing</td>
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<tr>
<td>NURS306</td>
<td>Transition to Professional Nursing</td>
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<tr>
<td>NURS310</td>
<td>Transcultural Nursing</td>
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<tr>
<td>NURS403</td>
<td>Nursing Management &amp; Leadership</td>
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</tr>
<tr>
<td>NURS404</td>
<td>Nursing in the Community</td>
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</tr>
<tr>
<td>NURS407</td>
<td>Nursing Research</td>
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<td>NURS470</td>
<td>Nursing Practicum</td>
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<td>Upper Division Nursing Credits</td>
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<td>NURS302</td>
<td>Gerontology Nursing</td>
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<tr>
<td>NURS306</td>
<td>Transition to Professional Nursing</td>
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<td>NURS310</td>
<td>Transcultural Nursing</td>
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<tr>
<td>NURS403</td>
<td>Nursing Management &amp; Leadership</td>
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<td>NURS404</td>
<td>Nursing in the Community</td>
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<td>NURS407</td>
<td>Nursing Research</td>
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<td>Total</td>
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Liberal Arts Requirements

| Lower Division Liberal Arts | Up to | 33 |
| COMM115 | Introduction to Information Literacy |

Science Requirements

- Anatomy |
- Microbiology |
- Pathophysiology |
- Physiology |

Upper Division Liberal Arts

| MATH309 | Statistics |
| PHIL310 | Logic and Reasoning |
| PSYC310 | Organizational Psychology |
| SOSC301 | Interpersonal Relationships and Group Dynamics |

Upper Level Liberal Arts Elective

| | 3 |

Total Credits not to exceed

| 122 |

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Organizational Leadership – B.P.S.  
Program: ORGL

Graduates of the Bachelor of Professional Studies will be prepared to grow into higher leadership positions within a variety of professional fields. *The unique, non-prescriptive nature of this degree allows students to earn 90 of the 120 total credits through the successful demonstration of prior learning and transfer credit. Using a building capacity approach and with the support of an appointed mentor, students will set personal, professional goals that align to courses, the program and institutional outcomes to elevate their skills, knowledge and leadership roles within their respective fields.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Collect and analyze data to assess situations, solve problems and capitalize on opportunities.
- Apply deductive mathematical and inductive reasoning to make informed decisions.
- Foster multi-direction communications and collaboration for transparency and quality management.
- Utilize tools and processes to guide others to achieve desired outcomes through dynamic change.
- Evaluate operational processes and strategic imperatives for efficacy.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

*Students enrolled in the degree in the State of Virginia can apply no more than 74 credits through prior learning assessment and transfer credit.

<table>
<thead>
<tr>
<th>Semester Credit Hour</th>
<th>Credit Hour</th>
<th>Major Requirements</th>
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</thead>
<tbody>
<tr>
<td>Major Requirements</td>
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<td>VLEX100 Validated Learning Experience</td>
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<td>-Assessment Theory and Artifacts</td>
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<td>BUSS345 Statistical Analysis</td>
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<td>BUSS445 Organizational Change</td>
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<td>Upper Level Organizational Leadership</td>
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<td>BUSS345 Statistical Analysis</td>
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<td>HURS471 Professional Community Networking</td>
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Liberal Arts Requirements

- Lower Level English Course 3
- ENGL202 Research & Writing 3
- PHIL271 Ethics 3

Lower Level Liberal Arts Requirements (ASLL100-ASLL299) 6

Upper Level Liberal Arts Requirements (ASUL300-ASUL499) 12

Open Elective Requirements 12

Total Credit Hours Required for Graduation 120

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Accounting - A.A.S.
Program: ACCT

Bryant & Stratton College’s Accounting program provides the technical and critical skills needed to perform accounting functions and processes, including the acquisition, analysis and effective communication of financial information utilized in management decision making. Following graduation from this program, students will be prepared to enter such fields as general ledger accounting, managerial accounting and tax preparation. Entry-level positions may be found in the manufacturing, retail and service industries as well as the government sector.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements</td>
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</tr>
<tr>
<td>ACCT110</td>
<td>Accounting Principles I</td>
</tr>
<tr>
<td>ACCT130</td>
<td>Income Tax Accounting</td>
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<td>ACCT205</td>
<td>Accounting Principles II</td>
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<td>ACCT207</td>
<td>Payroll Procedures and Administration</td>
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<td>ACCT210</td>
<td>Computerized Accounting Systems</td>
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<td>Financial Analysis</td>
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<td>Business Principles</td>
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<td>ENGL102</td>
<td>Research and Writing for the Workplace</td>
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<td>INFT124</td>
<td>Computing Skills</td>
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<td>MATH101</td>
<td>Workplace Mathematics</td>
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<td>Career Development III - Internship</td>
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<tr>
<td>VOIM112</td>
<td>Office Applications - Spreadsheets &amp; Databases</td>
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<td>COMM104</td>
<td>Learning Communities</td>
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<td>Research and Writing</td>
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</table>

Total Credit Hours Required for Graduation 60

- Dedicated online learners take alternate courses.

Accounting Assistant Diploma
Program: ACAD

The Accounting Assistant diploma program provides the technical and critical skills needed to perform accounting functions and processes, including the acquisition, analysis and effective communication of financial information. Students in this diploma program will be prepared for entry-level accounting clerk and bookkeeping positions within manufacturing, retail and service industries as well as the government sector. Graduates of this program may apply courses and earned credits toward the Accounting AAS degree plan.

<table>
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<th>Credit Hour</th>
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<tbody>
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<tr>
<td>ACCT130</td>
<td>Income Tax Accounting</td>
</tr>
<tr>
<td>BUSS100</td>
<td>Business Principles</td>
</tr>
<tr>
<td>ENGL102</td>
<td>Research and Writing for the Workplace</td>
</tr>
<tr>
<td>INFT124</td>
<td>Computing Skills</td>
</tr>
<tr>
<td>MATH101</td>
<td>Workplace Mathematics</td>
</tr>
<tr>
<td>VOIM112</td>
<td>Office Applications - Spreadsheets &amp; Databases</td>
</tr>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td>Liberal Art Requirements</td>
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<tr>
<td>COMM104</td>
<td>Learning Communities</td>
</tr>
<tr>
<td>SOSC115</td>
<td>Career Development I – Theory &amp; Practice</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

Total Credit Hours Required for Graduation 30

Graduates (degree •/ diploma +) will achieve the following program and institutional outcomes:

• Interpret and apply generally accepted accounting principles (GAAP) to analyze, record, and report financial information.
• Develop accounting reports for internal and external users.
• Analyze and interpret financial information to assist users in the management decision-making process.
• Select and utilize appropriate technology to complete accounting functions.
• + Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
• + Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
• + Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
• + Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
• + Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
• + Demonstrate knowledge and skills employers expect of new hires entering the career field.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Business - A.A.S
Program: BUSS

In this program, students develop the business skills, critical thinking skills, human relations skills and information technology skills that are required of employees in the 21st Century. Courses in this degree program provide students with a broad background in business communications, sales and marketing, accounting, business law, management principles and information technology.

Graduates of the program may apply their training to any one of several career opportunities including management trainee, service or sales representative, supervisor or department manager in a variety of business fields. Individuals desiring general business or self-employment in small business enterprises will find that this well-rounded program meets their needs.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT110 Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT205 Accounting Principles II</td>
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<tr>
<td>BUSS100 Business Principles</td>
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<tr>
<td>BUSS110 Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUSS120 Sales &amp; Service Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUSS213 Business Law &amp; Ethics</td>
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</tr>
<tr>
<td>BUSS215 Management Principles</td>
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<tr>
<td>ECON220 Macroeconomics</td>
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<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
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</tr>
<tr>
<td>INFT124 Computing Skills</td>
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</tr>
<tr>
<td>MATH101 Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>NTRN270 Career Development III-Internship</td>
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<td>VOIM112 Office Applications</td>
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<th>Semester Credit Hour</th>
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<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL202 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH201 College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
<td>3</td>
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<tr>
<td>SOSC225 Career Development II – Theory &amp; Practice</td>
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<td>Liberal Arts Electives</td>
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<td>Total</td>
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</tr>
</tbody>
</table>

Total Credit Hours Required for Graduation 60

Graduates (degree *)/diploma +) will achieve the following program and institutional outcomes:

- Explain the role of business in a global environment.
- Recognize management and leadership skills.
- Demonstrate knowledge of numeric measurements within the business environment to make informed decisions.
- Select and apply current technology skills to specific business applications such as social media and cloud technology.
- Identify and apply the basic functions of management such as staffing, planning organizing, controlling and leading to the decision-making process.
- Utilize ethical decision-making skills that can be applied in the workplace.
- + Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- + Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- + Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- + Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- + Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
  + Demonstrate knowledge and skills employers expect of new hires entering the career field.

Business Assistant Diploma
Program: BUAD

The Business Assistant diploma program will provide students with the technical and critical skills necessary to perform sales and service functions and processes aligned meeting customers’ needs and organizational goals. Students in this program develop skills for handling customer inquiries, improving processes and productivity, and providing information about an organization’s products and services to the consumer or client. Graduates of this program may apply courses and earned credits toward the Business AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT110 Accounting Principles I</td>
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</tr>
<tr>
<td>BUSS100 Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUSS110 Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUSS120 Sales &amp; Service Principles</td>
<td>3</td>
</tr>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
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<tr>
<td>MATH101 Workplace Mathematics</td>
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<tr>
<td>VOIM112 Office Applications</td>
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<table>
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<tr>
<th>Liberal Arts Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
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<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
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<td>Total</td>
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</tbody>
</table>

Total Credit Hours Required for Graduation 30

*Dedicated online learners take alternate courses.*

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Criminal Justice Studies - A.A.S.
Program: CJST

This program includes the study of the United States court systems, correctional organizations, law enforcement agencies, and both public and private security venues. Students will be provided with a survey of the skills and abilities necessary to adapt to the changing technology tools that are growing in use across the justice field such as digital crime, forensics and crime scene investigation. Students will also explore the nature and extend of crime and delinquency, and the cause and explanation of deviant behavior. This program is designed to provide graduates with a balance of theory and practice that will enhance their preparation for the varied and technology-driven justice field. Reading, writing, critical thinking skills, and ethical decision-making are rigorously applied and developed throughout the program.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJU103 Introduction to the Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CRJU112 Law Enforcement &amp; The Multicultural Community</td>
<td>3</td>
</tr>
<tr>
<td>CRJU135 Security in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>CRJU145 Justice Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CRJU155 Emerging Trends in Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJU201 Criminology: Exploring Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CRJU212 The Science &amp; Practice of Criminal Investigations</td>
<td>3</td>
</tr>
<tr>
<td>CRJU225 Security Administration</td>
<td>3</td>
</tr>
<tr>
<td>CRJU235 Foundations of Criminal Law &amp; Procedure</td>
<td>3</td>
</tr>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
</tr>
<tr>
<td>MATH101 Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>NTRN270 Career Development III-Internship</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements</td>
<td></td>
</tr>
<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL202 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH201 College Mathematics</td>
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</tr>
<tr>
<td>MATH101 Workplace Mathematics</td>
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<td>NTRN270 Career Development III-Internship</td>
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<td>Liberal Arts Electives</td>
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<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>60</td>
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</tbody>
</table>

Graduates (degree +/diploma +) will achieve the following program and institutional outcomes:

- Identify and characterize the origins, and components that comprise the justice system at the federal, state, and local level.
- Adapt and apply information technology knowledge, skills, and abilities to justice applications.
- Distinguish job functions and responsibilities of both public and private agencies serving the justice sectors.
- Prepare and evaluate reports, memos, and other documents to meet the professional standards of the justice system or private security field.
- Recognize safety and security issues such as threat awareness, safety procedures, and the basic equipment used to secure suspects or prisoners.
- Adapt essential communication skills to interact effectively with supervisors, peers, and the public in the various justice professional settings.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx

Criminal Justice and Security Services Diploma
Program: CJSS

Upon completion of the diploma in Criminal Justice and Security Services program, graduates will have gained a broad comprehension of the justice system. This program includes the study of the United States court systems, correctional organizations, law enforcement agencies, and both public and private security venues. Students in this diploma program are prepared for entry-level positions in the security services field. Graduates of this program may apply the courses and credits toward the Criminal Justice Studies AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>CRJU103 Introduction to the Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CRJU112 Law Enforcement &amp; The Multicultural Community</td>
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</tr>
<tr>
<td>CRJU135 Security in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>CRJU145 Justice Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CRJU155 Emerging Trends in Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJU212 The Science &amp; Practice of Criminal Investigations</td>
<td>3</td>
</tr>
<tr>
<td>CRJU225 Security Administration</td>
<td>3</td>
</tr>
<tr>
<td>CRJU235 Foundations of Criminal Law &amp; Procedure</td>
<td>3</td>
</tr>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
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<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
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<td>MATH101 Workplace Mathematics</td>
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<tr>
<td>NTRN270 Career Development III-Internship</td>
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<td>Liberal Arts Requirements</td>
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<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
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<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
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<td>SOSC225 Career Development II – Theory &amp; Practice</td>
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<td>Liberal Arts Electives</td>
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</tr>
<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>30</td>
</tr>
</tbody>
</table>

α Dedicated online learners take alternate courses
Criminal Justice Studies - OPOTA Certification - A.A.S
Program: OPOA (OHIO ONLY)

This associate degree program provides a broad understanding of the criminal justice system. The program includes the study of the United States court systems, correctional organizations, law enforcement, and private security. Students study the nature and extent of crime and delinquency, and the cause and explanation of criminal behavior. Reading, writing, and critical thinking skills are rigorously applied and developed throughout the program of study. Graduates are prepared for entry-level employment in a variety of Criminal Justice fields. Upon completion of state and college program requirements, students will earn the Ohio Private Security Certification in addition to the associate degree.

Semester

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>CRJU103 Introduction to the Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CRJU112 Law Enforcement and the Multicultural Community</td>
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</tr>
<tr>
<td>CRJU115 Contemporary Issues in Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJU116 Ohio Security I</td>
<td>3</td>
</tr>
<tr>
<td>CRJU117 Ohio Security II</td>
<td>3</td>
</tr>
<tr>
<td>CRJU118 Ohio Security III</td>
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</tr>
<tr>
<td>CRJU145 Justice Information Systems</td>
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<td>CRJU225 Security Administration</td>
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<td>NTRN270 Career Development III – Internship</td>
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Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td>COMM104 Learning Communities</td>
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<tr>
<td>ENGL202 Research and Writing</td>
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<tr>
<td>MATH201 College Mathematics – Quantitative Reasoning</td>
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<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
<td>3</td>
</tr>
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<td>SOSC225 Career Development II – Theory &amp; Practice</td>
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<td>Liberal Arts Elective – (HUMA/NSCI)</td>
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</table>

Open Elective

Total Credit Hours Required for Graduation 60

Graduates (degree +/ diploma +) will achieve the following program and institutional outcomes:

- Apply basic theories of criminal justice operations and management.
- Communicate effectively within the criminal justice system.
- Understand the laws regulating public conduct.
- Understand and apply concepts of community relations.
- Identify and resolve ethical issues in criminal justice.
- Follow criminal law and liabilities.
- Use information technology skills in criminal justice applications.
- Satisfy all state and college program requirements of the Ohio Private Security Certification.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Criminal Justice and Security Services OPOTA Certification Diploma
Program: OPOD (OHIO ONLY)

This program includes the study of the United States court systems, correctional organizations, law enforcement, and private security agencies. Students study the nature and extent of crime and delinquency, and the cause and explanation of criminal behavior. Reading, writing, and critical thinking skills are rigorously applied and developed throughout the program of study. Graduates are prepared for entry-level employment in a variety of Justice fields. Upon completion of state and college program requirements, students will earn the Ohio Private Security Certification in addition to the Criminal Justice diploma.

Semester

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
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<tr>
<td>CRJU103 Introduction to the Justice System</td>
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</tr>
<tr>
<td>CRJU116 Ohio Security I</td>
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<tr>
<td>CRJU117 Ohio Security II</td>
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<td>CRJU118 Ohio Security III</td>
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<tr>
<td>CRJU145 Justice Information Systems</td>
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</tr>
<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
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<td>MATH101 Workplace Mathematics</td>
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Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
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</tr>
</tbody>
</table>

Total Credit Hours Required for Graduation 30

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Digital Marketing – A.A.S.
Campus Program: DMAA

Digital marketing applies digital technologies to marketing techniques. In addition to learning fundamental business and marketing concepts, students will engage with current technologies to promote brands, increase sales, and interact with customers. This program prepares students to assess advertising effectiveness and formulate digital strategies to create targeted digital marketing campaigns. Students learn to use a combination of various digital marketing methods, including email, mobile, and internet marketing strategies. Additionally, students practice employing social media to attract consumers and encourage brand growth through the creation of brand ambassadors. Furthermore, students learn to analyze web data to optimize website utilization. Credits from the Digital Marketing AAS program articulate into the Digital Marketing Bachelor of Business Administration degree.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Design and implement effective digital marketing campaigns.
- Use digital marketing strategies to enhance brand visibility and accessibility and gain website traffic.
- Create consumer loyalty by engaging with customers through various digital marketing pathways.
- Analyze consumer digital behavior and marketing campaign results to increase sales.
- Utilize appropriate current technology and resources to locate and evaluate information needed to locate a goal, and then communicate findings in visual, written, and/or oral formats.
- Transfer knowledge, skills, and behavior acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection and practice in order to adjust learning processes for continual improvement.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

<table>
<thead>
<tr>
<th>Major Requirements</th>
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<tbody>
<tr>
<td>BUS100       Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUS110       Marketing Principles</td>
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</tr>
<tr>
<td>ENGL102      Research &amp; Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>INFT124      Computing Skills</td>
<td>3</td>
</tr>
<tr>
<td>MARK100      Introduction to Digital Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARK110      Content &amp; Social Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARK120      Web Analytics &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td>MARK210      Search Engine Marketing &amp; Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MARK220      Mobile &amp; Email Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARK230      Pay Per Click &amp; Display Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MARK240      Conversion Rate Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH101      Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>NTRN270 a    Career Development III – Internship</td>
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<tr>
<td></td>
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<tr>
<td>Liberal Arts Requirements</td>
<td></td>
</tr>
<tr>
<td>COMM104     Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL202     Research &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH201     College Mathematics – Quantitative Reasoning</td>
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<tr>
<td>SOSC115 a    Career Development I – Theory &amp; Practice</td>
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<tr>
<td>SOSC218     Ethics in Social &amp; Digital Communities</td>
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<tr>
<td>SOSC225 a    Career Development II – Theory &amp; Practice</td>
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<tr>
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</tr>
<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>60</td>
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</table>

a Dedicated online learners take alternate courses.
Early Childhood Education – A.A.S.
Program: ECEA

The Early Childhood Education associate degree curriculum provides an understanding of early childhood theory and its application to childcare and educational settings. The program prepares individuals to work with children from infancy through middle childhood in a variety of childcare/early learning environments such as Head Start, childcare centers, child development programs, public education classrooms, early intervention and recreation programs, etc. In alignment with NAEYC standards, candidates will engage in: promoting child development and learning, building family and community relationships, observing, documenting, assessing and supporting young children, using developmentally effective approaches, using content knowledge to build meaningful curriculum, and demonstrating the knowledge, skills and dispositions of an early childhood professional.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Design, execute and assess meaningful, challenging curricula that promote comprehensive child development and learning outcomes for every child.
- Integrate health, safety and nutrition practices according to local, state and national standards.
- Create respectful, reciprocal relationships with children’s families and communities to foster involvement and support children’s development and learning.
- Observe, document and assess to support young children and families teaching and learning.
- Incorporate developmentally-appropriate guidance strategies to positively impact child behavior and social-emotional development.
- Organize work effectively to create a purposeful, responsive program, including preparation of written plans, progress records, parent communication and various reports.
- Utilize current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills, and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

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<td>ECED101 Foundations in Early Childhood Care and Education 3</td>
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<tr>
<td>ECED102 Child Growth and Development 3</td>
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<td>ECED103 Creative and Language Arts for Children 3</td>
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<tr>
<td>ECED104 Health, Safety and Nutrition for the Young Child 3</td>
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<tr>
<td>ECED105 Child Behavior, Observation and Evaluation 3</td>
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<tr>
<td>ECED106 Family and Community Connections 3</td>
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<td>ECED107 Early Childhood Practice Experience 3</td>
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<td>ECED201 Curriculum Planning and Assessment 3</td>
</tr>
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<td>ECED202 Early Childhood Program Administration 3</td>
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<td>ENGL102 Research and Writing for the Workplace 3</td>
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<table>
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<tr>
<th>Liberal Arts Requirements</th>
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<tr>
<td>COMM104 Learning Communities 3</td>
</tr>
<tr>
<td>ENGL201 Research and Writing 3</td>
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<tr>
<td>MATH201 College Mathematics 3</td>
</tr>
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<td>SOSC115 Career Development I – Theory and Practice 3</td>
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<td>SOSC225 Career Development II – Theory and Practice 3</td>
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<tr>
<td>Liberal Arts Electives 6</td>
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</table>

Total Credit Hours Required for Graduation 60

Dedicated online learners take alternate courses.

Student Consumer Information is available on Bryant & Stratton College's website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Financial Support Services - A.A.S.
Program: FISS

The Financial Support Services degree program prepares graduates to perform a variety of customer services in banks, insurance agencies and saving and loan companies processing financial transactions and generating reports. This program is designed to teach our students these essential workplace skills through a combination of financial services and liberal arts courses.

Students will learn how to calculate complex mathematical equations, complete fundamental accounting transactions, conduct themselves in an appropriately ethical manner and adhere to current legal regulations that are necessary to succeed in the financial services industry. The liberal arts courses will focus on verbal, quantitative and lifelong learning competencies that will prepare graduates to develop strategies to meet both their personal and professional goals.

Students will have an opportunity to enhance their knowledge and apply their skills through a combination of coursework, internship and reflection. Career job titles may include finance service representative, customer service representative, billing and posting clerk, brokerage clerk, loan processor, and banking specialist.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Process financial transactions and generate reports that support client needs.
- Judge appropriate ethical behaviors that follow the laws and regulations applicable to the financial services industry.
- Solve complex mathematical equations including time value of money.
- Select and support client relationship that will sustain business and sustain long term remuneration.
- Formulate useful solutions to clients' financial and business related needs.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

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<td>Sales &amp; Service Principles</td>
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|          | - Spreadsheets & Databases                      | 3                    |

### Total Credits Required for Graduation: 60

### Liberal Arts Requirements

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</table>

### Total Credits Required for Graduation: 60

* Dedicated online learners take alternate courses.
Graphic Design - A.A.S.
Program: GRAD

Bryant & Stratton College’s Graphic Design program focuses on the creative thinking and conceptual problem solving abilities to communicate messages to the public in order to inform, persuade, and sell. Students explore the synthesis of type, image, color, and layout to design and produce effective communication pieces. Students apply industry-standard design software to produce web sites, identity systems, annual reports, package designs, and a variety of print collateral materials.

Professional graphic designers teach many of the graphic design courses. The instructors work with the students to ensure hands-on practical learning through "real-world" projects.

Graduates of the program may seek employment in areas such as advertising agencies, graphic design firms, newspapers, and publishing firms. They will also possess the skills necessary to manage freelance careers.

Graduates of this degree plan will achieve the following program and institutional outcomes:
- Interpret, prioritize, and organize concepts into complete advertising and/or graphic design presentation for print and web.
- Critique their own design work and the design work of others.
- Work effectively as part of a design team.
- Utilize manual and industry standard graphic design software to select, collect, and manipulate texts and images.
- Communicate and negotiate effectively with producers and suppliers of design products.
- Assemble a portfolio of finished work that is displayed in a professional manner.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
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<td>Page Layout 3</td>
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<td>Typography &amp; Layout 3</td>
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Student Consumer Information is available on Bryant & Stratton College's website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Health Services Administration - A.A.S.
Program: HSAA

The Associate of Applied Science degree in Health Services Administration program offers students a career education appropriate for an entry-level position in health services field. The degree program will provide skills and experiences necessary for students to enter the workforce or pursue a baccalaureate degree in Health Services Administration at Bryant & Stratton College.

Major Requirements

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Liberal Arts Requirements

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<td>SOSC225</td>
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</table>

Open Elective

3

Total Credit Hours Required for Graduation 60

Dedicated online learners take alternate courses.

Health Services Administration Assistant Diploma
Program: HSDP

The Health Services Assistant diploma program will provide students with the knowledge and skills to navigate health systems, comply with processes, and produce documentation associated with entry-level positions as a Medical Office Specialist, Medical Secretary, Patient Coordinator, Unit Support Representative, or Ward Clerk. Health Services Assistants work in a variety of settings, including hospitals, nonprofit organizations, government and private businesses. Graduates of this program may apply the courses and credits toward the Health Services Administration AAS degree plan.

Major Requirements

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<th>Major Requirement</th>
<th>Credit Hour</th>
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Liberal Arts Requirements

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<td>SOSC115</td>
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</table>

Total Credit Hours Required for Diploma 30

Graduates (degree +/diploma +) will achieve the following program and institutional outcomes:

- Demonstrate an understanding of patient/client/customer service needs within the continuum of health and human services environments.
- Demonstrate ethical and legal communication techniques specific to the health and human services environments.
- Use current technology from clinical, financial, and operational systems to support decision-making processes.
- Function as a team member to support the goals and objectives of an integrated health care system.
- Analyze and apply contemporary knowledge and skill sets to perform diverse administrative responsibilities in health and human services environments.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Hospitality Management (WI, OH, VA) - A.A.S.
Program: HROSS

Restaurant & Hotel Management (NY) - A.A.S.
Program: REST

Hospitality (Restaurant & Hotel) Management is a diverse, exciting and evolving global industry. Whether your current or future responsibilities involve assuming leadership roles in settings such as hotels, the food and beverage industry, travel and tourism, entertainment and sports venues, resorts and spa services, travel services, gaming and entertainment or special events planning, our Hospitality (Restaurant & Hotel) Management degree offers foundational knowledge and relevant skills to help students meet their professional development goals.

Hospitality management includes responsibility for strategic decision making across several areas of the business including human resources, marketing, sales, and finance. Students are prepared to be leaders in a service industry with a program emphasis on leading teams in providing guests’ value, service, comfort, and effective communication. The Hospitality Management degree program will provide the foundational skills and experiences necessary for students to enter the workforce or pursue further educational opportunities in the hospitality and management fields.

Graduates (degree +/ diploma +) will achieve the following program and institutional outcomes:

- Define the foundational leadership, service and business principles that comprise hospitality-related planning, sales, service, human resources marketing and operations management.
- Classify the entities, facets and professions that comprise the hospitality industry.
- Employ foundational management principles and skills to define and manage career-related decisions.
- Analyze and apply leadership and service principles and skills to hospitality management strategic decision-making scenarios.
- Utilize technology tools and resources to support industry standards for compliance and service level expectations.
- Analyze and apply leadership and service principles to social, interpersonal, legal and ethical issues in the hospitality industry.
- + Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- + Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- + Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- + Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
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<td>Marketing Principles</td>
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<td>ENGL102</td>
<td>Research and Writing for the Workplace</td>
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<td>HOS110</td>
<td>Introduction to Hospitality Management</td>
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<td>HOS120</td>
<td>Fundamental Hospitality Management Principles</td>
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<td>Technology in the Hospitality Management Industry</td>
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<td>Ethical Hospitality Management</td>
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<td>HOS240</td>
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<td><strong>Total Credit Hours Required for Graduation</strong></td>
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</table>

Graduates of this program will be prepared for entry-level positions supporting customers, patrons, and management to ensure quality service, comfort, and efficient facilities management. Graduates of this program may apply the courses and credits toward the Hospitality Management AAS degree plan.

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</table>

+ Dedicated online learners take alternate course.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Human Resources Specialist - A.A.S.

Program: HURS

The Human Resources Specialist program contains the same key components that underpin the College’s other strong business programs: a foundation in basic and career success skills, strong program knowledge and skills, and a capstone internship providing practical, real-world experience. Graduates will be prepared for entry-level positions that include staff recruitment, compensation and benefits, payroll, evaluation, and training. Graduates of this program will also have a solid business foundation with a focus on business administration techniques, critical thinking, decision making, communication skills, and information technology skills. Students can select specialization areas in compensation and benefits or payroll administration or choose to become generalists in Human Resources. As part of this program, students study local, state, and federal employment laws and regulations and learn ethical practices and perform to these standards.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Describe the primary components of human resources in organizations and integrate those components in the decision-making process.
- Use data to make informed human resource decisions.
- Differentiate between ethical and unethical behavior of individuals, groups, and organizations within today's dynamic work environment.
- Select and apply current technology skills.
- Assess management and leadership knowledge, skills, and abilities.
- Evaluate the impact individual and group behavior has on an organization.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>ACCT110</td>
<td>Accounting Principles I</td>
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<td>BUSS100</td>
<td>Business Principles</td>
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<td>HURS107</td>
<td>Introduction to Compensation &amp; Benefits</td>
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<td>Organizational Behavior &amp; Leadership</td>
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<td>Recruitment, Selection &amp; Staffing</td>
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<td>Workplace Mathematics</td>
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<td>NTRN270</td>
<td>Career Development III - Internship</td>
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<td>Career Development I Theory and Practice</td>
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* Dedicated online learners take alternate courses.

Student Consumer Information is available on Bryant & Stratton College’s website at [http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx](http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx)
Human & Social Services - A.A.S.
Program: HUSS

The Human and Social Service degree program is designed for students interested in providing support, assistance, and guidance to the members of a community who need it most. This program provides a solid liberal arts background with a full range of human service courses designed to prepare students for entry-level careers in human service agencies, including community and social welfare agencies, mental health and social service agencies, community organizations, habilitation and rehabilitation agencies, day care centers and geriatric services. Students will gain the knowledge and experience to support human service professionals, such as social workers, case managers, and counselors, with the facilitation, administration, and development of treatment plans for community members in need.

<table>
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<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
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<td>HTHS110</td>
<td>Introduction to Health &amp; Human Service Organizations 3</td>
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<td>HTHS121</td>
<td>Healthcare Information Systems 3</td>
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<td>HUSS130</td>
<td>Cultural Competence in Human Services 3</td>
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<td>HUSS120</td>
<td>Public Health Issues (Mental &amp; Chemical) 3</td>
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<td>HUSS225</td>
<td>Counseling &amp; Case Management Strategies 3</td>
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<td>College Math-Quantitative Reasoning 3</td>
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<td>PHIL222</td>
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Dedicated online learners take alternate courses.

Graduates (degree †/diploma ‡) will achieve the following program and institutional outcomes:

- Demonstrate an understanding of patient/client/customer service needs within the continuum of human and social service environments.
- Demonstrate ethical and legal communication techniques specific to the human and social services environments.
- Use current technology from administrative, clinical, financial, and operational systems to support decision-making processes.
- Adapt essential communication skills to interact effectively with supervisors, peers and the public in various human and social settings.
- Analyze and apply contemporary knowledge and skill sets to perform diverse administrative responsibilities in human and social services.
- Support the assessment of client concerns and available resources to match support services to improve quality of life of the client/customer/patient.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice, or to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Human and Social Services Diploma
Program: HUDP

The Human and Social Services Diploma will provide students with the knowledge and skills necessary for entry level positions in human service agencies, community and social welfare agencies, mental health and social service agencies, community organizations, habilitation and rehabilitation agencies, and geriatric services. Students with an earned diploma will support human service professionals such as social workers, counselors, and administrators to provide services for community members in need.

<table>
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<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tr>
<td>ENGL102</td>
<td>Research and Writing for the Workplace 3</td>
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<td>Healthcare Information Systems 3</td>
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<td>Public Health Issues (Mental &amp; Chemical) 3</td>
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<td>Cultural Competence in Human Services 3</td>
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Medical Administrative Assistant - A.A.S.
Program: MDAA

The Medical Administrative Assistant program prepares individuals for the patient-facing administrative positions in a variety of health care delivery systems including private medical practices, clinics, public health departments, insurance agencies, government agencies, or outpatient departments of hospitals. The students in this degree program will develop the knowledge, skills and behaviors for customer/patient services, scheduling, document production, transmitting electronic health records, and adhering to current medical office procedures. The medical administrative assistant performs an integral role in the healthcare setting, ensuring efficiency, effectiveness and compliance to policies and healthcare standards.

<table>
<thead>
<tr>
<th>Major Requirements</th>
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<tr>
<td>ENGL102 Research and Writing Workplace</td>
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<td>INFT124 Computing Skills</td>
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<td>HCAS123 Healthcare Terminology</td>
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<td>HCAS129 Electronic Health Records</td>
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<td>HCAS133 Survey of Anatomy &amp; Physiology</td>
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<td>HUSS130 Cultural Competence in the Human Services</td>
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<td>MDA101 Introduction to Medical Office Support and Services</td>
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<td>MDA202 Medical Insurance and Billing</td>
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<tr>
<td>MDA204 Medical Office Procedures</td>
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<td>MDA208 Quality Improvement &amp; Customer Service in Medical Offices</td>
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<td>MATH101 Workplace Mathematics</td>
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<td>NTRN270 Career Development III - Internship</td>
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<td>VOIM109 Office Applications – Word Processing &amp; Keyboarding</td>
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<td>COMM104 Learning Communities</td>
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<td>ENGL202 Research and Writing</td>
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<td>PHIL222 Ethics in Health and Human Services</td>
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<td>MATH201 College Mathematics – Quantitative Reasoning</td>
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<td>SOCS115 Career Development I – Theory &amp; Practice</td>
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<td>Liberal Arts Elective</td>
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| Total Credit Hours Required for Graduation | 60 |

Dedicated online learners take alternate courses.

Graduates (degree +/ diploma +) will achieve the following program and institutional outcomes:

- Ensure confidentiality and fulfill HIPAA standards for the creation, distribution, and release of medical information.
- Demonstrate professional interpersonal communications and support services resulting in high patient/customer/client satisfaction ratings.
- Evaluate office operations to recommend process changes for improving efficiency, efficacy, and/or flexibility.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Medical Office Assistant Diploma
Program: MDOD

The Medical Office Assistant diploma program will provide students with the office skills they will need to qualify for entry-level positions in the physicians’ offices, hospitals, clinics, nursing homes, laboratories or insurance companies. Graduates of the program will apply knowledge of health care systems, processes and documentation to function as entry level medical receptionists and office assistants. Graduates may also elect to apply their earned credits toward course requirements within the Medical Administrative Assistant AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
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<tbody>
<tr>
<td>ENGL102 Research and Writing Workplace</td>
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<tr>
<td>HCAS123 Healthcare Terminology</td>
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<tr>
<td>HCAS129 Electronic Health Records</td>
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<tr>
<td>HCAS133 Survey of Anatomy &amp; Physiology</td>
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<tr>
<td>INFT124 Computing Skills</td>
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<td>MATH101 Workplace Mathematics</td>
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<td>MDA101 Introduction to Medical Office Support and Services</td>
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<td>VOIM109 Office Applications – Word Processing &amp; Keyboarding</td>
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| Total Credit Hours Required for Diploma | 30 |

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Medical assistants are multi-skilled health professionals specifically educated to work in ambulatory settings performing administrative and clinical duties. The practice of medical assisting directly influences the public’s health and well being, and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession. Special personal qualifications such as a caring nature, accuracy, dependability, conscientiousness, and professionalism are required for this helping profession.

The goal of the Medical Assisting Program is to prepare competent entry-level medical assistants in cognitive (knowledge) psychomotor (skills), and affective (behavior) learning domains. Graduates of the Medical Assisting program must be able to complete all cognitive objectives and psychomotor and affective competencies as set forth by the Medical Assisting Education Review Board (MAERB). In order to meet these objectives and competencies, entering students must be able to participate in classroom and laboratory activities, including keyboarding, tele-communications, taking vital signs, microscopy, vision testing and fulfill competency evaluations. Medical Assisting students must present to the college, proof of their having completed and passed professional level CPR sponsored by a recognized agency. First Aid training will be included in course work.

Students need to be aware of the protected practice of the licensed professionals in New York. Infringement can result in felony.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Communicate and collaborate professionally and effectively with patients, healthcare team, and third party providers in diverse environments.
- Demonstrate a mastery of a complex body of knowledge and specialized skills in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Demonstrate and practice behavior consistent with the legal and ethical standards of the profession.
- Demonstrate standard, quality, safety, and risk-reduction precautions in the healthcare setting.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
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- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

### Major Requirements

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<td>AHLT111</td>
<td>Introduction to Healthcare</td>
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<td>AHLT235</td>
<td>Healthcare Reimbursement/Billing Emphasis</td>
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<td>Pharmacology</td>
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<td>AHLT245</td>
<td>Medical Office Systems/Electronic Records</td>
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<td>AHLT252</td>
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### Liberal Arts Requirements

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Student Consumer Information is available on Bryant & Stratton College’s website at [http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx](http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx)
The Medical Reimbursement and Coding program at Bryant & Stratton College prepares students to become a professional coder in a variety of healthcare settings including doctor's offices, clinics, and specialty healthcare centers. The coder plays an important role in maintaining the integrity and quality of health information by reviewing patients’ records and assigning numeric codes for each diagnosis and procedure conducted. The claim documentation is submitted to insurance companies or the government agencies for expense reimbursement. The career outlook for coding professionals is growing as a result of the dynamic changes in managed care and health services delivery. The Medical Reimbursement and Coding degree program prepares students to take the Certified Coding Specialist – Physician exam given by AHIMA (American Health Information Management Association), to earn CCS-P certification.

Graduates of this degree plan will achieve the following program and institutional outcomes:

• Demonstrate competency to assemble, process, maintain, store, abstract, analyze, index, and retrieve health information data.
• Analyze the results of aggregate coded data to report findings and trends.
• Abstract information from medical charts to assign the correct diagnosis (ICD-10), procedure (CPT), and supply (HCPCS Level II) code in a variety of medical situations.
• Evaluate the accuracy and completeness of the patient record as defined by policy, external regulations and standards.
• Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
• Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
• Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
• Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
• Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

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<td>Workplace Mathematics</td>
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<td>MCCG135</td>
<td>ICD Procedural Coding</td>
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<td>CPT and HCPCS II Coding</td>
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</table>

Total Credit Hours Required for Graduation: 39

### Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hour</th>
</tr>
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<tbody>
<tr>
<td>COMM104</td>
<td>Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL202</td>
<td>Research and Writing</td>
<td>3</td>
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<tr>
<td>HCAS123</td>
<td>Healthcare Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HCAS133</td>
<td>Survey of Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>HCAS143</td>
<td>Human Disease and Drug Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>MATH201</td>
<td>College Mathematics - Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>SOSC225</td>
<td>Career Development II - Theory &amp; Practice</td>
<td>3</td>
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</tbody>
</table>

Total Credit Hours Required for Graduation: 21

Total Credit Hours Required for Graduation: 60

Student Consumer Information is available on Bryant & Stratton College’s website at [http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx](http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx)
Networking Technology - A.A.S.
Program: NETW

The associate degree in Networking Technology offers students a foundation of classwork and hands-on experiences with network systems commonly found in business and industry. Students will evaluate how information systems support organizational success. Networking students will then move on to analyze the technologies comprising network infrastructures to allow for successful transfer and use of mission-critical information. Networking technology students will learn how to install, configure, secure, administer, and troubleshoot network components like routers and switches in LANs, WANs, and wireless network environments.

Information Technology Assistant Diploma
Program: ITAD

Students in the Information Technology Assistant diploma will study the principles of computer technology and information systems, hardware, computer operating systems, with a focus on networking and wireless networking services required in business and industry. Students will learn how to install, configure, and administer, and troubleshoot networks and perform regular maintenance. Upon completion of this diploma program students will be prepared to support users and IT professionals with their information technology needs. Graduates of this program may apply the courses and credits toward the Networking Technology AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>INFT31 Cloud Computing</td>
<td>3</td>
</tr>
<tr>
<td>MATH101 Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>NETW151 Routing &amp; Switching in Networked Environments</td>
<td>3</td>
</tr>
<tr>
<td>NETW161 Networking with the Windows Network Operating System</td>
<td>3</td>
</tr>
<tr>
<td>NETW171 Wireless Networks &amp; WANs in the Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>NETW211 Networking with UNIX/LINUX Network Operating System</td>
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</tr>
<tr>
<td>NETW241 Network Security and Forensic Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>NETW251 Network Design &amp; Implementation</td>
<td>3</td>
</tr>
<tr>
<td>NTRN270 α Career Development III – Internship</td>
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</tr>
<tr>
<td>TECH100 Business Information Systems Principles</td>
<td>3</td>
</tr>
<tr>
<td>TECH131 Hardware and Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>TECH141 Software and Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements</td>
<td></td>
</tr>
<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL202 Research and Writing</td>
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<tr>
<td>MATH201 College Mathematics</td>
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<td>MATH201 College Mathematics</td>
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<td>MATH201 Quantitative Reasoning</td>
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<tr>
<td>SOSC115α Career Development I – Theory &amp; Practice</td>
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</tr>
<tr>
<td>SOSC225α Career Development II – Theory &amp; Practice</td>
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<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits Required for Graduation:</td>
<td>60</td>
</tr>
</tbody>
</table>

Graduates (degree ● / diploma +) will achieve the following program and institutional outcomes:

- Effectively communicate with end users, managers, and peers of a technical and non-technical nature.
- Design and administer networks through installing, configuring, troubleshooting and securing network hardware and software components.
- Use information technology to apply logical, legal, and ethical principles in performing industry related tasks or projects in a global systems environment.
- Demonstrate the ability to translate technical information into business language to meet organizational needs.
- Research, identify, evaluate, recommend and specify components of complete systems relative to hardware/software needs of an enterprise.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Nursing
Associate of Applied Science Degree (OH & VA)
Associate Degree Nursing (WI)

Program: NURS

The Nursing degree plan was revised as of September 2014, therefore returning students may have to fulfill additional clinical hour requirements.

The mission of the Associate Degree of Nursing program of Bryant & Stratton College Nursing Program is to prepare safe and effective entry level registered nurses through relevant, high quality and contemporary nursing education. The Nursing Program emphasizes classroom, laboratory, and clinical experiences that prepare students for both the world of work and for life-long learning. Computer aided instruction, telecommunications technology, clinical simulation and other technical learning strategies are seen as integral components of the delivery methods needed to serve the educational needs of students in the 21st century.

The program provides a foundation of learning which promotes integration of clinical decision making processes into the provision of nursing care for meeting the health/illness needs of patients across the life span.

The roles of the associate degree nurse (Provider of Care, Manager of Care, teacher, researcher, and advocate) describe nursing practice and role expectations of the entry level registered nurse. The organizing framework provides direction for the selection and ordering of learning experiences to achieve program student learning outcomes.

Students who complete this program are eligible to sit for the RN- N.C.L.E.X. licensure exam.

Graduates from the associate degree Nursing Program will be able to:
- Employ critical thinking and reasoning to utilize the nursing process as a framework to deliver comprehensive, safe, and culturally sensitive care across the lifespan.
- Demonstrate clinical competence in the performance of nursing skills utilizing quality measures to provide safe effective nursing care.
- Apply best current evidence and appropriate nursing judgement in collaboration with the patient to guide clinical decision making in the delivery of nursing care.
- Collaborate and communicate effectively with patients, families and their social support system, and the members of the health care team to achieve mutually agreed upon patient outcomes.
- Practice within the ethical, legal and regulatory frameworks of professional standards for nursing, including employing agencies’ standards of care, assuming students had no past conduct or convictions, which prevent such practice.
- Construct a framework of personal accountability for lifelong learning with an entry-level set of knowledge, skills, and behaviors to provide safe, effective nursing care.
- Employ information literacy skills through the effective use of informatics to communicate, manage knowledge, mitigate errors, and support decision-making.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

* Institutional Outcomes

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>BIOL110 Anatomy &amp; Physiology I</td>
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</tr>
<tr>
<td>BIOL120 Microbiology Applications</td>
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<tr>
<td>BIOL205 Pathophysiology</td>
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<tr>
<td>BIOL210 Anatomy &amp; Physiology II</td>
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<tr>
<td>NURS100 Introduction to Nursing</td>
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<tr>
<td>NURS103 Nursing Fundamentals</td>
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<tr>
<td>NURS125 Lifespan-Development &amp; Nursing Practice</td>
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<td>NURS202 Family Child Nursing</td>
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<td>NURS211 Medical/Surgical Nursing I</td>
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<tr>
<td>NURS215 Pharmacology for Nurses</td>
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<tr>
<td>NURS222 Geriatric &amp; Mental Health Nursing</td>
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<tr>
<td>NURS223 Medical/Surgical Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>NURS230 Nursing Issues, Leadership &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS270 Nursing Internship</td>
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</table>

Liberal Arts Requirements:

<table>
<thead>
<tr>
<th>Liberal Arts Requirements:</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>COMM115 Introduction to Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COMM201 Public Speaking and Rhetorical Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>ENGL101 Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL250 Research and Writing II</td>
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<tr>
<td>MATH201 College Mathematics</td>
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<td>- Quantitative Reasoning</td>
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<tr>
<td>PHIL250 Practices in Analytic Reasoning and Critical Thinking</td>
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<tr>
<td>PSYC101 Principles of Psychology</td>
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</tbody>
</table>

Total Credit Hours Required for Graduation:          72
Occupational Therapy Assistant - A.A.S.
Program: OTAP

"Assisting people to achieve independence and dignity through meaningful engagement"

The profession of occupational therapy is centered on helping individuals to live life to the fullest. Occupational therapists and occupational therapy assistants help people of all ages, despite injury, condition, or disability, to perform in the daily activities (or "occupations") they want and need to do. It is these occupations that define who we are; organize our daily routines; enable us to successfully fulfill our important life roles; and provide dignity, purpose, and meaning. Essentially, occupational therapy practitioners use everyday activities as therapy to help clients to gain or regain physical, mental, and emotional capacities necessary to function and thrive in life roles. They modify environments, tasks, and tools of everyday life to increase access and enable people to successfully participate.

The demand for occupational therapy services is expected to increase significantly in the upcoming years. Reasons for this include a growing elderly population, emphasis on quality services for children and adults with developmental disabilities, an expanding healthcare system which will allow many more individuals access to medical care, and increasing emphasis on wellness and prevention in society.

The Occupational Therapy Assistant curriculum at Bryant & Stratton College prepares graduates to work in a variety of healthcare and community settings including hospitals, rehabilitation clinics, schools, skilled nursing facilities, and day treatment centers. The program provides instruction in theory, assessment skills, client-centered and evidence-based interventions across the lifespan, as well as documentation and intervention planning. Classroom and lab experiences are enhanced and reinforced through multiple fieldwork experiences in a variety of settings.

The occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

Once accreditation of the program has been obtained, its graduates will be eligible to sit for the certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, individual will be Certified Occupational Therapy Assistants (COTA). In addition, most states require licensure or authorization, in addition to passing the NBCOT exam, in order to practice. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure or authorization. www.nbcot.org

Note: the last semester for OTA students requires full-time day fieldwork participation.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Be an advocate for clients, services and for the profession.
- Apply occupational therapy principles and theories to evaluation and intervention techniques in order to achieve desired outcomes.
- Appreciate the distinct roles and responsibilities of the occupational therapy assistant as they apply to interaction with clients, family members, and other professionals including occupational therapists.
- Demonstrate professional behavior and values, moral and ethical standards and attitudes consistent with the profession of occupational therapy.
- Provide services to clients of varied backgrounds in various systems without bias.
- Value research, evidence-based practice, and the need to keep current and engaged in life-long learning.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

* institutional outcomes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td>Major Requirements</td>
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<tr>
<td>OTAP101</td>
<td>Introduction to Occupational Therapy</td>
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<td>OTAP102</td>
<td>Occupational Therapy Process</td>
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<td>OTAP120</td>
<td>Human Occupations</td>
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<td>OTAP135</td>
<td>Fieldwork I A</td>
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<td>OTAP201</td>
<td>Psychosocial Intervention</td>
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<td>OTAP220</td>
<td>Documentation in Occupational Therapy</td>
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<tr>
<td>OTAP230</td>
<td>Developmental/Pediatric Intervention</td>
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<td>OTAP235</td>
<td>Fieldwork I B</td>
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<td>OTAP240</td>
<td>Human Movement for Occupation</td>
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<tr>
<td>OTAP245</td>
<td>Physical Disability Intervention</td>
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<tr>
<td>OTAP250</td>
<td>Adaptive Interventions</td>
</tr>
<tr>
<td>OTAP252</td>
<td>Professional Issues in Occupational Therapy</td>
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<tr>
<td>OTAP270</td>
<td>Fieldwork Level IIA</td>
</tr>
<tr>
<td>OTAP271</td>
<td>Fieldwork Level IIB</td>
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<tr>
<td>BIOL113</td>
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</tr>
<tr>
<td>BIOL213</td>
<td>Anatomy &amp; Physiology II</td>
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<td>COMM115</td>
<td>Introduction to Information Literacy</td>
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<tr>
<td>ENGL101</td>
<td>Research and Writing I</td>
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<tr>
<td>ENGL250</td>
<td>Research and Writing II</td>
</tr>
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<td>MATH201</td>
<td>College Mathematics</td>
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<td></td>
<td>- Quantitative Reasoning</td>
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<td>PSYC101</td>
<td>Principles of Psychology</td>
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<tr>
<td>PSYC111</td>
<td>Developmental Psychology</td>
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<td>PSYC120</td>
<td>Abnormal Psychology</td>
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<tr>
<td>SOSC102</td>
<td>Principles of Sociology</td>
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32

Total Credit Hours Required for Graduation 73

JANUARY 2018

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantanstratton.edu/Degrees/StudentConsumerInfo.aspx
Office Management - A.A.S.

Program: OITT

Information technology has revolutionized the office environment. Electronic correspondence, the internet, mobile devices, and virtual/wireless technology has revolutionized all businesses and industry, at home and abroad. As advances in technology continue, business minded individuals need to be prepared to use technology to advance within their chosen career field. This program of study is designed to prepare students for clerical, support and administrative assistant positions in all areas of business, from professional offices to public institutions, and government agencies. Students will become proficient in state of the art office technology and equipment, workplace procedures, document processing and design, and communication skills. Students will be able to utilize innovative technology to enhance and improve office procedures, in addition, students will develop the interpersonal, decision making and analytical skills required in dealing with workplace problems and situations. This program combines a well-balanced academic program with expert administrative and computer instruction to give students the diversified educational training and background needed to hold positions of importance in many areas of the business world.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSS100 Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
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<tr>
<td>MATH101 Workplace Mathematics</td>
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</tr>
<tr>
<td>NTRN270 Career Development III - Internship</td>
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</tr>
<tr>
<td>VOIM109 Office Applications - Word Processing &amp; Keyboarding</td>
<td>3</td>
</tr>
<tr>
<td>VOIM111 Office Applications - Presentations &amp; Publishing</td>
<td>3</td>
</tr>
<tr>
<td>VOIM112 Office Applications - Spreadsheets &amp; Databases</td>
<td>3</td>
</tr>
<tr>
<td>VOIM120 21st Century Office Procedures</td>
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</tr>
<tr>
<td>VOIM230 Mobile Communication Management I</td>
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<tr>
<td>Major Electives</td>
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</tr>
<tr>
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<tr>
<td>COMM104 Learning Communities</td>
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<td>ENGL202 Research and Writing</td>
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<td>MATH201 College Mathematics - Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
<td>3</td>
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<tr>
<td>SOSC225 Career Development II – Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>60</td>
</tr>
</tbody>
</table>

Graduates (degree ✓ / diploma +) will achieve the following program and institutional outcomes:

- Utilize current and innovative office technology in the operation of the virtual workplace and/or office environment.
- Employ key financial, managerial, marketing, relational and ethical business principles as it relates to the office environment and the global economy.
- Utilize higher level organizational, interpersonal and technical skills to successfully implement required office practices and procedures.
- Utilize advanced computer technology applications in the office environment to improve work-place efficiency.
- Assess current business related technologies and resources to enhance professional administrative productivity.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Office Administrative Assistant Diploma

Program: OAAD

This diploma program prepares students for clerical, office support, and administrative assistant positions in professional businesses, public institutions, and government agencies. Students will become proficient utilizing contemporary technology and equipment, office procedures, document processing and communication skills. Graduates of this program may apply the courses and credits toward the Office Management AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSS100 Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
</tr>
<tr>
<td>MATH101 Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>VOIM109 Office Applications - Word Processing &amp; Keyboarding</td>
<td>3</td>
</tr>
<tr>
<td>VOIM111 Office Applications - Presentations &amp; Publishing</td>
<td>3</td>
</tr>
<tr>
<td>VOIM112 Office Applications - Spreadsheets &amp; Databases</td>
<td>3</td>
</tr>
<tr>
<td>VOIM120 21st Century Office Procedures</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>30</td>
</tr>
</tbody>
</table>

Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.

Semester Credit Hour

<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>6</td>
</tr>
</tbody>
</table>

Career Development I – Theory & Practice

Career Development II – Theory & Practice

Career Development III – Internship

Dedicated online learners take alternate courses.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Paralegal Studies - A.A.S.
Program: PLEG

The Paralegal Studies program emphasizes practical hands-on applications and prepares students to analyze cases and to prepare legal forms and documents required in litigating law suits, prosecuting crimes, closing real estate transactions, and drafting documents used in custody, separation, and divorce proceedings.

The program also emphasizes the ethical considerations for legal professionals as prescribed by the American Bar Association and the National Federation of Paralegal Associates.

Graduates are prepared to obtain entry-level positions working under the supervision of an attorney in private law firms or in other related occupations in government, legal departments of banks, corporations, insurance companies, accounting firms, and real estate development or property management firms.

<table>
<thead>
<tr>
<th>Semester Credit Hour</th>
<th>Major Requirements</th>
<th>Liberal Arts Requirements</th>
<th>Total Credit Hours Required for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL102</td>
<td>Research and Writing for the Workplace 3</td>
<td>COMM104</td>
</tr>
<tr>
<td></td>
<td>INFT124</td>
<td>Computing Skills 3</td>
<td>ENGL202</td>
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<td>MATH101</td>
<td>Workplace Mathematics 3</td>
<td>MATH201</td>
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<td>PLEG100</td>
<td>Introduction to Legal Studies 3</td>
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<td>PLEG110</td>
<td>Contract Law 3</td>
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<td>PLEG120</td>
<td>Civil Litigation 3</td>
<td>ENGL202</td>
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<td>Legal Research &amp; Writing I 3</td>
<td>MATH101</td>
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<td>PLEG140</td>
<td>Law Office Management &amp; Technology 3</td>
<td>PLEG100</td>
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<td></td>
<td>PLEG220</td>
<td>Torts &amp; Remedies 3</td>
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<td>PLEG230</td>
<td>Criminal Law &amp; Procedures 3</td>
<td>PLEG120</td>
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<tr>
<td></td>
<td>PLEG235</td>
<td>Legal Research &amp; Writing II 3</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Major Electives 3</td>
<td>PLEG140</td>
</tr>
</tbody>
</table>

Graduates (degree +/- diploma +) will achieve the following program and institutional outcomes:

- Describe and discuss the basic responsibilities, legal and procedural theories, and limitations of a paralegal.
- Define, apply, and defend principles of legal ethics within a variety of settings.
- Distinguish appropriate legal terminology and utilize terms correctly in legal documents.
- Design and compose legal documents, including but not limited to correspondence, pleadings, briefs, and memoranda, that are relevant to different substantive areas of law.
- Utilize electronic and print resources to locate primary and secondary law related legal documents to research, summarize, and evaluate legal issues.
- Identify and utilize information technology tools and skills in both general and law related office practices.
- Apply appropriate paralegal specific knowledge, skills and behaviors to analyze and interpret primary and secondary law sources and related legal documents.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Legal Office Assistant Diploma
Program: LOAD

The Legal Office Assistant diploma program emphasizes the practical hands-on applications and skills necessary to enter the legal profession in a specialized administrative capacity. Legal Office Assistants provide support for attorneys, law firms, and corporations with researching and preparing legal forms and documents required in litigating law suits, prosecuting crimes, and closing real estate transactions. Coursework includes extensive training with case management, organizing and maintaining both in print and electronic documents, and drafting documents and correspondence used in a variety of legal venues such as custody, separation, and divorce proceedings. Graduates of this program may apply the courses and credits toward the Paralegal Studies AAS degree plan.

<table>
<thead>
<tr>
<th>Semester Credit Hour</th>
<th>Major Requirements</th>
<th>Liberal Arts Requirements</th>
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<tbody>
<tr>
<td></td>
<td>ENGL102</td>
<td>Research and Writing for the Workplace 3</td>
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<tr>
<td></td>
<td>INFT124</td>
<td>Computing Skills 3</td>
</tr>
<tr>
<td></td>
<td>MATH101</td>
<td>Workplace Mathematics 3</td>
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<td>NTRN270</td>
<td>Career Development Ill-Internship 3</td>
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<td>Introduction to Legal Studies 3</td>
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<td>PLEG110</td>
<td>Contract Law 3</td>
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<td></td>
<td>PLEG120</td>
<td>Civil Litigation 3</td>
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<td>PLEG135</td>
<td>Legal Research &amp; Writing I 3</td>
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<td>PLEG140</td>
<td>Law Office Management &amp; Technology 3</td>
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<td>PLEG220</td>
<td>Torts &amp; Remedies 3</td>
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<td>Criminal Law &amp; Procedures 3</td>
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<tr>
<td></td>
<td>PLEG235</td>
<td>Legal Research &amp; Writing II 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major Electives 3</td>
</tr>
</tbody>
</table>

Students Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Physical Therapist Assistant-A.A.S
Program: PTAP

Physical Therapist Assistants (PTAs) provide physical therapy services under the direction and supervision of a licensed physical therapist to individuals of all ages, from newborns to the very old, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. PTAs practice in a variety of settings including outpatient clinics, hospitals and skilled nursing facilities, private practice, home health agencies, schools, sports facilities, and work settings. They may also be involved in teaching patients or clients exercises for mobility, strength and coordination, crutch/cane/walker mobility, therapeutic massage, or the use of physical agents such as ultrasound or electrical stimulation.

Upon successful completion of the Physical Therapist Assistant program at Bryant & Stratton College, students are awarded an AAS degree and once the program is accredited students are eligible to sit for the NPTE (National Physical Therapy Exam) for PTAs. Our five consecutive semester curriculum prepares graduates to work in a variety of healthcare settings by providing instruction in theory, assessment of skills, client/patient-centered and evidence-based interventions across the lifespan, as well as documentation and intervention planning. Classroom and lab experiences are enhanced and reinforced through two integrated clinical education experiences and two full-time, terminal clinical education experiences in a variety of settings.

Effective May 4, 2016, the Physical Therapist Assistant Programs at Bryant & Stratton College, Parma, Southtowns, Syracuse, and Wauwatosa campuses have been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Graduation from a physical therapist assistant education program accredited by CAPTE is necessary for eligibility to sit for the PTA licensure examination which is required in all states. Once accreditation of the Physical Therapist Assistant program has been obtained, its graduates will be eligible to sit for National Physical Therapist Assistant Examination (NPTE-PTA) through the Federation of State Boards of Physical Therapy (FSBPT). State licenses/certifications are based largely on the results of the NPTE-PTA.

Note that a felony conviction may affect a graduate’s ability to sit for the NPTE-PTA or attain state licensure.

Note that the last semester for PTA students requires full-time day clinical internship participation.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Demonstrate professional behavior and values, moral and ethical standards and attitudes consistent with the career of the physical therapist assistant.
- Articulate the distinct roles and responsibilities of the physical therapist assistant as they apply to interaction with patients, family members, physical therapists and other professionals.
- Be an advocate for patients, services and for the profession.
- Apply physical therapy principles and theories to data collection and intervention in order to achieve desired outcomes.
- Provide services to patients of varied backgrounds in various systems without bias.
- Utilize research in order to make evidence-based practice decisions and demonstrate lifelong learning.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

*Institutional Outcomes

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>PTAP101  Introduction to Physical Therapy</td>
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</tr>
<tr>
<td>PTAP102  Fundamentals of Physical Therapy</td>
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</tr>
<tr>
<td>PTAP111  Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PTAP120  Motor Develop/Aging</td>
<td>2</td>
</tr>
<tr>
<td>PTAP130  Clinical Medicine/Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>PTAP201  Physical Therapy Modalities</td>
<td>2</td>
</tr>
<tr>
<td>PTAP202  Data Collection</td>
<td>3</td>
</tr>
<tr>
<td>PTAP210  Therapeutic Exercise</td>
<td>3</td>
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<tr>
<td>PTAP225  PTA Clinical Internship IA</td>
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<tr>
<td>PTAP230  Neurological/Neuromuscular Rehab</td>
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<td>PTAP235  Practice Management</td>
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<tr>
<td>PTAP236  Professional Issues in Physical Therapy</td>
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<tr>
<td>PTAP240  Physical Therapy Interventions</td>
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<td>PTAP245  Orthopedics and Musculoskeletal Rehab</td>
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<td>PTAP260  PTA Clinical Internship IB</td>
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<td>PTAP270  PTA Clinical Internship IIA</td>
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<td>PTAP271  PTA Clinical Internship IIB</td>
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<tr>
<td>BIOL113  Anatomy &amp; Physiology I</td>
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<tr>
<td>BIOL213  Anatomy &amp; Physiology II</td>
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<td>BIOL205  Pathophysiology</td>
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<td>COMM115  Introduction to Information Literacy</td>
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</tr>
<tr>
<td>ENGL101  Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL250  Research and Writing II</td>
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<td>MATH201  College Mathematics</td>
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</tr>
<tr>
<td>PSYC101  Principles of Psychology</td>
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</table>

Total Credit Hours Required for Graduation 71
Digital Marketing Specialist Diploma
Campus Program: DMAD

Digital marketing applies digital technologies to marketing techniques. In addition to learning fundamentals business and marketing concepts, students will engage with current technologies to promote brands, increase sales, and interact with customers. This program prepares students to employ social media to attract consumers and encourage brand growth through the creation of brand ambassadors. Additionally, students learn to analyze web data to optimize website utilization. Credits for the Digital Marketing Specialist diploma program articulate into the Digital Marketing Associate degree.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Design and implement effective social media marketing campaigns.
- Use digital marketing strategies to enhance brand visibility and accessibility and gain website traffic.
- Create consumer loyalty by engaging with customers through various social media marketing pathways.
- Analyze consumer digital behavior and marketing campaign results to increase sales.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written, and/or oral formats.
- Transfer knowledge, skills, and behavior acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

### Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hour</th>
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<td>BUSS100</td>
<td>Business Principles</td>
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<td>BUSS110</td>
<td>Marketing Principles</td>
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<tr>
<td>ENGL102</td>
<td>Research &amp; Writing for the Workplace</td>
<td>3</td>
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<td>INFT124</td>
<td>Computing Skills</td>
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<tr>
<td>MARK100</td>
<td>Introduction to Digital Marketing</td>
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<tr>
<td>MARK110</td>
<td>Content &amp; Social Media Marketing</td>
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<td>MARK120</td>
<td>Web Analytics &amp; Reporting</td>
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<td>MATH101</td>
<td>Workplace Mathematics</td>
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### Liberal Arts Requirements

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<td>COMM104</td>
<td>Learning Communities</td>
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<td>SOSC115</td>
<td>Career Development I – Theory &amp; Practice</td>
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</table>

### Total Credit Hours Required for Graduation

- 30

* Dedicated online learners take alternate courses.

Student Consumer Information is available on Bryant & Stratton College’s website at [http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx](http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx)
Early Childhood Care and Development – Diploma
Program: ECCD

The Early Childhood Care and Development diploma curriculum provides an understanding of early childhood theory and its application to childcare and educational settings. The program prepares individuals to work with children from infancy through middle childhood in a variety of childcare/early learning environments such as, childcare centers, child development programs, public education classrooms, early intervention and recreation programs, etc. In alignment with NAEYC standards, candidates will engage in; promoting child development and learning, building family and community relationships, observing, documenting, and supporting young children, using developmentally effective approaches, effectively implementing curriculum, and demonstrating the knowledge, skills and dispositions of an early childhood professional.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Implement developmentally-appropriate daily activities designed to foster the social, emotional, physical, intellectual and creative growth of every child.
- Integrate health, safety and nutrition practices according to local, state and national standards.
- Create respectful, reciprocal relationships with children’s families and communities to foster involvement and support children’s development and learning.
- Observe, document and evaluate to support young children and families teaching and learning.
- Incorporate developmentally-appropriate guidance strategies to positively impact child behavior and social-emotional development.
- Organize work effectively to create a purposeful, responsive program, including preparation of written plans, progress records, parent communication and various reports.
- Utilize current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills, and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tr>
<td>ECED101 Foundations in Early Childhood Care and Education</td>
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<tr>
<td>ECED102 Child Growth and Development</td>
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<td>ECED103 Creative and Language Arts for Children</td>
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<td>ECED104 Health, Safety and Nutrition for the Young Child</td>
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<td>ECED105 Child Behavior, Observation and Evaluation</td>
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<td>ECED106 Family and Community Connections</td>
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<td>ECED107 Early Childhood Practice Experience</td>
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<td>ENGL102 Research and Writing for the Workplace</td>
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<tr>
<td>INFT124 Computing Skills</td>
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<td>MATH101 Workplace Mathematics</td>
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<th>Liberal Arts Requirements</th>
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<tr>
<td>COMM104 Learning Communities</td>
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<td>SOSC115 Career Development I – Theory and Practice</td>
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<td><strong>Total Credit Hours Required for Graduation</strong></td>
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* Dedicated online learners take alternate courses.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Licensed Practical Nurse Diploma (WI, VA, & OH)

Program: LPND

Through classroom theory and clinical experience in nursing skills, the Licensed Practical Nurse (LPN) diploma prepares participants to become licensed practical nurses. LPNs are an important part of the healthcare team, working under the supervision of doctors and registered nurses. Practical Nurse graduates provide care to their patients in a variety of healthcare environments, including physicians’ offices, clinics, nursing homes, assisted living facilities, rehabilitation centers, and home healthcare settings. Those who successfully complete the program are awarded a diploma and will be eligible to apply to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

Graduates of this diploma plan will achieve the following program and institutional outcomes:

- Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices.
- Function as a member of the interdisciplinary health care team upholding legal and ethical principles.
- Utilize effective communication methods which manage information, prevent errors, and support decision making necessary for the provision of quality patient care and continuous quality improvement.
- Utilize leadership skills in various settings as a collaborator of care.
- Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship centered care.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
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<tr>
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<tr>
<td></td>
<td>BIOL110 Anatomy &amp; Physiology I</td>
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<td>BIOL210 Anatomy &amp; Physiology II</td>
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<td>LPVN100 Fundamentals of Practical Nursing</td>
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<td>LPVN101 PN-Medical/Surgical Nursing I</td>
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<td>LPVN105 Pharmacology for LPNs</td>
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<td>LPVN110 Intravenous Therapy</td>
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<td>LPVN115 Practical Nursing Leadership and Transition</td>
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<td>LPVN120 Maternal/Child Nursing</td>
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<td>LPVN130 PN-Medical/Surgical Nursing II</td>
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<td>NURS125 Lifespan Development and Nursing Practice</td>
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<tr>
<td>ENGL101 Research and Writing I</td>
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<td>MATH201 College Mathematics - Quantitative Reasoning</td>
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<tr>
<td>PSYC101 Introduction to Psychology</td>
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</table>

Total Credit Hours Required for Graduation 41
Medical Billing and Coding Diploma
Program: MBAC

Medical billing and coding professionals play an important role in healthcare today. They code patients’ diagnosis and submit claims to insurance providers or government agencies for the payment of services and treatments. The healthcare sector needs skills, qualified medical insurance billers and codes to accurately record, register and track payments within the reimbursement process. Students in the Medical Billing and Coding diploma program develop the knowledge, skills, and abilities required of entry-level coders in both hospital and physician offices. Students completing the diploma program will be prepared for the Certified Coding Associate (CCA) exam given by AHIMA (American Health Information Management Association).

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Demonstrate competency to assemble, process, maintain, store, abstract, analyze, index, and retrieve health information data.
- Analyze the results of aggregate coded data to report findings and trends.
- Abstract information from medical charts to assign the correct diagnosis (ICD-10), procedure (CPT), and supply (HCPCS Level II) code in a variety of medical situations.
- Evaluate the accuracy and completeness of the patient record as defined by policy, external regulations and standards.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, learning, and professional communities for personal and career growth.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

<table>
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<th>Semester</th>
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<td>HCAS129 Electronic Health Records</td>
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<td>INFT124 Computing Skills</td>
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<td>MATH101 Workplace Mathematics</td>
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<tr>
<td>MCCG100 Introduction to Reimbursement &amp; Coding</td>
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<td>MCCG135 ICD Procedural Coding</td>
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| Liberal Arts Requirements | |
| COMM104 Learning Communities | 3 |
| HCAS123 Healthcare Terminology | 3 |
| HCAS133 Survey of Anatomy & Physiology | 3 |
| HCAS143 Human Disease & Drug Pharmacology | 3 |
| **Total** | **12** |

**Total Credit Hours Required for Graduation**: 36

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
ACCOUNTING DESCRIBES
The course numbering system consists of four letters and three numbers for each course. The letters indicate the following subject areas:

Accounting ......................... ACCT
Allied Health ....................... AHLT
Biology ................................. BIOL
Business ................................ BUSS
Communication ..................... COMM
Criminal Justice ..................... CRJU
Early Childhood Education ........ ECED
Economics .............................. ECON
English .................................. ENGL
Financial Services .................... FINA
Graphic Design ........................ GRAD
Health Services ........................ HCAS/HTHS
Human Resources ................... HURS
History .................................. HIST
Hospitality ................................ HOSS
Humanities .............................. HUMA
Human and Social Services ........ HUSS
Information Technology ............. INFT
Licensed Practical Nursing .......... LPVN
Literature ................................ LITR
Marketing ............................... MARK
Mathematics ............................ MATH
Medical Administrative Assistant ... MDAA
Medical Coding ....................... MCCG
Medical Reimbursement ............. MRCD
Natural Science ...................... NSCI
Network Technology ................ NETW
Nursing .................................. NURS
Occupational Therapy ............... OTAP
Office Management .................. VOIM
Paralegal Studies ..................... PLEG
Philosophy .............................. PHIL
Physical Therapist .................... PTAP
Pre-College ............................. MISC
Psychology ............................. PSYC
Security Technology ................ SECR
Social Science .......................... SOSC
Technology .................. TECH
Workplace Readiness ............... (MISC)

Prerequisite: A course that a student must pass before enrolling in the more advanced course.
Co-requisite: A course that a student must enroll in at the same time as, or in some cases prior to, enrolling in the desired course.

Accounting (ACCT)

ACCT110 ACCOUNTING PRINCIPLES I 3 Semester Credit Hours
An introduction to accounting concepts, ethics, principles, and practices is provided. The focus is upon the accounting cycle, the recording process, financial statement preparation, payroll, and cash control utilizing appropriate technology. Ethics and appropriate technology are applied throughout the course.

ACCT130 INCOME TAX ACCOUNTING 3 Semester Credit Hours
In this course, the theory, purpose, and ethics of federal income tax law will be examined. Students will prepare individual returns including federal tax forms and schedules both manually and electronically. Ethics and appropriate technology are applied throughout the course.
Prerequisite: ACCT110

ACCT205 ACCOUNTING PRINCIPLES II 3 Semester Credit Hours
Accounting concepts, principles and practices from Accounting Principles I are applied to a merchandising business. This course includes specific inventory methods, receivables and payables, bad debt, and valuation of plant and equipment. An overview of basic partnership and corporate transactions is provided. Ethics is applied throughout the course.
Prerequisite: ACCT110

ACCT207 PAYROLL PROCEDURES AND ADMINISTRATION 3 Semester Credit Hours
Students will study payroll and personal records, procedures, and regulations. Various laws pertaining to the computation of earnings and withholdings will be addressed. Payroll tax payment requirements and preparation of the employer’s federal payroll tax reports will also be included. Ethics and appropriate technology are applied throughout the course.
Prerequisite: ACCT110

ACCT210 COMPUTERIZED ACCOUNTING SYSTEMS 3 Semester Credit Hours
Students will apply accounting skills developed in Accounting Principles I and Accounting Principles II, to complete accounting functions through the use of integrated technology. Ethics and appropriate technology are applied throughout the course.
Prerequisite: ACCT205

ACCT215 INTERMEDIATE ACCOUNTING 3 Semester Credit Hours
This course is an advanced study of financial statements, with a focus on the income statement. Emphasis is placed on calculations and analysis of information to prepare journal entries, financial statements and bank reconciliations. FASB and IFRS will be compared and contrasted. Ethics and appropriate technology are applied throughout the course.
Prerequisite: ACCT205

ACCT220 FINANCIAL ANALYSIS 3 Semester Credit Hours
Fundamental concepts of financial analysis and planning are covered. Students will apply ratio analysis and techniques to determine strengths and weaknesses of an organization. Capital budgeting, debt and equity funds raising, and forecasting based on budgets and cash projections are included with more advanced focus upon financial statements, cash, and temporary investments. Creating and evaluating the cash flow statement relative to the decision making process is also addressed. Ethics and appropriate technology are applied throughout the course.
Prerequisite: ACCT205

ACCT230 COST ACCOUNTING 3 Semester Credit Hours
A study of job order and process cost accounting systems is provided. Cost applications for manufacturing, materials, labor, factory overhead, and break-even and cost-volume-profit analysis are covered. An overview of activity based costing (ABC) is also included. Ethics and appropriate technology are applied throughout the course.
Prerequisite: ACCT205

ACCT315 INTERMEDIATE ACCOUNTING II 3 Semester Credit Hours
This course builds upon the financial statements, emphasizing the balance sheet. The course will focus on accounting for pensions and leases, debt and equity financing, Shareholder’s Equity, GAAP, IFRS, and FASB Codification. Ethics and appropriate technology are applied throughout this course.
Prerequisite: ACCT215

ACCT330 MANAGERIAL ACCOUNTING 3 semester credit hours
Students enrolled in the Managerial Accounting course will analyze accounting information to plan and control operations, assess the cost of products and services, and evaluate the performance of strategic decisions to make financial decisions. Students will also learn how the behavioral concepts and opinions of human variables impact the decision-making process common to accounting.
Prerequisite: ACCT230

Liberal Arts and Science Classifications
(MA): Mathematics
(SS): Social Sciences
(HU): Humanities
(NS): Natural Science

Courses may not satisfy general education criteria if the course is required in the major. Refer to the degree plan for specifics.
**ACCT400 CORPORATE INCOME TAX**  
3 semester credit hours  
Students will study the federal income tax issues involved in the organization and operation of corporations including federal tax concepts and the legislative process. Students will examine tax planning and compliance issues, analyze and the fine tax implications, and evaluate and communicate tax implications. Topics will include tax legislation, compliance, ethics, professional responsibility, and the tax implications of financial and business decisions.

**ACCT420 AUDITING**  
3 Semester Credit Hours  
This course provides students with an introduction to the art of auditing. Students will examine the fundamental principles and techniques of auditing, audit reporting, ethics, professional and auditing standards, risk and materiality and fraud. After completing this course, students will be able to identify the required components for a successful audit and identify and avoid common potential audit deficiencies.  
Prerequisite: ACCT315

**ACCT430 ADVANCED ACCOUNTING**  
3 Semester Credit Hours  
This is an advanced financial accounting course that examines selected complex issues in accounting. Students will learn about equity and cost methods of accounting, business combinations, consolidated financial information, intercompany transactions, partnerships, foreign currency, and non-profit accounting and financial reporting issues.  
Prerequisite: ACCT315

**ACCT435 ACCOUNTING CAPSTONE**  
3 Semester Credit Hours  
Students will design, execute and present the outcomes of a research-related, industry specific capstone project. They will use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline.

**ACCT470 ACCOUNTING PRACTICUM**  
3 Semester Credit Hours  
In this course, students will design, execute and present the outcomes of a capstone project conducted during a practicum field experience. Students will be challenged to use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline. Students will be evaluated from both academic and professional standards.

**Allied Health (AHLT)**

**AHLT100 MEDICAL TERMINOLOGY**  
3 Semester Credit Hours  
An introduction to correctly constructing, spelling, defining, and using medical terminology is provided. The language of medicine is studied through an investigation of the structure and formation of medical terms. Provides an overview of terms used in the medical setting.

**AHLT111 INTRODUCTION TO HEALTH CARE**  
3 Semester Credit Hours  
Introduction to working in healthcare with an emphasis on communication, legal implications, and ethical considerations. An overview of health care delivery systems and the roles of health care professionals are discussed.

**AHLT120 ANATOMY & PHYSIOLOGY I**  
3 Semester Credit Hours (NS)  
A study of the structure and basic molecular and cellular functions, and basic disease processes of the integumentary, skeletal, muscular, respiratory, cardiovascular and lymphatic systems.  
Prerequisite: AHLT100  
Corequisite: AHLT130

**AHLT125 ANATOMY & PHYSIOLOGY II**  
3 Semester Credit Hours (NS)  
A study of the structure and basic molecular and cellular functions, and basic disease processes of the integumentary, skeletal, muscular, respiratory, cardiovascular and lymphatic systems.  
Prerequisite: AHLT100  
Corequisite: AHLT230

**AHLT130 CLINICAL PROCEDURES**  
4 Semester Credit Hours  
This course focuses on hands-on application of theory preparing the medical assistant for the clinical day-to-day operations in an ambulatory setting. Emphasis is placed on professional behaviors, clinical skills, documentation, and patient education.

**AHLT120 MEDICAL TERMINOLOGY**  
3 Semester Credit Hours  
An introduction to correctly constructing, spelling, defining, and using medical terminology is provided. The language of medicine is studied through an investigation of the structure and formation of medical terms. Provides an overview of terms used in the medical setting.

**AHLT111 INTRODUCTION TO HEALTH CARE**  
3 Semester Credit Hours  
Introduction to working in healthcare with an emphasis on communication, legal implications, and ethical considerations. An overview of health care delivery systems and the roles of health care professionals are discussed.

**AHLT120 ANATOMY & PHYSIOLOGY I**  
3 Semester Credit Hours (NS)  
A study of the structure and basic molecular and cellular functions, and basic disease processes of the integumentary, skeletal, muscular, respiratory, cardiovascular and lymphatic systems.  
Prerequisite: AHLT100  
Corequisite: AHLT130

**AHLT125 ANATOMY & PHYSIOLOGY II**  
3 Semester Credit Hours (NS)  
A study of the structure and basic molecular and cellular functions, and basic disease processes of the integumentary, skeletal, muscular, respiratory, cardiovascular and lymphatic systems.  
Prerequisite: AHLT100  
Corequisite: AHLT230

**AHLT130 CLINICAL PROCEDURES**  
4 Semester Credit Hours  
This course focuses on hands-on application of theory preparing the medical assistant for the clinical day-to-day operations in an ambulatory setting. Emphasis is placed on professional behaviors, clinical skills, documentation, and patient education.

**AHLT230 MEDICAL LABORATORY**  
4 Semester Credit Hours  
This course focuses on hands-on application of theory preparing the medical assistant for the collection of body fluids in the day-to-day operations in an ambulatory setting. Emphasis is placed on professional behaviors, laboratory skills, documentation, and patient education.

**AHLT270 MEDICAL ASSISTING INTERNSHIP**  
3 Semester Credit Hours  
Field experience in an ambulatory setting under the supervision and evaluation of a cooperating facility and the college is provided. In accordance with CAHEP regulations, students may not receive compensation from the Internship site. Students utilize knowledge and skills gained in the career program for a minimum of 160 clock hours. Students also attend classroom seminars for coordination and evaluation of the Internship experience.

**AHLT235 HEALTH CARE REIMBURSEMENT/BILLING EMPHASIS**  
3 Semester Credit Hours  
An introduction to reimbursement methods and proper coding procedures for various insurance and managed care plans. Eligibility requirements, processing, collection, and computerized patient accounting procedures using ethical and legal guidelines are emphasized.  
Prerequisites: AHLT100, INFT124

**AHLT240 PHARMACOLOGY**  
3 Semester Credit Hours  
The basic concepts of clinical pharmacology are examined. Drug legislation and the laws governing dispensing of drugs are studied. The mathematics of dosages, metric conversions, and the classification of drugs to include indications, side effects, and contraindications are discussed.  
Prerequisites: AHLT100 & MATH201

**AHLT245 MEDICAL OFFICE PROCEDURES/ELECTRONIC RECORDS**  
3 Semester Credit Hours  
Administrative skills are developed for the medical office including daily operations, managing medical records, information management, practice finances, and equipment management.  
Prerequisites: AHLT100, INFT124

**AHLT252 ADVANCED MEDICAL ASSISTING**  
3 Semester Credit Hours  
The seminar course is the realization of the efforts in the previous courses. Students will be challenged with complex medical assisting issues (clinical and administrative), compliance issues, and general medical knowledge concepts. Students will explore current developments within the profession to recognize major trends and their effects on the profession. Students will prepare for the CMA exam by a comprehensive review and receive targeted feedback to assess their knowledge and readiness for the CMA exam.

Co-requisite AHLT270  
Prerequisites: All AHLT courses

**AHLT270 MEDICAL ASSISTING INTERNSHIP**  
3 Semester Credit Hours  
Field experience in an ambulatory setting under the supervision and evaluation of a cooperating facility and the college is provided. In accordance with CAHEP regulations, students may not receive compensation from the Internship site. Students utilize knowledge and skills gained in the career program for a minimum of 160 clock hours. Students also attend classroom seminars for coordination and evaluation of the Internship experience.

Prerequisites: SOSC225  
Corequisites: AHLT270

Final Semester: All AHLT courses must be completed prior to scheduling AHLT270 per AAMA excluding AHLT252.
Biology (BIOL)

BIOL101
HUMAN BIOLOGY
4 Semester Credit Hours (NS)
Introduction to scientific inquiry with special emphasis on the structure and function of cells, tissues, organs and systems of the human body. Topics related to fitness, nutrition, health, inheritance, evolution and ecology. Not intended for science majors.

BIOL110
ANATOMY & PHYSIOLOGY I
3 Semester Credit Hours (NS)
A study of chemical, cellular, and tissue functions, as well as the structure and function of the nervous, musculoskeletal, integumentary, and endocrine systems. Application of the knowledge learned relative to organs and body systems will be demonstrated in a laboratory setting.

BIOL113
ANATOMY & PHYSIOLOGY II
4 Semester Credit Hours (NS)
A study of chemical, cellular, and tissue functions, as well as the structure and function of the nervous, musculoskeletal, integumentary, sensory, endocrine systems. Application of the knowledge learned relative to organs and body systems will be demonstrated in a laboratory setting.

Prerequisite: BIOL101 Except for OTA/PTA

BIOL210
MICROBIOLOGY APPLICATIONS
3 Semester Credit Hours
An overview of concepts of microbiology to provide a basic understanding of these concepts. Emphasis is on infections and diseases, relationship between organisms, bacteriology and virology, concepts of immunology, epidemiology, and interpretation of common laboratory tests to form a basis for practical, patient-focused knowledge for application in providing nursing care. Students will demonstrate competence in microbiological lab practices.

Prerequisite: BIOL110 (ADN) or BIOL113 (BSN) CHEM101 (BSN)

BIOL205
PATHOPHYSIOLOGY
3 Semester Credit Hours (NS)
Study of the disease processes of the body systems. An overview of genetics and genetic transmission of diseases as well as stress and pain management will be explored. The pathophysiologic changes that occur at the cellular level during disease and the effect of pathophysiologic changes on tissues, organs, and organ systems will be examined.

Prerequisite: BIOL101, BIOL120, BIOL205, BIOL210, MATH103/MATH201
PTA Prerequisite: BIOL113, BIOL213

BIOL210
ANATOMY & PHYSIOLOGY II
3 Semester Credit Hours (NS)
A study of chemical, cellular and tissue functions as well as the structure and function of the circulatory, hematologic, respiratory, digestive, lymphatic, and immune, urinary, and reproductive systems. Application of knowledge relative to organs and body systems will be demonstrated in a laboratory setting.

Prerequisite: BIOL110

Business (BUS)...

BUSS120
SALES AND SERVICE PRINCIPLES
3 Semester Credit Hours
Students will learn fundamental sales techniques to increase performance by applying effective sales strategies and customer service support. Learning foundational skills of the sales and service process, creating sales proposals, and the delivery of effective sales presentations to increase market share and customer satisfaction are the goals of this course. Practical sales and service experience will be gained through the use in sales presentation, role playing and problem resolution. Exploration of ethics, behavior patterns, product analysis, and sales promotion will enhance the application of concepts.

Prerequisite or Corequisite: INFT124

BUSS110
MARKETING PRINCIPLES
3 Semester Credit Hours
Marketing Principles is designed to teach students the fundamental marketing terms and concepts used in contemporary marketing. The marketing approach includes defining the market environment, market research, and the marketing mix (4 P’s: product, price, promotion and place). At the conclusion of the course, students will develop and present their marketing plan.

BUSS213
BUSINESS LAW & ETHICS
3 Semester Credit Hours
Describe how the law provides standards and a compliance system specifically tailored to the business environment. Students will examine emerging legal topics including: copyright and trademark infringement, contracts, ethics, sales, criminal law, and cyber-law. Through discussion and the practice of cases students will evaluate current legal and ethical challenges.

BUSS225
THEORIES OF eCOMMERCE
3 Semester Credit Hours
An introduction to the theories of creating retail stores on the Internet including identifying a product to sell, finding customers, advertising, setting up the Internet-based store, constructing a warehouse, and establishing a credit payment and delivery system.

BUSS230
BUSINESS MANAGEMENT
3 Semester Credit Hours
An overview of business planning, operations, and law with an emphasis on organizational management, behavior, and ethics.

BUSS235
ANALYTICS
3 Semester Credit Hours
In this course, students will study the various ways that data is used to make better decisions in businesses, non-profits and governments. There will be a focus on business analytics in marketing, operations management, production, strategic planning and other business functions. At the conclusion of this course, students will develop their own approach to business analytics coupled with critical thinking and decision making.

BUSS239
ENTREPRENEURSHIP
3 Semester Credit Hours
The course focuses on how to start a business. It examines the personal traits of an entrepreneur, the advantages and disadvantages of owning a business, new start-ups, and franchising.
BUSS310 MARKETING AND SALES
3 Semester Credit Hours
The principles of marketing and selling are discussed. Students study the consumer decision-making process, targeting, segmentation, positioning, prospecting, and follow-up techniques.

BUSS316 CONSUMER BEHAVIOR
3 Semester Credit Hours
This course will help students gain insight into the internal and external factors that influence consumers' decisions to purchase a product or service. In this course, students will consider the psychological, sociological, and anthropological needs as factors for important strategic and tactical decisions, such as market selection, product design, digital and traditional media selection, advertising messages, and pricing.
Prerequisite: BUSS110

BUSS320 MARKETING MANAGEMENT
3 Semester Credit Hours
Development and implementation of a marketing program that addresses the issues of target markets, sales, advertising, channels, pricing and forecasting.
Prerequisite: BUSS110

BUSS325 GLOBAL MANAGEMENT
3 Semester Credit Hours
Utilizing globalization as a focus, this course provides the opportunity for students to explore and examine the cross-cultural and international environmental influences on an organization's marketing, financial and managerial operations. Special emphasis is placed upon a global mindset including adapting organizational structures to a constantly changing marketplace and transcending language and behavior barriers.
Prerequisite: BUSS100

BUSS330 ADVANCED BUSINESS LAW
3 Semester Credit Hours
Students will learn how businesses operate within a legal and regulatory framework from several perspectives. Special emphasis is given to the following substantive areas of law: banking and bankruptcy, agency and employment law, business organizations, corporations and property and estates.

BUSS335 GLOBAL MARKETING
3 Semester Credit Hours
This course examines the issues involved with developing strategies and supporting marketing operations on a global scale. Students will evaluate opportunities, create plans and adapt marketing tactics to facilitate select target market needs in coordination with a firm's global market strategy.

BUSS340 OPERATIONS MANAGEMENT
3 Semester Credit Hours
A survey of operations management techniques and procedures, this course topic includes TOC, aggregate planning and budgeting, projecting operational time lines and continuous improvement. Emphasis is placed upon strategic considerations and profit maximization.
Prerequisite: MATH309

BUSS345 STATISTICAL ANALYSIS
3 Semester Credit Hours
Students will evaluate probability and statistics through the study and practice of statistical analysis. Topics explored will be numerical and graphical summaries of data, prove or disprove hypothesis with statistical data, create counts and tables, analysis of variance, regression and principal components. At the conclusion of this course, students will be able to apply methods of statistical analysis in authentic workplace situations to determine the best format to present information.

BUSS360 PROJECT PROCUREMENT MANAGEMENT
3 Semester Credit Hours
This course covers subjects regarding the processes required to acquire product or services needed from outside the project team. Students will learn about the processes required to plan, conduct, administer, and close procurements. Students will also study the purpose of each element and how to manage the process from either the buyer or seller perspective.
Prerequisite: BUSS230

BUSS370 PROJECT RISK MANAGEMENT
3 Semester Credit Hours
This course covers subjects regarding the processes required to increase the probability and impact of positive events and decrease the probability and impact of negative events. Students will learn about the processes required to plan, identify, analyze, respond, monitor and control risks. Students will learn a variety of qualitative and quantitative tools to support all the risk processes.
Prerequisite: BUSS230

BUSS380 PROJECT SCHEDULING AND COST MANAGEMENT
3 Semester Credit Hours
This course expands upon project planning and cost management. Students will develop the skills necessary to manage the timely completion of a project by defining, sequencing, and estimating activities to create and control a project schedule. Students will also learn about the processes to estimate costs, determine and control budgets. Students will learn a variety of qualitative and quantitative tools to support both schedule and cost management through the development of a project plan.
Prerequisite: BUSS230

BUSS405 SMALL BUSINESS FINANCE
3 Semester Credit Hours
The course examines the various financial issues that a small business owner/manager may encounter. Topics to be covered are financial resources, owner liabilities, financial systems, tax issues, risk management and pension planning.
Prerequisite: ACCT220

BUSS410 PERFORMANCE MANAGEMENT
3 Semester Credit Hours
Students learn basic principles supporting the creation of a Strategic Performance Based Management system. They will then develop specific behavioral skills associated with the high performance workplace. Utilizing the methodology of interactive small group problem solving sessions, coaching, performance appraisal, evaluation and termination skills will be modeled. Organizational culture topics in diversity, discrimination, labor relations that impact individual performance will be discussed and simulated through case studies and group discussion.
Prerequisite: BUSS215 or HTHS301

BUSS420 PROJECT MANAGEMENT
3 Semester Credit Hours
This course is designed to guide students through a complete project, from initial planning, obtaining resources, establishing priorities, meeting deadlines, and conducting project-related meetings, to evaluating progress, revising plans, and bringing the project to a successful conclusion.
Prerequisite: BUSS230

BUSS430 MARKETING COMMUNICATIONS
3 Semester Credit Hours
An examination of marketing and advertising approaches and how they influence decision-makers. The course examines different media approaches and the development of marketing brochures, displays and web pages.

BUSS440 RELATIONSHIP MANAGEMENT
3 Semester Credit Hours
This course covers the business paradigm shift that focuses on the systematic development and cultivation of business relationships through marketing. The rules for business success have changed along with globalization, advances in technology, and the dimensions of relationship management. The course will explore both theory and application, demonstrating measurable benefits for organizations that move from short-term or volume transactions to a focus that develops long term customer value.
BUSS445
ORGANIZATIONAL CHANGE
3 Semester Credit Hours
In rapidly changing professional markets, leaders must be able to adapt to and manage change on a regular basis. In this course, students will identify the external and internal factors that catalyze change, to include launching a new project, adjusting an organization’s culture, or venturing into a new market. This course will focus on the value of being effective change agents within an organization. At the conclusion of this course, students will develop a change management plan utilizing the most effective mode for successful implementation.

BUSS450
STRATEGIC MANAGEMENT
3 Semester Credit Hours
As a senior capstone course, students integrate and apply Business curriculum concepts. A detailed strategic plan is developed consisting of the goals, action steps and budget which are aligned with an organization’s mission. Students test various aspects of the plan and evaluate results.
Prerequisite: Final Semester or Dean’s Permission

BUSS465
BUSINESS CAPSTONE
3 Semester Credit Hours
Students will design, execute and present the outcomes of a research-related, industry specific capstone project. They will use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline.

BUSS470
BUSINESS PRACTICUM
3 Semester Credit Hours
In this course, students will design, execute and present the outcomes of a capstone project conducted during a practicum field experience. Students will be challenged to use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline. Students will be evaluated from both academic and professional standards.

Communication (COMM)

COMM104
LEARNING COMMUNITIES
3 Semester Credit Hours (SS)
This course introduces students to the basic tenants of the communication process and the necessity of effective communication in order to achieve academic, professional (career), social, and personal goals. Students will consider factors which influence the achievement of those goals for academic, professional (career), social, and personal success, as well as for the creation of productive learning communities and students’ transformation into agile, lifelong learners.
Corequisite: INFT124 (except NETW, ITAD)

COMM115
INTRODUCTION TO INFORMATION LITERACY
3 Semester Credit Hours (SS)
Students study the evolution of information and the impact of technology on research, and learn how to access, evaluate, and synthesize acquired research. The research process and papers required, of each student include inquiry into the history of each student’s chosen career along with the assignments on how changes in technology have impacted the communication processes in the career field.

COMM201
PUBLIC SPEAKING & RHETORICAL PERSUASION
3 Semester Credit Hours (SS)
This course is a multi-disciplinary course with the infusion of communication theory along with critical analyses of written and presented speech to include a composition/rhetoric/textual element from the English discipline.

Criminal Justice (CRJU)

CRJU103
INTRODUCTION TO THE JUSTICE SYSTEM
3 Semester Credit Hours
This course lays the foundation for a solid understanding of the components, processes, and functions of the justice system in the United States. Topics include: history, structure, functions and philosophy of the justice system; relationship of the justice system to the three branches of government; trials, sentencing; victims; the corrections system; the impact of substance abuse on crime; and the impact of multicultural and international crime. The critical work of the key players in the justice system is examined, such as judges, juries, attorneys, law enforcement, corrections officials, and community advocates. Current policy issues are highlighted.
Prerequisite or Corequisite: INFT124

CRJU112
LAW ENFORCEMENT AND THE MULTICULTURAL COMMUNITY
3 Semester Credit Hours
Focusing on the functions of contemporary law enforcement agencies and services, this course provides a comprehensive overview of law enforcement’s role in the justice system. Topics include: history and scope of American law enforcement; law enforcement cultures, with a focus on effectiveness, accountability, ethics; organization and leadership. Community perception of and interaction with law enforcement are analyzed. Careers in law enforcement are examined as well as the evolution of professions in the justice field.

CRJU115
CONTEMPORARY ISSUES IN CORRECTIONS
3 Semester Credit Hours
Providing a survey of the contemporary American corrections system, this course focuses on the philosophy governing the corrections system in the United States today and the daily operation and administration of facilities. Students will explore the relationship between crime, courts, corrections, and law enforcement and the role of technology in current practices. Modern issues affecting sentencing, probation, parole, special populations, and prisoner reentry are explored.
This course contains student performance objectives required by the Ohio Peace Officer Training Academy (OPOTA) for Private Security Officer Certification in the State of Ohio. This course is Part 1 of a 3 part series where all three parts must be completed to obtain the Private Security certification. Strict entrance and attendance requirements are governed by the State of Ohio. Instructor permission required. Labs are mandatory, are pass/fail, and must be passed to continue in OPOTA.

CRJU117

OHIO SECURITY II – OH only
3 Semester Credit Hours
This course contains student performance objectives required by the Ohio Peace Officer Training Academy (OPOTA) for Private Security Officer Certification in the State of Ohio. This course is Part 2 of a 3 part series where all three parts must be completed to obtain the Private Security certification. Strict entrance and attendance requirements are governed by the State of Ohio. Instructor permission required. Labs are mandatory, are pass/fail, and must be passed to continue in OPOTA.

Prerequisite: CRJU116

CRJU118

OHIO SECURITY III – OH only
3 Semester Credit Hours
This course contains student performance objectives required by the Ohio Peace Officer Training Academy (OPOTA) for Private Security Officer Certification in the State of Ohio. This course is Part 3 of a 3 part series where all three parts must be completed to obtain the Private Security certification. Strict entrance and attendance requirements are governed by the State of Ohio. Instructor permission required. Labs are mandatory, are pass/fail, and must be passed to continue in OPOTA.

Prerequisite: CRJU117

CRJU135

SECURITY IN THE 21ST CENTURY
3 Semester Credit Hours
This course examines practical security and risk management in the 21st century. Students will explore a variety of current issues regarding loss prevention, personal safety, and digital security in the private sector. Student will be exposed to the various agencies, business, and corporations involved in the monitoring and managing risk conditions and their relationship with law enforcement. Current types of technology that impact security efforts will be examined. Assessing and communicating security risks, corporate information, communication systems, operations, and transportation will also be explored.

CRJU145

JUSTICE INFORMATION SYSTEMS
3 Semester Credit Hours
As with all industries, technology has significantly changed how the justice system operates. This course will provide a brief review of the history of technology in the justice profession, the ways in which technology and technological resources are utilized within the profession, and the influence of technology, as a change agent, on justice processes and procedures is analyzed. Different types of information systems and technology available to the various law enforcement agencies in the United States will be reviewed. The impact of emerging technologies in surveillance, information systems, facial identification, forensics, and heat sensing will be assessed. Students will also explore digital equipment and devices as well as aspects of cyber technology.

Prerequisite or Corequisite: INFT124

CRJU155

EMERGING TRENDS IN JUVENILE JUSTICE
3 Semester Credit Hours
This course examines emerging trends in the juvenile justice system. Topics include delinquency theories, categories of offenders, processing, treatment procedures, and juvenile correction alternatives. Complex issues presented in today’s juvenile justice system are explored such as diversion programs, mentoring programs, teen courts, and prevention. Students will have an opportunity to debate approaches to alternative sentencing and judicial waivers as well as the adjudication of juvenile offenders.

Prerequisite: CRJU103

CRJU201

CRIMINOLOGY: EXPLORING CRIMINAL BEHAVIOR
3 Semester Credit Hours
This course provides an overall introduction to the principles and theory of criminology. The student will learn the processes involved in identifying and recognizing the causes and patterns of criminal behavior. The course presents standard approaches to criminology, research methods utilized in the field, as well as the biological, psychological, social or psychiatric roots of crime. Real-life cases and high profile crimes will be critically analyzed.

Prerequisite: CRJU103

CRJU212

THE SCIENCE AND PRACTICE OF CRIMINAL INVESTIGATIONS
3 Semester Credit Hours
This course in criminal investigation examines investigative tools, concepts, and protocols. Students are introduced to the history, methods, and processes of standard criminal investigation. Topics covered in the course include collecting evidence, interrogation, laboratory services, digital evidence, reporting, and effective methods of surveillance. Modern technology utilized in criminal investigations will be highlighted. Professionalism and ethical considerations will also be addressed.

Prerequisite: CRJU112

CRJU225

SECURITY ADMINISTRATION
3 Semester Credit Hours
This course explores current critical issues concerning the efficient and effective delivery of security services. In particular, it focuses on three key areas: the administration of security by the public and private sectors and the need for greater cooperation between the two; the policies for the administration of security as set forth in the myriad of new and revised domestic security laws, especially the USA Patriot Act; and the need for security administrators to use technology to protect critical assets.

CRJU235

FOUNDATIONS OF CRIMINAL LAW AND PROCEDURE
3 Semester Credit Hours
This course focuses on the constitutional rights of criminal defendants as interpreted by the U.S. Supreme Court. Students will learn to distinguish between due process and crime control perspectives as well as the impact of ethics on criminal procedure. Topics include the purpose, nature and history of law, characteristics of the adversarial system and criminal defenses. Students will also analyze the entirety of criminal procedure from first contact to appeals, as well as the roles of prosecutors, juries, grand juries, and defense attorneys.

Prerequisite: CRJU103
## Early Childhood Education (ECED)

### ECED101
**FOUNDATIONS IN EARLY CHILDHOOD CARE AND EDUCATION**
3 Semester Credit Hours
The focus of this course is to overview the historical and theoretical foundations of Early Childhood Education (ECE) and the role of the ECE professional in creating quality care environments. An emphasis on developmentally appropriate practice is accompanied by exploration of diversity, program models and approaches, best practices, and the components of a quality program. Child care regulations vs. learning standards, accreditation entities, roles and responsibilities, professionalism and career choices are also investigated.

### ECED102
**CHILD GROWTH AND DEVELOPMENT**
3 Semester Credit Hours
The focus of this course is to build a strong foundation in understanding development in children birth to age eight. An emphasis on social, cultural, and economic influences on development as well as the role heredity and environment play in child development will be investigated. The science of early brain development, child development theories, milestones and domains form the foundation for understanding. Specific attention will also be given to atypical development of children with exceptionalities and challenges.
Prerequisite or Corequisite: ECED101

### ECED103
**CREATIVE AND LANGUAGE ARTS FOR CHILDREN**
3 Semester Credit Hours
This course is designed to focus on beginning level curriculum development through the context of play. Planning and evaluating developmentally appropriate play-based learning activities in the following areas: language, literacy, art, music and movement receives emphasis. The critical role of play in developmentally appropriate activities within the content areas is also a focus. Specific attention will be given to the stages of play development and theories of play, including the relationship between play and early childhood development and cognition.
Prerequisite or Corequisite: ECED102

### ECED104
**HEALTH, SAFETY AND NUTRITION FOR THE YOUNG CHILD**
3 Semester Credit Hours
Health, safety, and nutrition in relation to the developing child is the focus of this course. Early learning programs for young children must establish and maintain a safe, healthy learning environment in accordance with governmental regulations and developmentally appropriate program standards, each addressed herein. Childhood issues such as abuse, neglect, and sudden infant death syndrome will also be explored.

### ECED105
**CHILD BEHAVIOR, OBSERVATION AND EVALUATION**
3 Semester Credit Hours
The evaluation of child behavior is a complex process, which begins with understanding how children come to establish a sense of self and others as part of their development. Building upon this understanding, this course concentrates on behavior observation and intervention strategies as part of a positive guidance approach to facilitating healthy child development. Children’s social-emotional development and mental health, redirection guidance approaches, and appropriate intervention methods are central concepts. This course emphasizes the role of the early childhood professional in supporting children’s social-emotional learning.
Prerequisite: ECED102

### ECED106
**FAMILY AND COMMUNITY CONNECTIONS**
3 Semester Credit Hours
The connection between program, family, and community is vital to the education of young children. The primary focus in this course is family, and understanding the significant role that family plays in the education of their children. Supporting diversity, understanding family patterns, trends, and relationships across a variety of cultures, is a necessity in building effective relationships with children and families. The success of a program relies on effective communication, advocating for children and families, and building on-going relationships while working collaboratively with resources in the community. Examining these relationships is a key concept throughout the course.

### ECED107
**EARLY CHILDHOOD PRACTICE EXPERIENCE**
3 Semester Credit Hours
This course is designed to allow students to demonstrate acquired skills through the process of observation and/or participation in an early childhood setting. The course will explore the CDA Competency Standards, application process and the creation of the professional CDA portfolio, in preparation for future application. CDA functional areas will be aligned with NAEYC standards and artifacts for the portfolio considered. The completion of a simulated, virtual or live field experience will conclude the course.
Prerequisite: ECED103
Prerequisite or Corequisite: ECED105

### ECED201
**CURRICULUM PLANNING AND ASSESSMENT**
3 Semester Credit Hours
This course is designed to cover creating a developmentally appropriate curriculum, including using assessment of learning, and intentional planning to guide children’s intellectual progress. Numerous examples of activities appropriate for language and literacy, art, music, social studies, science, math, fine motor and gross motor skills are explored. Creating the learning environment and evaluating progress through assessment, including methods of documentation are discussed as well. Attention to developmentally appropriate teaching methods and materials, inclusion of technology, diversity through the subject areas, sensory play and creating partnerships with families runs throughout the course.
Prerequisite: ECED103

### ECED202
**EARLY CHILDHOOD PROGRAM ADMINISTRATION**
3 Semester Credit Hours
The administrator of an ECE program is responsible for its day to day management, including supervision of staff, and establishing relationships with families and the community. This course will cover how to design an early childhood program, how to manage space, materials, staffing, planning, record keeping, accounting, budgeting, staff development, enrollment management, marketing, as well as compliance with regulations. Analyzing state regulations and how they impact the design of the program are key components to be discussed. Emphasis will be placed on how these aspects impact the overall operation and quality of the early childhood program.
Economics (ECON)

**ECON220 MACROECONOMICS**
3 Semester Credit Hours (SS)

This course will introduce the students to issues in macro theory through the use of models, principles and econometric analysis. Topics will include: opportunity costs, supply and demand, market equilibrium, and the assessment of GNP/GDP. Discussions will focus on the impact of business cycles, the role of government in the economy, the financial system, the role of monetary policy and the major issues facing the U.S. economy.

**ECON325 MICROECONOMICS**
3 Semester Credit Hours (SS)

This social science course, based upon the “allocation of scarce resources,” examines basic economic assumptions and models. Though the economic functions of government and aggregate concepts are addressed, the course primarily has a microeconomic focus. Opportunity costs, supply and demand, market equilibrium and the GNP/GDP are covered. The impact of business cycles, economic policies, deregulation, environmental protection and labor on both the market and the individual organization is also highlighted.

English (ENGL)

**ENGL101 RESEARCH AND WRITING I**
3 Semester Credit Hours (HU)

Students develop their expository and persuasive writing skills through varied writing experiences. Information literacy skills and research techniques are introduced and reinforced. Students apply their information literacy and writing skills to produce a paper which incorporates research in appropriate APA citation style.

Prerequisite: Placement Evaluation or ENGL079

**ENGL202 RESEARCH AND WRITING**
3 Semester Credit Hours (HU)

In this course, students are instructed in the various rhetorical modes of academic essay writing, including informative, persuasive, and research-based papers. In addition to academic writing, students are introduced to oral presentations. Students learn to examine the purpose and audience of written and oral communications and craft appropriate messages. Students will also refine their revising and proofreading skills.

Prerequisite(s): Placement or ENG102

**ENGL250 RESEARCH AND WRITING II**
3 Semester Credit Hours (HU)

This course builds on the research and writing skills developed in the previous English course. Students make critical decisions about the research necessary to produce diverse writings appropriate in content, format, and documentation. Using their research, students produce documents that will positively affect varied audiences.

Prerequisite: ENGL101

**ENGL295 INTERPERSONAL AND SMALL GROUP COMMUNICATION**
3 Semester Credit Hours (HU)

A study of the principles and theories of human communication with emphasis on interpersonal and small group communication. Students apply the essentials of communication transactions in a variety of settings and explore problem-solving techniques within small group scenarios.

Prerequisite: ENGL101 or ENGL202

**ENGL302 ADVANCED RESEARCH, WRITING, AND PRESENTING**
3 Semester Credit Hours (HU)

This course provides a rich grounding in advanced research, composition, and presentation skills to enhance academic writing competencies and sharpen presentation techniques.

Prerequisite: ENGL202 or ENGL250

**Financial Services (FINA)**

**FINA190 FINANCE PRINCIPLES**
3 Semester Credit Hours

This survey course provides a general overview of financial management with a focus on the tools and techniques used in financial decision making. Students are introduced to the fundamentals of business finance and will learn the basic concepts of time value of money, asset valuation and risk and return.

**FINA201 FINANCIAL CONCEPTS AND CALCULATIONS**
3 Semester Credit Hours

The time value of money (TVM) serves as the foundation for all other concepts in finance. This course provides the foundation necessary to compute advanced financial calculations including TVM. Students develop competencies through the practical application of quantitative investment concepts, measures of investment returns, bonds and stock valuation concepts and depreciation. Students are also introduced to the mathematical treatment of risk-neutral valuation, arbitrage, options, futures, and derivatives. In subsequent courses, students will apply the fundamental skills learned in this course to continue to solve a variety of financial equations.

Prerequisite: MATH201
Graphic Design (GRAD)

GRAD100
INTRODUCTION TO DESIGN
3 Semester Credit Hours
Students demonstrate the process of creative problem solving by producing thumbnail sketches and rough layouts to complete communication problems. Students will identify and apply the elements and principles of design through various projects and techniques including traditional rendering, color techniques, basic drawing skills and use of multiple mediums.
Prerequisite or Corequisite: INFT124

GRAD115
PAGE LAYOUT
3 Semester Credit Hours
An introduction to the fundamentals of computer design and production is offered. Students utilize industry-standard software to execute typographic designs, manipulate text and create page layouts.

GRAD120
TYPOGRAPHY AND LAYOUT
3 Semester Credit Hours
History, letterstyle, structure, and construction of type is studied. Students gain an understanding of how type is used in design, selection of type, creative use of type and combining type with images in grid layouts.
Prerequisite: GRAD100

GRAD130
PRODUCTION FOR DESIGN
3 Semester Credit Hours
Students gain an understanding of print production and printing technologies through lecture and hands-on projects. Managing production, mechanicals, paper, and electronic pre-press are covered.

GRAD215
DIGITAL ILLUSTRATION
3 Semester Credit Hours
Students apply advanced design and illustration techniques to produce graphic design projects on the computer. Emphasis is on production of design and images through an illustration software program.

GRAD220
GRAPHIC DESIGN I
3 Semester Credit Hours
An advanced course where students develop skills in the synthesis of words and image to communicate messages. The concepts of creative thinking, design, layout, and production are explored to produce design projects.
Prerequisite: GRAD120

GRAD230
IMAGING TECHNOLOGY
3 Semester Credit Hours
Exploration of electronic image scanning, manipulation, and alteration to solve complex design problems.

GRAD240
GRAPHIC DESIGN II
3 Semester Credit Hours
Skills and methods learned in Graphic Design I are expanded to solve complex design problems in Graphic Design II. The design process, visual techniques, and production methods will be applied to long-term projects which contain multiple components. Simulated client meetings will challenge students to determine objectives and complete design briefs. The relationship of graphic design in advertising will also be explored.
Prerequisite: GRAD220

Health Information (HEIT)

HEIT111
INTRODUCTION TO HEALTH INFORMATION MANAGEMENT
3 Semester Credit Hours
This course covers the history, philosophy, development, and functions of the Health Information Management (HIM) profession and the American Health Information Management Association (AHIMA). The inspection of storage and retrieval systems and control techniques for health records relative to numbering, forms, indexes and registries, record retention, abstracting, and analysis are covered. Additional topics include the organization of health care delivery in the U.S. and the structure and operations of healthcare organizations, along with an overview of various healthcare providers.
Prerequisite: GRAD100

HEIT131
HEALTHCARE INFORMATION FINANCIAL MANAGEMENT
3 Semester Credit Hours
This course will cover information about major insurance programs and federal health care legislation. It is designed to provide the student with classroom activities to enrich critical thinking and problem solving application. Reimbursement methodologies will also cover the history, evolution, and basic knowledge of diagnosis and procedure coding systems. Reimbursement methodologies will introduce the students to reimbursement issues and systems such as the Prospective Payment System (PPS), Diagnosis Related Group (DRG), Resource-Based Relative Value Scale System (RBRVS) and Ambulatory Payment Classification (APC), Electronic Data Interchange (EDI) various billing techniques, Chargemaster, revenue cycle, and software application programs.
Prerequisite: MATH201

HEIT201
HEALTH INFORMATION STATISTICS & DATA ANALYSIS
4 Semester Credit Hours
In this course, students study health statistics and data analysis with an emphasis on Information Governance. Also covered is data collection, quality management, metadata management, organizational mapping, and methods for analyzing data. Utilization review, vital statistics, registries, and research are examined. Students compute healthcare statistics for purposes of reporting and compliance.
Prerequisite: MATH201

HEIT202
MANAGEMENT OF HEALTH INFORMATION FUNCTIONS AND SERVICES
4 Semester Credit Hours
Students are introduced to HIM management responsibilities with a focus on financial, organizational, and human resources. The management functions of planning, organizing, directing, and controlling are introduced, and through case studies and presented scenarios, students utilize participative management techniques, such as budgeting, revenue cycle forecasting, work-flow, and service standards, as well as staffing duties to include position descriptions, new hire orientation, performance evaluation, and team building.
Prerequisite: HEIT111

HEIT211
HEALTHCARE INFORMATION SYSTEMS
4 Semester Credit Hours
This course provides students with an overview of computer applications and data sources common to healthcare, ranging from the national health information technology (health information exchanges and regional health organizations) to the business and health information applications and technology deployed at the institutional level. Through simulation, students design systems for interoperability and ensuring secure access to health information.
Prerequisite: HEIT111

HEIT223
PROFESSIONAL PRACTICE EXPERIENCE I
1 Semester Credit Hour
Under the direct supervision of a health information professional, students transfer their knowledge and skills attained throughout their studies to authentic HIM operations, including chart assembly, analysis, abstraction, release of information duties, processing / maintenance / storage / retrieval of the EHR, coding, and data management applications.
Prerequisite: MCCG135, MCCG136
Co-requisite: MCCG145
HEIT240
LAW & ETHICS OF HEALTH INFORMATION
3 Semester Credit Hours
This course is a study of legislative and regulatory processes that impact healthcare with particular focus on Health Information Management. Students are introduced to legal terminology, along with an overview of the legal system. Topics include privacy, security, and confidentiality issues related to HIM, record retention/destruction, release of information, advanced directives, consent, and patient rights issues. Ethical issues regarding health information is covered, along with liability of non-compliance.

HEIT265
PROFESSIONAL PRACTICE EXPERIENCE
3 Semester Credit Hours
This course provides further supervised practice experience in a health information setting. Students participate in the daily activities of a HIM department. Students transfer their knowledge and skills attained throughout the HIM course of study to authentic HIM operations, such as utilization review, medical staff credentialing, quality improvement activities, risk management, and management duties. The student’s performance during the Professional Practice Experience (PPE) will be observed and documented; students will prepare a written reflection to summarize the outcomes of the PPE.
Prerequisite: HEIT223
Corequisite: HEIT299

HEIT299
HEALTH INFORMATION MANAGEMENT PROFESSIONAL DEVELOPMENT AND CERTIFICATION
2 Semester Credit Hours
This course prepares students for the Registered Health Information Technician (RHIT) certification exam offered through the American Health Information Management Association (AHIMA). Students review the professional competency domains covered on the assessment: healthcare data management, health statistics, biomedical research and quality management, health services organization and delivery, information technology, and systems and organization resources. Students also explore continuing education (CEUs) opportunities and plan to remain current in field after earning the RHIT professional designation.
Corequisite: HEIT265

Health Services (HTHS/HCAS)

HCAS123
HEALTHCARE TERMINOLOGY
3 Semester Credit Hours (NS)
This course is an introduction to medical terminology and the vernacular commonly used in healthcare professions. The focus is for students to build a working vocabulary based on each body system's location, function, organs, and common diseases. Essential to healthcare communications, students will be evaluated on correct usage, spelling, and pronunciation of terms.
Prerequisite or Corequisite: INFT124

HCAS129
ELECTRONIC HEALTH RECORDS
3 Semester Credit Hours
This course introduces students to the electronic health record (EHR) and its application in maintaining and retaining patient data. Reliability, accuracy, completeness, and validity of digital health information will be emphasized. Healthcare laws, policies, and standards will be discussed to help students understand the importance of ensuring confidentiality, exchange, privacy, security, access, and disclosure.
Prerequisite: INFT124

HCAS133
SURVEY OF ANATOMY & PHYSIOLOGY
3 Semester Credit Hours (NS)
This course provides an overview to the anatomical structures and physiology of the human body. Each body system is studied, including their respective organs, structures, and functions. Students will assess how each system participates in homeostasis of the body.
Prerequisite or Corequisite: HCAS123

HCAS143
HUMAN DISEASE AND DRUG PHARMACOLOGY
3 Semester Credit Hours (NS)
This course focuses on the disease processes that occur in body systems and the related health management of these conditions, as well as the basic concepts of clinical pharmacology for students entering a health care profession. Fundamental concepts and processes of human diseases, such as inflammation, infection, degeneration, congenital and genetic disorders, immune deficiency, and autoimmune disorders, will be explored. Students will also study the clinical manifestations that accompany these conditions. Additionally, core concepts of pharmacology, including terminology and abbreviations, are introduced. Students will learn about drug regulations, consumer safety, and sources and effects of drugs. Medication preparation, systems of measurement, and principles of drug administration are also covered.
Prerequisite(s): MATH101 and HCAS133 or BIOL210

HTHS110
INTRODUCTION TO HEALTH AND HUMAN SERVICES ORGANIZATIONS
3 Semester Credit Hours
This course provides an introduction to human service organizations and systems; including how they function and work together; types/roles of workers and the clients they serve.
Prerequisite or Corequisite: INFT124

HTHS121
HEALTH CARE INFORMATION SYSTEMS
3 Semester Credit Hours
This course offers an overview of the clinical, financial and management systems needed to manage human service organizations and their practical application.
Prerequisite: INFT124

HTHS230
FUNDING HEALTH AND HUMAN SERVICES ORGANIZATIONS
3 Semester Credit Hours
This introductory course covers the current funding sources, both public and private, for health and human service programs.
Prerequisite or Corequisite: ACCT110

HTHS301
HEALTH SERVICES MANAGEMENT I
3 Semester Credit Hours
This course provides an overview of global health care systems and a review of the theoretical, conceptual foundations, and practices of health services management. The manager’s role in planning, organizing, staffing, directing, and monitoring are introduced and discussed. Approaches to managing major functional areas of the health care organization are reviewed including communication, human resources, financing and budgeting, and legal/regulatory. Students will understand governance in an organization and learn about best practices for quality and ethical management and the importance of monitoring influences in the external environment.

HTHS302
HEALTH SERVICES MANAGEMENT II
3 Semester Credit Hours
This course provides the student with advanced concepts and applications of the management process in health care. Perspectives from organizational theory and management provide a conceptual basis for understanding and analyzing the practice of management in health care organizations. An overview of the strategic management process is provided. Advanced principles of management in health service organizations, focusing on legal and ethical concepts, corporate compliance, long-range planning, growth through alliances and affiliations, and future trends are discussed.
Prerequisite: HTHS301
HTHS305 LEGAL ASPECTS OF HEALTHCARE MANAGEMENT
3 Semester Credit Hours
This course explores in part the essential legal aspects ethical and bioethical components of the health care industry. Included is background information regarding the evolution of the health care system as well as a primer in applicable health care laws. Students learn about the anatomy of a lawsuit as well as the responsibilities and liabilities of all health care professionals and organizations. Patient rights and responsibilities are discussed along with the ethical responsibilities of health care providers.
Prerequisite: HTHS110

HTHS310 HEALTHCARE INFORMATION SYSTEMS MANAGEMENT
3 Semester Credit Hours
This course provides an overview of the information systems used in the health care industry and establishes a framework for understanding the administration and delivery of health services using information systems. This course examines the use of technology in warehousing and mining health care data, communicating health care data, and safeguarding health care data, including discussion of electronic health records. This course explores the issues, benefits, and challenges of health care information systems as well as the future of health information management systems.

HTHS315 HEALTHCARE FINANCE & ACCOUNTING MANAGEMENT
3 Semester Credit Hours
This course provides foundational instruction in the financial management principles, practices, and techniques used in health care organizations. Students learn to examine and understand statements of operation, balance sheets, and cash flow statements in order to make administrative decisions. This course is designed to build upon the concepts introduced in basic accounting courses and develop proficiency in applying administrative financial techniques in health care decision making.
Prerequisite: ACCT110, HTHS301

HTHS400 DISASTER PLANNING AND MANAGEMENT
3 Semester Credit Hours
This course explores the principles of disaster planning for hospitals and other health care facilities. Students consider the various types of disasters that must be planned for and learn the six primary phases of disaster response. This course then builds upon that basic understanding and leads students to consider how health care facilities can best plan for disasters. In addition to the broad considerations of both internal and external planning, the specifics of developing a documented disaster plan are demonstrated.
Prerequisite: HTHS110

HTHS405 LONG TERM CARE MANAGEMENT
3 Semester Credit Hours
This course is an introduction to management in the long-term care system. Students develop knowledge of the various segments of the system, how the system developed to its current state, compares it to an ideal system, and projects future trends. This course covers the full continuum of long-term care. The increasingly important topics of the aging of American society, the impact of the "baby-boomers", consumer choice, and the growing diversity in long-term care are covered extensively and from a variety of perspectives.
Prerequisite: HTHS110

HTHS410 HEALTH RESEARCH METHODS
3 Semester Credit Hours
This course provides a foundation in the essential components of health care research. Included is background information regarding the evolution of health care research, the current status of research in health care, and the challenges health care research will face in the future. Students learn about the various methods of research, how to develop a research question and review current literature on their chosen topic, as well as how to evaluate existing case studies and write a research proposal. The various methods of data collection and data management are discussed and students learn to design and conduct a study. This course then discusses data analysis and interpretation, generating reports for various venues, and the impact of health-related research. Students will also consider the challenges of health services research.
Prerequisite: ENGL202 & MATH309

HTHS465 HEALTH SERVICES CAPSTONE
3 Semester Credit Hours
Students will design, execute and present the outcomes of a research-related, industry specific capstone project. They will use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline.

HTHS470 HEALTH SERVICES PRACTICUM
3 Semester Credit Hours
In this course, students will design, execute and present the outcomes of a capstone project conducted during a practicum field experience. Students will be challenged to use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline. Students will be evaluated from both academic and professional standards.

History (HIST)

HIST300 TWENTIETH CENTURY WORLD HISTORY
3 Semester Credit Hours
A survey of key developments and prevalent themes in world history. Students study how select world-wide events affected the social and cultural fabric of a cross section of Western and Non-Western nations.

HIST315 CONTEMPORARY ISSUES IN AMERICAN HISTORY
3 Semester Credit Hours
In this course students will develop historical thinking skills required of learners, citizens and members of the workforce so they may make informed political decisions about contemporary issues. Students will be exposed to both conservative and liberal perspectives in an effort to assess the impact ideologies, time periods, and events had upon the nation’s development as a capitalist democratic state and it’s role in world affairs.

Hospitality (HOSS)

HOSS110 INTRODUCTION TO HOSPITALITY MANAGEMENT
3 Semester Credit Hours
This introductory course acquaints the student with the scope and complexity of the hospitality industry by exploring the national and global relationships of hotel and restaurant operations. The course provides an overview of the history, career opportunities, and organizational structures of this field. Management styles, skills and functions with an emphasis on teamwork will be considered as part of the decision-making process.
Pre/Corequisite: INFT124

HOSS120 FUNDAMENTAL HOSPITALITY MANAGEMENT PRINCIPLES
3 Semester Credit Hours
This course introduces students to fundamental management principles essential to the hospitality professional. Students will learn how organizations work as well as the essential skills needed to effectively manage customers and employees. Students will explore management within a service industry exploring fundamental organizational concepts such as communication, teaming, leadership, power and politics in the workplace as well as focus on management tasks such as organization, stress, conflict resolution and employees. Students will be provided with industry-related, detailed, hands-on exercises to sharpen their management talents.
This course explores the way in which technology and technological resources are utilized in the Hospitality Industry. As with all industries, technology has significantly changed how the industry operates. Almost all departments within the hospitality industry have department-specific software and information systems to guide daily operations. It is a Manager’s role to understand the uses of technology, advantages and disadvantages of technology, how to use technology to its fullest extent, and guide all departments within a hospitality department. Students will explore the impact a strong ethical framework has for a manager.

This course offers students a strong foundation for making sound ethical decisions in the hospitality industry as managers. Students are provided with an interactive, hand-on learning experience with which to recognize and analyze ethical dilemmas within a variety of industry-related departments such as sales and marketing, housekeeping, front office, food services including dining and room service, as well as technology. Students will explore the impact a strong ethical framework has for a manager.

This course addresses the hospitality industry from a services management perspective. Students will explore their role as managers by examining fundamental human resource concepts from a customer/employee perspective. Students will gain an understanding of how outstanding service in all aspects of an organization will impact all segments of a company including their global competitive edge.

This course explores the aspect of the hospitality industry focused upon meeting, event, convention and exposition planning and the manager’s role within this department. Students will acquire an in-depth knowledge and understanding about the specialized field of “event management” and become familiar with the management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events. Students will utilize knowledge and skills necessary for successfully planning and management of conventions, meetings, and expositions in a commercial recreation setting.

This course explores the way in which technology and technological resources are utilized in the Hospitality Industry. As with all industries, technology has significantly changed how the industry operates. Almost all departments within the hospitality industry have department-specific software and information systems to guide daily operations. It is a Manager’s role to understand the uses of technology, advantages and disadvantages of technology, how to use technology to its fullest extent, and guide all departments within a hospitality department. Students will explore the impact a strong ethical framework has for a manager.

This course addresses the hospitality industry from a services management perspective. Students will explore their role as managers by examining fundamental human resource concepts from a customer/employee perspective. Students will gain an understanding of how outstanding service in all aspects of an organization will impact all segments of a company including their global competitive edge.

This course explores the aspect of the hospitality industry focused upon meeting, event, convention and exposition planning and the manager’s role within this department. Students will acquire an in-depth knowledge and understanding about the specialized field of “event management” and become familiar with the management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events. Students will utilize knowledge and skills necessary for successfully planning and management of conventions, meetings, and expositions in a commercial recreation setting.
HURS360
COMPENSATION AND BENEFITS
3 Semester Credit Hours

In this course, students will examine the strategic use of compensation and benefit systems to attract, motivate, retain, and reward employee performance. Through the exploration of the job analysis, job description, and job evaluation attributes, students will develop competencies to make equitable compensation decisions. Prerequisite: HURS103

HURS440
LABOR RELATIONS AND COLLECTIVE BARGAINING
3 Semester Credit Hours

Students will analyze the union organization, contract administration and the framework for collective bargaining from the historical, economical and legal perspectives. Students will also assess the notable changes stemming from new regulations, altering employee needs and complexities associated with a diverse global market.

Prerequisite: HURS103

HURS450
EMPLOYMENT LAW
3 Semester Credit Hours

In this course, students will evaluate how current legal issues affect the human resource function including discrimination, harassment, and drug testing from both the employer and employee perspectives. Students will also compare and discriminate between laws and policies designed to protect equal employment opportunities and to compensate employees for occupational injuries and illnesses.

Prerequisite: HURS103

HURS471
PROFESSIONAL COMMUNITY NETWORKING
3 Semester Credit Hours

Students will be introduced to professional and community networking techniques to strengthen their presence and identity within professional networks. Topics that will be discussed will include the principles of connection, public speaking and personal branding. At the conclusion of this course, students will be equipped with the skills and strategies to expand their professional networks and effectively leverage various resources to do so.

Human & Social Services (HUSS)

HUS120
PUBLIC HEALTH ISSUES (MENTAL AND CHEMICAL)
3 Semester Credit Hours

This course will provide an overview of mental health illnesses, processes, and practices that shape the experience of mental health and illness in the United States, and the consequences of disorders for individuals, families, and communities. Topics addressed will include theories of mental illness, chemical dependency, and substance abuse and their impact on the individual and society. It will also address intervention strategies and resources available.

Prerequisite: HURS103

HUS130
CULTURAL COMPETENCE IN THE HUMAN SERVICES
3 Semester Credit Hours (SS)

This course examines the implications of cultural, gender, religious, social, economic, and other factors of diversity as they affect the helping relationship, helping strategies, and the effectiveness of human service provision. Emphasis is on understanding the diversity of factors that affect how and why an individual accesses human service organizations and the human service worker’s ethical responsibilities as it relates to honoring clients’ cultural experiences and guiding assistance with sensitivity.

HUS225
INTRODUCTION TO COUNSELING AND CASE MANAGEMENT STRATEGIES
3 Semester Credit Hours

This course is an introduction to case management and counseling services, as it pertains to the human and social service agencies. The three phases of case management (assessment, planning, and implementation) are explored as it related to the responsibilities and skills of an effective case manager, the types of populations for whom case management would be appropriate, the role of counseling in supporting client needs, and how to find necessary community resources for clients. Basic concepts in counseling and the theoretical approaches to counseling are explored.

HUS125
CRISIS INTERVENTION
3 Semester Credit Hours

This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion students will be able to assess crisis situations and respond appropriately.

Licensed Pratical Nursing (LPVN)

LPVN100
FUNDAMENTALS OF PRACTICAL NURSING
6 Semester Credit Hours

This course introduces foundational principles and skills of practical nursing. These principles and skills use an interdisciplinary approach to provide nursing care to adult patients. The nursing process will be introduced to assist in the collaboration of care in the clinical setting. The course presents principles of health promotion, maintenance, and restoration in the care of the adult. This course will provide the practical nursing student experiences to practice fundamental nursing principles and skills necessary to provide care in a variety of settings. Clinical experiences are based on basic nursing procedures, skills, and critical thinking learned and practiced in the nursing skills lab.

Prerequisite(s): none

LPVN 101
PN-MEDICAL/SURGICAL NURSING I
4 Semester Credit Hours

This course provides information to the student on basic medical surgical principles and skills. The use of the nursing process to make problem-solving decisions about medical surgical health care needs will be presented. Medical surgical concepts presented include peri-operative care, principles of pain management, oncology care, and health promotion. Medical surgical health care needs will be introduced to assist in the collaboration of care in the clinical setting. Clinical experiences are based on basic nursing procedures, skills, and critical thinking learned and practiced in the nursing skills lab.

Co-requisite(s): LPVN 100, BIOL 110

LPVN105
CHEMICAL)
LPVN105
PHARMACOLOGY FOR LPNS
2 Semester Credit Hours
This course will explain the role of the practical nurse in relationship to pharmacology. The student will learn about drug classifications, actions, side effects, adverse reactions, contraindications, and calculation of medication dosages. Medications, procedures, regulations, and considerations for safe administration are emphasized. Medication considerations for specific populations across the lifespan will be studied.
Prerequisite(s): MATH103 or MATH201 and BIOL110
Co-requisite(s): BIOL210, LPVN110 and LPVN101

LPVN110
INTRAVENOUS THERAPY
1 Semester Credit Hours
This course presents an overview of IV therapy principles and guidelines. A glossary of common terminology pertinent to intravenous therapy is included. Principles of asepsis are reviewed, basic equipment and supplies needed to start and maintain intravenous therapy are outlined. Pharmacology related to intravenous therapy and methods of managing intravenous therapy are included. The roles of the Practical Nurse in managing IV therapy are discussed. This course includes didactic, laboratory, and supervised clinical practice, including a testing component through which a student is able to demonstrate competency related to intravenous therapy, and a means to verify that a student has successfully completed the course in intravenous therapy. Students will also practice intravenous therapy skills during the clinical component of the PN-Medical-Surgical Nursing course.
Prerequisite(s): none
Co-requisite(s): LPVN 101 and LPVN105

LPVN115
PRACTICAL NURSING LEADERSHIP AND TRANSITION
2 Semester Credit Hours
In this course, the student will learn to assist in the coordination of human and material resources for assigned clients, participate in group processes to promote the provision of nursing care, use the nursing process to make decisions about basic health care needs and use information technology to provide basic care. Learning experiences will provide growth for the student to make the transition from student to practical nurse. In this course students apply clinical principles and use an interdisciplinary approach to provide care to adult clients requiring medical-surgical nursing care incorporating leadership skills. The student will use principles of health promotion; maintenance and restoration; and physiologic integrity across the life span to meet client health care needs in a clinical setting. Students will learn time management and delegation skills as well as implement various components of quality assurance.
Prerequisite(s): none
Co-requisite(s): LPVN 120 and LPVN 130

LPVN120
MATERNAL/CHILD NURSING
3 Semester Credit Hours
This course introduces the practical nursing student to the study of the reproductive systems, maternal, and child health nursing. The course will include obstetric nursing care in a healthy pregnancy with emphasis on physical safety to ensure best possible outcomes for the mother, baby, and family. Content addresses care of mother and baby from conception to postpartum as well as discharge and home care. An overview of high - risk situations will be included.
This course introduces the practical nursing student to pediatric nursing including health promotion and disease prevention unique to the pediatric patients and their families. Deviation from normal growth and development will be explained to meet health care needs of pediatric patients. Study of principles and skills to assist children with health deviations to achieve, maintain, and restore an optimum level of health will be included. Clinical experiences are based on previous learned nursing skills.
Prerequisite(s): LPVN 101

LPVN130
PN-MEDICAL/SURGICAL NURSING II
5 Semester Credit Hours
This course builds upon the concepts covered in Med Surg I. The use of the nursing process to make problem-solving decisions about medical surgical health care needs will be presented. A review and application of peri-operative care, principles of pain management, oncology care, health promotion, the wellness/illness continuum, nutrition, and diet therapy will continue to be emphasized. Care of clients who have common diseases and disorders affecting the following body systems: neurologic, endocrine, urinary, and gastrointestinal will be included. Use of information technology to provide basic care will be explored in relationship to medical surgical clients. Principles of medical surgical nursing and medication administration with an interdisciplinary approach to providing care to adult clients requiring medical-surgical nursing care are practiced in the clinical area. Demonstrating and monitoring IV therapy will be included in this course.
Prerequisite(s): LPVN 101

Literature (LITR)
LITR220
INTRODUCTION TO LITERATURE
3 Semester Credit Hours (HU)
A study of literature in a variety of genres, to provide an aesthetic appreciation of the selected works, an understanding of the basic methods of literary analysis, and an understanding of various approaches to writing about literature.
Prerequisite: ENGL202 or ENGL101
LITR320
WORLD LITERATURE
3 Semester Credit Hours (HU)
In this comprehensive survey course, students explore and analyze select themes in modern literature by comparing and contrasting approaches from Western and Non-Western novels, short stories, and essays. Major literary figures will be covered as well as connections between literature and culture.
Prerequisite: ENGL202

Mathematics (MATH)
MATH201
COLLEGE MATHEMATICS – QUANTITATIVE REASONING
3 Semester Credit Hours (MA)
This course helps students develop quantitative literacy skills for personal and professional lives. Students will use reasoning and mathematical methods to find solutions to real-world problems. Students will use algebraic, financial, proportional, probabilistic, and statistical methods to draw conclusions and/or make decisions.
Prerequisite(s): Placement or MATH101
MATH309
STATISTICS
3 Semester Credit Hours (MA)
This course is designed to provide a basis for business decisions through an introduction to the fundamental concepts of statistics and to the important methods of statistical inference.
Prerequisite: MATH103 or MATH201
Marketing (MARK)

MARK100 INTRODUCTION TO DIGITAL MARKETING
3 Semester Credit Hours
This course provides an overview of the various disciplines within digital marketing, including search engine optimization, social media, content marketing, web analytics, and conversion rate optimization, among others. At completion, students will understand the core aspects of these disciplines and be able to provide insight into establishing a multidisciplinary strategy for marketing a business in the digital space.
Prerequisite or Corequisite: INFT124

MARK110 CONTENT & SOCIAL MEDIA MARKETING
3 Semester Credit Hours
Content and social interactions are very much the currency of the internet. Traffic follows relevant and valuable content, and users online often become informed of new content through social channels. Throughout this course, students will learn how to drive traffic and cultivate a community around a product or business using content marketing and social media marketing.
Prerequisite: MARK100, INFT124

MARK120 WEB ANALYTICS & REPORTING
3 Semester Credit Hours
This course guides students through the complete implementation of a web analytic program that measures the success of digital marketing campaigns and website user experience. By the end of the course, students will be able to use standard industry software to implement a web analytics program.
Prerequisite: MARK100, INFT124

MARK210 SEARCH ENGINE MARKETING & OPTIMIZATION
3 Semester Credit Hours
Throughout this course, students will gain an understanding of the signals that influence search engines and their relative importance on influencing their rankings. Organic search rankings, those not influenced by paid advertising, inherently carry more credibility with users. Effective search engine optimization uses white hat techniques to influence the likelihood that a specific website or webpage will rank high in the organic results for appropriate search queries. At completion of this course, students will be prepared to create a comprehensive SEO strategy and prioritize SEO tasks to be completed in an order that best influences organic search rankings.
Prerequisite: MARK100

MARK220 MOBILE & EMAIL MARKETING
3 Semester Credit Hours
Mobile and email marketing both nurture the business-to-customer relationship to create increased customer retention and to maximize customer lifetime value. The relationship that users share with their email and mobile phones are intimate, and as a result, it is crucial that a balanced marketing strategy respects the customer journey throughout these disciplines. Throughout this course, students will gain an understanding of the various types of technology available to nurture customer relationships in the digital space, and they will be able craft strategies to grow and retain customers using these communication platforms.
Prerequisite: MARK100

MARK230 PAY PER CLICK & DISPLAY ADVERTISING
3 Semester Credit Hours
Paid avenues in digital marketing, or advertisements either in search results or on web banners across the web, can be an accelerated method for driving results in a digital marketing program. Targeting options within the disciplines of display advertising and paid search advertising have made these advertising options an avenue for the right prospects to a web page who are ready to take the next step in the purchasing funnel. Throughout this course, students will gain the skills necessary to manage a paid search and display advertising account to drive targeted traffic and encourage online users to purchase.
Prerequisite: MARK100

MARK240 CONVERSION RATE OPTIMIZATION
3 Semester Credit Hours
A conversion is when a user lands a web page and takes a pre-defined action, often a form fill or a purchase. This aspect of digital marketing is what makes digital marketing efforts pay dividends. Throughout this course, students will learn a variety of techniques that can be used to improve the conversion rate of a web page. Through intelligent web page design and scientific testing, minor improvements can contribute to big gains over time.
Prerequisite: MARK100

MARK300 STRATEGIC DIGITAL MARKETING MANAGEMENT
3 Semester Credit Hours
In this course, students will examine the constantly evolving technology and digital media elements involved with strategic marketing planning and management. Students will build on their digital marketing knowledge and consider the interaction of e-commerce business models and best practices for integrating online and offline marketing. Through a combination of lecture, case studies, and course projects, students will develop, implement, and evaluate digital marketing practices for managing strategic marketing imperatives.
Prerequisite: MARK100

MARK470 DIGITAL MARKETING PRACTICUM
3 Semester Credit Hours
In this course, students will design, execute and present the outcomes of a capstone project conducted during a practicum field experience. Students will be challenged to use their knowledge, skills, and behavior developed over the course of their program studies to solve real-world problems in their career discipline. Students will be evaluated from both academic and professional standards.
Medical Administrative Assistant (MDAA)

MDAA101 INTRODUCTION TO MEDICAL OFFICE SUPPORT AND SERVICES
3 Semester Credit Hours
This course provides an overview of the administrative functions that occur in the front office of a medical facility. Students will learn the essential medical administrative skills including; professionalism, customer service orientation, communication skills, scheduling, billing, as well as maintaining medical records.
Prerequisite or Corequisite: INFT124

MDAA202 MEDICAL INSURANCE AND BILLING
3 Semester Credit Hours
This course introduces students to medical insurance and billing cycle and tasks common across healthcare systems as well as third-party payers and commercial insurance plans. Topics include claim form preparation, processing and submission activities, in addition to basic coding nomenclature. Students will also examine plan options, payer requirements, state and federal regulations and abstracting data from source documents.
Prerequisite or Corequisite: HCAS123

MDAA204 MEDICAL OFFICE PROCEDURES
3 Semester Credit Hours
This course builds on the medical office and support services course with in-depth study of administrative and supervisory skills necessary for daily medical office operations. Students will expand their knowledge and skills for managing medical records, confidentiality and release of health information, as well as quality assurance and practice efficiency.
Prerequisite or Corequisite: MDAA101

MDAA208 QUALITY IMPROVEMENT & CUSTOMER SERVICE IN MEDICAL OFFICES
3 Semester Credit Hours
Healthcare is a service industry with patients assessing the value of their experience beyond the medical care, to also include the service and support associated with the care. In this course, students will study the impact listening skills and communication techniques have on patient satisfaction levels. Additional topics include efficiency, and quality improvement measures to meet customer patients service expectations.

Medical Coding (MCCG)

Courses with the MCCG Prefix are only offered in blended learning or online formats.

MCCG100 INTRODUCTION TO REIMBURSEMENT & CODING
3 Semester Credit Hours
This course provides an introduction to reimbursement methodologies and clinical coding systems used in healthcare. Students will explore the common insurance programs and methods for submitting healthcare claims. Payer regulations, revenue cycle tools, and electronic billing processes will also be covered, along with HIPAA, state, and federal regulations and compliance practices.

MCCG115 ICD PROCEDURAL CODING
3 Semester Credit Hours
This course covers procedural coding for utilizing the ICD-10-PCS classification system and reimbursement methodologies. Students will learn how to build an ICD-10-PCS procedure code using coding tables as well as a computerized encoder. Topics will also include ICD-10-PCS organization and structure and official coding guidelines and conventions.
Prerequisite(s): MCCG100 or HEIT111

MCCG136 ICD DIAGNOSTIC CODING
3 Semester Credit Hours
This course covers diagnostic coding utilizing the clinical ICD-10-CM classification system. Students will learn how to accurately assign diagnosis codes utilizing both manual and computerized applications. Topics will also include ICD-10-CM characteristics and format and official coding guidelines and conventions.
Prerequisite(s): MCCG100 or HEIT111 and HCAS133 or BIOL210

MCCG145 CPT AND HCPCS II CODING
3 Semester Credit Hours
This course features the basics of Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS II) clinical classification systems and outpatient/physician office reimbursement methodologies. The use and maintenance of electronic applications and work processes supporting classification and coding are also covered. Topics include the assignment of procedure codes, evaluation of accurate procedural groupings, interpretation of relevant regulations and coding guidelines, validation of coding accuracy by comparison of health records, and examination of reimbursement systems.
Prerequisite(s): MCCG100 or HEIT111

MCCG210 CLINICAL DOCUMENTATION: INTEGRITY AND QUALITY
3 Semester Credit Hours
This course provides an overview of documentation reporting in healthcare settings. The integrity and quality of clinical documentation is discussed as it relates to data collection, analysis, and presentation. Additional topics will include the analysis and display of data for quality assurance, utilization review, risk management, and reimbursement.
Prerequisite(s): MCCG100, HCAS129

MCCG212 ADVANCED ICD DIAGNOSTIC CODING
3 Semester Credit Hours
This course is focused on the advanced application of the ICD-10-CM classification systems. Application-based assignments will be utilized to allow students to demonstrate advanced knowledge of coding conventions, coding principles, and official coding guidelines. Students will use relevant patient information from case studies to assign codes to diagnosis statements and generate physician queries. Coding characteristics, conventions, and guidelines will be applied in identifying and accurately assigning codes to diagnoses and conditions.
Prerequisite(s): MCCG136 & HCAS143

MCCG222 ADVANCED CPT AND HCPCS II CODING
3 Semester Credit Hours
This course is focused on the advanced application of CPT and HCPCS II classification systems. Application-based assignments will be utilized to allow students to demonstrate advanced knowledge of coding conventions, coding principles, and official coding guidelines. Students will use relevant patient information from case studies to assign codes to diagnosis/procedure statements and generate physician queries. Coding characteristics, conventions, and guidelines will be applied in identifying and accurately assigning codes to diseases and conditions, and procedures.
Prerequisite(s): MCCG136, MCCG145 & HCAS143
Corequisite: MCCG240
Network Technology Courses (NETW)

NETW151 ROUTING & SWITCHING IN NETWORKED ENVIRONMENTS
3 Semester Credit Hours

NETW151 introduces students to the foundational knowledge of routing and switching techniques utilized by enterprise networks, including the use of a variety of IP-based protocols and advanced switching technologies. Through lab activities, students will gain experience working with routers, switches, and various IP configurations.

Prerequisite or Corequisite: TECH131 and TECH141

NETW161 NETWORKING WITH THE WINDOWS NETWORK OPERATING SYSTEM
3 Semester Credit Hours

NETW161 prepares students to implement, configure, and administer Microsoft Windows server-based networks. Students will learn how to install and configure server-based software, establish domain controllers, manage users, design and manage the active directory, and implement domain policies in a secure network environment. Through lab activities, students will learn to design, implement, configure, and manage a Windows network that incorporates Windows Server 2012.

Prerequisite or Corequisite: TECH131 and TECH141

NETW171 WIRELESS NETWORKS AND WANS IN THE ENTERPRISE
3 Semester Credit Hours

NETW171 covers wireless networks and technologies for remote computing and networking. Students will gain insight into the requirements of design, installation, and configuration of wireless networks. Topics in this course include wireless and mobile network development and design, wireless protocols and standards, 4G networks, WiFi, Bluetooth, and convergence. Students will also practice troubleshooting connectivity issues associated with wireless networks.

Prerequisite or Corequisite: TECH131 and TECH141

NETW211 NETWORKING WITH THE UNIX/LINUX NETWORKING OPERATING SYSTEMS
3 Semester Credit Hours

NETW211 focuses on the configuration and administration of a Linux-networked environment. Students will learn about adding and configuring directories and users, shell commands, performance monitoring, network security, and device/asset management on a Linux-based network. Through lab activities, students will gain experience with Linux commands and troubleshooting techniques.

Prerequisite or Corequisite: TECH131 and TECH141

NETW241 NETWORK SECURITY AND FORENSIC FUNDAMENTALS
3 Semester Credit Hours

Students in NETW241 will learn about the current trends, threats, and issues with securing organizational data assets. This course provides an in-depth look at various elements of network security topics, including security planning, cryptography, policies, physical security, perimeter defense, security audits, and the implementation and enforcement of network security policy and procedures. Students who are successful in this course will be prepared for the CompTIA Security+ SY0-401 certification exam.

Prerequisite or Corequisite: TECH131 and TECH141

NETW251 NETWORK DESIGN AND IMPLEMENTATION
3 Semester Credit Hours

NETW251 prepares students to evaluate a variety of information technology situations and recommend viable solutions. Students will learn commonly used techniques and best practices, complying with industry standards, to propose resolutions to complex networking problems. Students who have successfully completed this course, as well as all other courses with the NETW course code, will be prepared to take the CompTIA Network+ N10-006 certification exam.

Prerequisite or Corequisite: TECH131 and TECH141
Final Semester

MCCG240 EVALUATION AND MANAGEMENT SERVICES
3 Semester Credit Hours

This course involves the study of the evaluation and management services (E/M) clinical classification system for physician/patient encounters. The use and maintenance of electronic applications and work processes supporting classification and coding are discussed. Topics include the assignment of E/M codes based on physician and outpatient encounters, the interpretation of relevant regulations and coding guidelines, and the validation of coding accuracy by comparison with the health record. A working knowledge of E/M coding will be obtained to ensure optimal compliance with current rules and regulations.

Pre-requisite(s): MCCG136 & MCCG145

MCCG262 PROFESSIONAL CODER PRACTICUM
3 Semester Credit Hours

This course is designed to provide students the opportunity to utilize the knowledge and skills developed throughout the program in a supervised authentic coding practicum experience or a simulated virtual environment. This is an opportunity for students to demonstrate coding competency to professional standards of accuracy, productivity, and reporting. Students will evaluate the accuracy and completeness of the patient record as defined by policy, regulations, and standards, and summarize findings to share with stakeholders. Additionally, students will prepare to sit for the AHIMA Certified Coding Specialist - Physician-based (CCS-P®) certification exam, which assesses mastery-level proficiency in coding.

Prerequisite: Final semester of the degree plan

Natural Science (NSCI)

NSCI280 ECOLOGY
3 Semester Credit Hours (NS)

This course introduces students to environmental science, and examines the human/environmental relationship, fundamental ecological principles, energy resources, human impact on ecosystems, and industry’s impact on ecosystems, natural disasters, and cutting-edge environmental issues.

CHEM101 GENERAL CHEMISTRY
4 Semester Credit Hours (NS)

This course is a survey of general chemistry concepts, including: properties and states of matter, atomic structures and bonding, acid-base concepts, and basic organic chemistry and biochemistry. It will investigate how chemistry applies to medicine, including pharmacology and metabolic processes of the body that influence health and disease.
Nursing (NURS)

NURS100
INTRODUCTION TO NURSING
1 Semester Credit Hour
This course introduces the roles and responsibilities of nurses from a historical view to present day. The student is introduced to contemporary nursing practice and health care. Nursing as a profession and the ethical/legal implications are discussed.
Prerequisite: Admission to the Nursing Program

NURS102
FOUNDATIONS OF NURSING PRACTICE
2 Credit Hours
This course introduces the roles and responsibilities of nurses from a historical view to present day. The student is introduced to the nursing process, contemporary nursing practice and health care. Nursing as a profession and the ethical/legal implications are discussed.

NURS103
NURSING FUNDAMENTALS
6 Semester Credit Hours
This course assists with the development of basic nursing skills and introduces the student to identifying the social, cultural, global and ethnic needs of patients and families. This course builds on introductory course information of the practice of nursing and the nursing process. It provides evidence based rationale for safe and effective nursing interventions. Skill attainment is emphasized in the skills laboratory and through clinical experience which focuses on the self-care needs of adults.
Prerequisite: NURS100, BIOL110, ENGL101, MATH103/MATH201
Corequisite: BIOL120, BIOL 210

NURS125
LIFESPAN DEVELOPMENT AND NURSING PRACTICE
3 Credit Hours
The focus of this course is to introduce the concepts of normal growth and development, developmental theories, and strategies for the nurse to consider regarding nursing care of the patient across the lifespan.

NURS202
FAMILY CHILD NURSING
5 Semester Credit Hours
This course includes an introduction to theory and clinical practice of maternal-child health nursing, maternity-nursing care, and care of the pediatric patient. Evidence-based practices will be applied utilizing selected clinical settings across the health-care continuum.
Prerequisites: BIOL205, NURS125, NURS211, NURS215

NURS211
MEDICAL SURGICAL NURSING I
6 Semester Credit Hours
This theory and practicum course introduces the student to the role of the medical surgical nurse in acute and chronic care settings. Emphasis is on integrating prior knowledge, developing critical thinking, reasoning and nursing judgment in utilization of the nursing process; application of knowledge of pathophysiology, correlating lab values with patient conditions, relating principles of patient education, and demonstrating application of appropriate nursing interventions according to best current evidence. Clinical activities focus on application of these concepts.
Prerequisites: NURS101, BIOL120, and BIOL210
Prerequisites or Corequisites: NURS215 and BIOL205

NURS215
PHARMACOLOGY FOR NURSES
3 Credit Hours
Concepts related to the safe administration of pharmaceutical agents, and utilization of the nursing process in pharmacology applications, are examined. Expected actions, appropriate assessments and nursing responses related to contraindications, adverse events and co-morbid conditions are discussed, along with evaluation of pharmacologic effectiveness. Concepts related to patient education regarding pharmaceutical agents are applied.
Prerequisites: MATH103/MATH201, BIOL120 (BSN), BIOL210 (ADN) or 213 (BSN), CHEM101 (BSN), NURS103 (ADN)
Corequisites: NURS231 (BSN)

NURS222
GERIATRIC AND MENTAL HEALTH NURSING
5 Semester Credit Hours
This is a theory and practicum course, which builds on the role of the nurse as provider of care and emphasizes the manager of care role for groups of individuals. Clinical activities focus on critical thinking and clinical decision-making skills in the care of geriatric patients and individuals with long-term care, mental health and rehabilitative needs.
Prerequisites: BIOL205, NURS211, NURS215

NURS223
MEDICAL SURGICAL NURSING II
5 Semester Credit Hours
This theory and practicum course gives emphasis to increasing critical thinking and clinical decision-making in the care of clients with increasingly complex health/illness needs. Utilizing the nursing process, the student is expected to integrate previous learning to assist the patient and family in achieving optimal functioning in various complex health care situations and settings. Clinical experiences are focused on assisting the student to transition to the role of the graduate nurse.
Prerequisites: NURS202, NURS222

NURS230
NURSING ISSUES, LEADERSHIP & RESEARCH
3 Semester Credit Hours
The focus of this course is in-depth exploration of clinical leadership and management, current nursing trends, legal/ethical issues in nursing practice, promotion and use of best current evidence. The student will gain an enhanced perspective on the role of the registered nurse.
Prerequisites: NURS202
Corequisites: NURS222

NURS231
CONCEPTS BASIC TO NURSING
5 Credit Hours
This theory and practicum course introduces the student to foundational concepts and techniques for the roles of provider of care, member of the profession, and manager/coordinator of care for patients with primary, acute, and restorative care needs. The student will apply knowledge from the sciences and liberal arts as they use the nursing process and evidence based activities and rationale to provide care. Emphasis will be placed on critical thinking and decision-making in both the theoretical and clinical components of the course. Communication, informatics and working with the interdisciplinary team will be emphasized.
Prerequisites: NURS102, BIOL120, BIOL213, CHEM101, NURS125, NURS234, NURS235, MATH103/MATH201
Corequisites: NURS215, NURS232

NURS232
NUTRITION IN HEALTHCARE
2 Credit Hours
A basic understanding of nutrition and its role in disease prevention and treatment is an integral part of providing nursing care. This course provides a basic framework for incorporating nutritional concepts into comprehensive patient care.
Prerequisites: CHEM101, NURS235, BIOL213
Corequisite: NURS231

NURS234
PSYCHOMOTOR SKILLS BASIC TO NURSING CARE
1 Credit Hours
This course provides the student with the opportunity to develop the basic psychomotor skills applicable to the practice of professional nursing. This course builds on the introductory course content of the practice of nursing and the nursing process. It provides evidence-based rationale for nursing actions.
Prerequisite or Corequisite: NURS102
NURS235
HEALTH ASSESSMENT AND INTERPERSONAL COMMUNICATION
3 Credit Hours
This theory course introduces the student to interpersonal communication between the nurse and patient and the steps involved in performing a patient health assessment. Emphasis is on developing critical thinking, clinical reasoning and clinical decision-making in relation to interpersonal and therapeutic communication and determining normal and health alterations. The student will apply content learned in anatomy and physiology.
Prerequisite: BIOL113
Prerequisites or Corequisites: BIOL213, CHEM101, NURS234

NURS236
TRANSCULTURAL NURSING (NURSING ELECTIVE)
3 Credit Hours
The course allows students to explore strategies that lead to increased sensitivity to the needs of patients from diverse cultures. Emphasis will be placed on concepts and theoretical models that define the concept of culture, belief systems, the nurse’s self-awareness, the relationship between culture and traditional health practices, and identification of beliefs, values and practices in relation to health, illness, health seeking behaviors and nursing care.

NURS270
NURSING INTERNSHIP
2 Semester Credit Hours
The focus of this course is to transition from student nurse to graduate nurse, including preparation for the NCLEX-RN license examination upon graduation.
Prerequisite: Final Semester

NURS300
HEALTH ASSESSMENT AND INTERPERSONAL COMMUNICATION
3 Semester Credit Hours
This theory course introduces the student to interpersonal communication between the nurse and client and the steps involved in performing a client health assessment. Emphasis is on developing critical thinking, clinical reasoning and clinical decision-making in relation to interpersonal and therapeutic communication and determining normal and health alterations. The student will apply content learned in anatomy and physiology.
Prerequisite: BIOL113, BIOL213

NURS301
NURSING CARE OF THE ADULT I
5 Credit Hours
This theory and practicum course focuses on the roles of designer, provider, manager/coordinator of care for patients with medical/surgical needs across the lifespan in all settings. Emphasis is on developing critical thinking and clinical decision-making utilizing the nursing process. Ethical, legal, cultural, spiritual, developmental, genetic, and socioeconomic needs will be incorporated in the care of patients. The student will use informatics and communications skills in patient care and with the interdisciplinary team. Clinical activities focus on application of these concepts.
Prerequisites: NURS231, NURS215

NURS302
GERONTOLOGY NURSING
3 Credit Hours
This course will provide a foundation for the care of the elderly. The theories and concepts of aging, the physiologic and psychosocial changes and problems associated with the process, and the appropriate nursing interventions are discussed. The unique ethical and legal aspects of caring for the elderly are discussed. The course content will provide a sound knowledge base for the practice of gerontological nursing and to cultivate appreciation and respect for the elderly.
Prerequisites: NURS215, NURS231 (except RN-BSN)

NURS303
NURSING CARE OF THE REPRODUCING FAMILY
3 Credit Hours
This course explores the nature and scope of care for the childbearing family and the neonate. The student will use evidence based practices to design nursing care and provide care to families in the community and acute care settings. Ethical, legal, cultural, spiritual, developmental, genetic, and socioeconomic issues will be explored as the nurse meets acute, chronic, and preventative needs.
Prerequisite: NURS301

NURS304
PSYCHIATRIC AND MENTAL HEALTH NURSING
4 Credit Hours
The course examines theoretical approaches to diagnosing, planning, implementing and evaluating the care for persons with major mental illness and personality disorders across the lifespan. Emphasis is placed on the nurse/client relationship, legal and ethical issues, psychopharmacology, and evidence-based treatment modalities. A comprehensive exploration of major psychiatric disorders and current treatments prepares the nurse to function as an effective member of the multidisciplinary mental health care team. Given the critical role of nurses in all areas of health care, this course will provide students with the critical skills to affect the emotional well-being of all clients regardless of the health care setting.
Prerequisites: NURS301, NURS302 (except RN-BSN)

NURS306
TRANSITION TO PROFESSIONAL NURSING
3 Semester Credit Hours
This course is designed to assist the registered nurse to transition into the role of a baccalaureate prepared nurse emphasizing the roles and responsibilities of the professional nurse. Students will develop a working knowledge of several interrelated concepts such as advanced theoretical concepts, contemporary evidence based nursing practice, functioning as leader and manager of healthcare and ethical/legal implications as a professional nurse. The student will use analysis to make informed clinical decision making, professional judgment, and lifelong learning decisions.
Required RN-BSN; Elective BSN

NURS308
GLOBAL HEALTH STUDIES (NURSING ELECTIVE)
3 Credit Hours
Students will discuss and debate topics that are currently under discussion by policy makers in a variety of global and national agencies, illustrate a scientific methodology that is pertinent to public health in developing countries, and have a significant impact on global health. Disease, social systems and economic factors that affect health and public health will be explored. Students may have a focused clinical exploration experience reflecting a global health issue.
Prerequisites: NURS301, NURS302
NURS309
NURSING INFORMATICS
(Nursing Elective)
3 Semester Credit Hours
The purpose of this course is to assist the student in the development and use of evidence-based nursing informatics to assist clients and their families in learning health promotion and management interventions. Learning is guided through the basic elements of nursing informatics such as use of computers, computer applications, and online resources. The use of health information systems, the electronic health and medical records are discussed with emphasis on confidentiality and security of patient information. Legal and ethical aspects of nursing information are presented. Additionally, the use of nursing informatics in research and nursing management are highlighted.

NURS310
TRANSCULTURAL NURSING
3 Semester Credit Hours
The course allows students to explore strategies that lead to increased sensitivity to the needs of clients from diverse cultures. Emphasis will be placed on concepts and theoretical models that define the concept of culture, belief systems, the nurse’s self-awareness, the relationship between culture and traditional health practices, and identification of beliefs, values and practices in relation to health, illness, health seeking behaviors and nursing care. Required RN-BSN

NURS400
DISASTER PLANNING AND MANAGEMENT
3 Semester Credit Hours
This course explores the principles of disaster planning for hospitals and other health care facilities. Students consider the various types of disasters that must be planned for, learn the six primary phases of disaster response, and examine the possible roles of the nurse in regards to disasters and community emergencies. This course then builds upon that basic understanding and leads students to consider how health care facilities can best plan for disasters. In addition to the broad considerations of both internal and external planning, the specifics of developing a documented disaster plan are demonstrated

NURS401
NURSING CARE OF THE ADULT II
6 Credit Hours
This theory and practicum course gives emphasis to increasing critical thinking and clinical decision-making in the care of patients with increasingly complex or multi-system health needs. Utilizing the nursing process, the student is expected to integrate previous learning to assist the patient and family in achieving optimal function. Clinical experiences support achievement of these outcomes.
Prerequisite: NURS301

NURS402
NURSING CARE OF CHILDREN & FAMILIES
3 Credit Hours
This theory and clinical practicum course focuses on the integration and synthesis of knowledge from the natural and social sciences, fine arts, and nursing science courses in the provision of family-centered, developmentally-appropriate, and culturally-sensitive nursing care of children and families. Learning experiences in both the classroom and clinical setting (actual, simulated, and/or virtual) provide opportunities to develop a beginning-level competency in providing safe, quality, evidenced-based nursing care of children and families.
Prerequisite: NURS301; NURS303

NURS403
NURSING MANAGEMENT & LEADERSHIP
3 Credit Hours
The focus of this course is in-depth exploration of clinical leadership and management, current nursing trends, legal/ethical issues in nursing practice, promotion and use of research in nursing practice.
Prerequisites: NURS301, NURS302, NURS303, NURS304, NURS401, NURS402 (except RN-BSN)

NURS404
NURSING IN THE COMMUNITY
4 Credit Hours
The student in this course will provide care for communities and populations in community based sites. The student will explore theory, use of epidemiological models, and application of public health standards incorporating the current economic, political, and social issues. Health promotion strategies are applied with the use of the epidemiology model. Clinical integration provided in a variety of settings help to build professional roles of caregiver, teacher, and manager of care. At the completion of the course students will complete a community assessment and plan.
Prerequisites: NURS301, NURS302, NURS303, NURS304, NURS401, NURS402 (except RN-BSN)

NURS405
PRINCIPLES OF EMERGENCY NURSING
(NURSING ELECTIVE)
3 Credit Hours
This course provides the essential knowledge base required for assessment and initial management of the emergency patient, including performance of select emergency nursing skills. Emphasis is placed on baseline data gathering, prioritization, and management of common emergent conditions.
Prerequisites: NURS301, NURS303, NURS304

NURS407
NURSING RESEARCH
3 Credit Hours
This course introduces students to the concepts of the research process and its application to nursing practice. Students will become familiar with the manner in which notable nursing research has influenced quality nursing practice. Emphasis is placed on students becoming knowledgeable consumers of research has they expand their nursing practice.
Prerequisites: NURS301, MATH309 (except RN-BSN)

NURS470
NURSING PRACTICUM
5 Credit Hours
This course requires the student to integrate activities allowing progression from the role of student to that of novice nurse. The student will participate in both independent and supervised practice activities in preparation for independent practice and licensure.
Final Term
**INTRODUCTION TO OCCUPATIONAL THERAPY**

**OTAP101**

This course will introduce the student to the field of occupational therapy and examine the role of the occupational therapist and occupational therapy assistant in health care, community and educational settings. Major topics include the AOTA Code of Ethics and Standards of Practice, the relevance of professional organizations, the varied roles of the OTA, national requirements for credentialing, the importance of professional research and literature, introduction to documentation and how external factors influence the practice of occupational therapy.

Corequisite(s): OTAP120

**OTAP102**

This course introduces the student to the process of occupational therapy intervention from initial interview through discharge. The students will learn screening and evaluation techniques, how to establish goals, and how to plan, implement and review appropriate interventions. Additional topics include collaboration with the OT, referrals to specialists and education of clients, family members, caregivers, the public and other health professionals.

Prerequisite(s): OTAP101, OTAP135

**OTAP120**

This course will focus on observation and analysis of performance of human occupations in work, play/leisure, and self-care throughout the life span. The impact of social, economic, political, geographic and demographic factors on human occupations will be emphasized. Topics include exploring the dynamics of occupation and activity, analysis of tasks relative to occupation, grading and adapting the environment and the task to maximize success, and utilizing teaching and learning principles to collaborate with clients, families, and other professionals.

Corequisite(s): OTAP101

**OTAP135**

**OCCUPATIONAL THERAPY FIELDWORK I A**

1 Semester Credit

This course is the first of two level I fieldwork classes that includes observation and guided practice for application of the occupational therapy process in traditional and emerging practice settings with consideration of the impact of psychological and social factors. Students will be assigned to a different level I setting as they progress in their studies each semester. Students are directly supervised by fieldwork educators or faculty at a hospital, clinic, school or educational facility. Activities and discussion are used to complement practical experiences from off campus sites. The focus of this class will be on observational skills pertaining to assessments and interventions and application of the OT Practice Framework to clinical observations.

Prerequisite(s): OTAP101, OTAP102

**OTAP201**

**PSYCHOSOCIAL INTERVENTION**

4 Semester Credits

This course will focus on individuals with psychosocial challenges and how they relate to occupation across the lifespan. Topics include the history and philosophy of mental health treatment, clinical features, medical management, assessments and treatment, development of therapeutic use of self, group dynamics, and current issues impacting psychosocial occupational therapy practice.

Prerequisite(s): OTAP102, PSYC120

Co-requisite(s): OTAP230, OTAP240, OTAP235

**OTAP220**

**DOCUMENTATION IN OCCUPATIONAL THERAPY**

1 Semester Credit

This course emphasizes the importance of appropriate documentation to articulate the distinct value of occupational therapy. Additionally, this course introduces the concept of electronic health records. Topics include documentation guidelines and techniques, reimbursement as well as navigation within an electronic medical record and protection of client information.

Prerequisite(s): OTAP102

**OTAP230**

**DEVELOPMENTAL/PEDIATRIC INTERVENTION**

4 Semester Credits

Human development is explored with emphasis on occupational performance of typical and atypical individuals from birth through adolescence. Topics include assessment techniques, exploring theory-based treatment approaches, devising interventions for the pediatric population, the roles of the OT and OTA in service delivery for this population and the rights of the pediatric individual.

Prerequisite(s): OTAP102, PSYC111

Corequisite(s): OTAP201, OTAP240, OTAP235

**OTAP235**

**OCCUPATIONAL THERAPY FIELDWORK I B**

1 Semester Credit

This course is the final level I fieldwork class that includes observation and guided practice for application of the occupational therapy process in traditional and emerging practice settings with consideration of the impact of psychological and social factors. Students will be assigned to a different level I setting as they progress in their studies each semester. Students are directly supervised by fieldwork educators or faculty. Activities and discussion are used to complement practical experiences from off campus sites. The focus of this class will have the student apply the OT/OTA collaboration process to their observations, begin to assist with data collection/assessment of clients and to apply the principles of human movement to their clinical observations.

Prerequisite(s): OTAP135

Corequisite(s): OTAP201, OTAP230, OTAP240

**OTAP240**

**HUMAN MOVEMENT FOR OCCUPATION**

2 Semester Credits

This course will present the basic principles of biomechanics and kinesiology related to human movement and occupational performance. Topics include the interrelationship among the central nervous system, peripheral nervous system and musculoskeletal system, assessment of balance and posture, joint range of motion, manual muscle testing, application of biomechanical principles, and analysis of functional movement required for work, play and self-care. The course will also address concepts related to orthotic and prosthetic devices.

Prerequisite(s): OTAP101, OTAP102, BIOL213

Corequisite(s): OTAP201, OTAP230, OTAP220, OTAP235
OTAP245

PHYSICAL DISABILITY INTERVENTION

4 Semester Credits

This course emphasizes the application of occupational therapy process for persons with physical disabilities secondary to neurological, musculoskeletal and congenital disorders. Topics include incorporation of -tories, work simplification techniques, energy conservation, physical agent modalities, and proper use of body mechanics.
Prerequisite(s): OTAP245, OTAP250, FINAL
Corequisite(s):OTAP250

OTAP250

ADAPTIVE INTERVENTIONS

3 Semester Credits

This course introduces the student to assistive technologies and adaptive devices designed to improve mobility and occupational performance. Topics will include computerized as well as non-computerized technologies, adaptation of devices and the environment.
Prerequisite(s):OTAP102, OTAP240
Corequisite(s):OTAP245

OTAP252

PROFESSIONAL ISSUES IN OCCUPATIONAL THERAPY

1 Semester Credit

This course will examine the importance of professionalism in OT, the role of regulatory agencies and the use of professional literature and research to keep the profession and the practice of OT current. Topics include the effective use of professional literature, understanding requirements for credentialing, practice management, effective and professional communication, and the importance of on-going professional development. This course will support students in their fieldwork experiences.
Prerequisite(s):OTAP101
Final Semester

OTAP270

OCCUPATIONAL THERAPY FIELDWORK LEVEL II A

6 Semester Credits

Eight weeks of supervised clinical experience applying occupational therapy, skills and concepts. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to an off-campus setting working with individuals with developmental, physical or emotional challenges. Students are responsible for transportation.
Prerequisite(s): OTAP245, OTAP250, FINAL SEMESTER

OTAP271

OCCUPATIONAL THERAPY FIELDWORK LEVEL II B

6 Semester Credits

Eight weeks of supervised clinical experience applying occupational theory, skills and concepts. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to an off-campus setting working with individuals that offers a diversity of experience from that offered in Level II fieldwork A. Students are responsible for transportation.
Prerequisite(s):OTAP245, OTAP250, FINAL SEMESTER

Paralegal (PLEG)

PLEG100

INTRODUCTION TO LEGAL STUDIES

3 Semester Credit Hours

This course includes an introduction to the American legal system with emphasis on the organization of the federal and state government and court systems, and the procedural steps involved in litigating a dispute. Students will be introduced to legal ethics, legal research, critical thinking, and legal reasoning skills. The role of paralegals will be examined. The course also surveys substantive areas of law including torts, contract law, property & estate law, business law, family law, and criminal law and procedure.
Prerequisite or Corequisite: INFT124

PLEG110

CONTRACT LAW

3 Semester Credit Hours

This course is designed to provide students with basic knowledge regarding contract law, from the formation of a contract to the remedies available when a breach of contract occurs. This is a survey course that will introduce students to the required elements of a contract and afford students the opportunity to draft an enforceable contract. In addition to common law principles governing contract law, students will study the statutory laws affecting contract law, such as the Statute of Frauds and Uniform Commercial Code. The effects of e-commerce on contract law will also be examined.
Prerequisite or Corequisite: PLEG100

PLEG120

CIVIL LITIGATION

3 Semester Credit Hours

Civil litigation is a process by which private disputes of opposing parties are adjudicated by a neutral third party who has the power to render a decision of resolution. In this class, students will learn the unique characteristics of the civil litigation process, including investigating claims and case evaluation, preparing and filing pleadings, gathering evidence during the discovery phase, and engaging in all phases of trial, including pre- and post-phases. Students will be exposed to modern challenges in the civil litigation practice including ethical violations, the effect of entertainment on the industry, and the use of social media tools to gather evidence. Finally, students will be exposed to the process of e-discovery and e-filing.
Prerequisite or Corequisite: PLEG100

PLEG135

LEGAL RESEARCH AND WRITING I

3 Semester Credit Hours

This course is designed to provide students with the basic legal research and writing skills essential for entry level success in the legal profession. Students are introduced to the basic techniques of legal research, writing, and analysis—essential tools of the legal profession. Since learning legal research & writing requires a guided hands-on approach, students are provided opportunities to research legal issues, synthesize cases, frame legal arguments, analyze legal problems, and draft appropriate legal writings to communicate their findings. In addition to learning traditional research methods, students are also trained to use computer-assisted legal research.
Prerequisite or Corequisite: PLEG100, INFT124

PLEG140

LAW OFFICE MANAGEMENT AND TECHNOLOGY

3 Semester Credit Hours

This course focuses on approaches to the organization and efficient operation of the law office from a legal management perspective, with concentration on the technical and administrative skills required in the legal profession. Students will develop an understanding of the fundamentals of management to comprehend the processes of decision-making, problem solving, and interpersonal communication within the legal profession. The functionality of a law office will be discussed regarding legal fees, timekeeping, billing, financial management, managing the client funds trust account, file and records management and docket control systems. Utilization of technology and the essential improvement of technical skills in the law office are emphasized.
Prerequisite: INFT124
PLEG100
DOMESTIC LAW RELATIONS
3 Semester Credit Hours
This course is designed to provide students an overview of the laws involving domestic relationships, with emphasis on marriage, marital dissolutions, property division and distribution, custody, child support, paternity and other legal issues affecting domestic partners and children. Through in-depth study of this material, students will gain an understanding of the responsibilities of the legal professional in this area of law. Through multiple hands-on drafting projects, students will develop the professional skills necessary to support attorneys practicing in this field. Finally, students will evaluate the many ethical issues that arise in this practice area.
Prerequisite: PLEG110

PLEG220
TORTS AND REMEDIES
3 Semester Credit Hours
Tort law is the area of civil law that governs private injuries and harms. The study of tort law examines negligence (unintentional torts), intentional torts (such as battery), and strict liability. In this course, students will engage in an in-depth examination of the required elements of these torts and the applicable defenses to each tort. Students will study the remedies available to redress these civil wrongs, the liability of principals and agents, corporate tort liability, governmental liability and immunity, and other tort-related subjects. Building on PLEG 120, students will recall and utilize civil procedural rules how they apply in a civil litigation case. Students will develop a civil litigation trial notebook for a tort case. Students will gain understanding of the relevance of tort law to everyday life.
Prerequisite: PLEG100

PLEG230
CRIMINAL LAW AND PROCEDURES
3 Semester Credit Hours
Criminal Law and Procedure a course in which both substantive law and the procedural rules are studied and examined. In the process of the study of criminal law, students will examine the differences in definitions, classifications, elements and defenses of crime. In the study of criminal procedure, students will examine the constitutional rights of the accused. This will be a hands-on class where students will prepare pleadings, engage in the discovery process and prepare for all phases of the trial and appellate process.
Prerequisite: PLEG100

PLEG235
LEGAL RESEARCH AND WRITING II
3 Semester Credit Hours
This course is designed to provide students with a more detailed examination of the legal research and writing skills essential for success in the legal profession. Students will build upon the basic knowledge and skills introduced in the PLEG 135 course to further develop their legal research, writing, and analysis abilities. Students will continue to engage in guided hands-on learning activities to research legal issues, synthesize cases, frame legal arguments, analyze legal problems and draft appropriate legal writings, but the process will result in more independent work-product. Students will develop a deeper proficiency towards using both traditional and electronic research tools to complete the assigned tasks.
Prerequisite: PLEG135

PLEG250
ESTATE PLANNING: WILLS, TRUSTS, AND PROBATE
3 Semester Credit Hours
This course is designed to provide students an overview of estate planning with particular emphasis on the law of wills, trusts, and probate. Through in-depth study of this material, students will learn how the law of estate planning interrelates with other areas of law and will gain an understanding of the responsibilities of the paralegal in this area of law. Through multiple hands-on drafting projects, students will develop the professional skills necessary to support attorneys practicing in this field. Finally, students will evaluate the many ethical issues that arise in this practice area and learn strategies to avoid the appearance of impropriety and unauthorized practice of law when dealing with the day-to-day operations of a legal practice setting.
Prerequisite: PLEG100

PLEG255
BUSINESS ORGANIZATIONS LAW
3 Semester Credit Hours
This course is designed to provide students an overview of business organizations, with an emphasis on sole proprietorships, corporations, partnerships, professional corporations, and limited liability entities. Through in-depth study of this material, students will learn how these business entities are legally formed, operated and dissolved, and will gain an understanding of the responsibilities of the paralegal in this area of law. Through multiple hands-on drafting projects, students will develop the professional skills necessary to support attorneys practicing in this field. Finally, students will evaluate the many ethical issues that arise in this practice area, with focus on an internal business-entity law department as well as a private practice setting representing business entities and governmental law departments that deal with business entities.
Prerequisite: PLEG110

PLEG290
REAL PROPERTY LAW
3 Semester Credit Hours
This course will provide students with a fundamental comprehension of the concepts and working terminology of real property law, including but not limited to disclosure obligations and regulations affecting brokers, sales people and owners. Students will analyze and apply the real property law to buying, selling, leasing and financing real estate. This course includes an overview of the general laws of land such as ownership and transactions, including rights and interests in land; forms of ownership and methods of title transfer; title examinations and insurance; parties to a real estate transaction; the sales agreement and contract; real estate finance including appraisals and mortgages; the owner-broker relationship, deeds and indentures; real property descriptions; the closing and settlement process; and post-settlement activities. This course will equip students with tools needed to provide support with the process of a real estate transaction and the documentation involved.
Prerequisite: PLEG110

PLEG295
BANKRUPTCY LAW
3 Semester Credit Hours
This course is designed to provide students an overview of bankruptcy law with particular emphasis on how bankruptcy stands as a remedy for both debtors and creditors. Through in-depth study of this material, students will learn about the sources of current bankruptcy law, the persons involved in the bankruptcy process, and the forms of bankruptcy filings and how to select the best option for client. This course will place an emphasis on understanding the paralegal’s role throughout the bankruptcy process and will provide the student with an opportunity to engage in multiple hands-on drafting projects to develop the professional skills necessary to support attorneys practicing in this field. Finally, students will evaluate the many ethical issues that arise in this practice area and learn strategies to avoid the appearance of impropriety and unauthorized practice of law when dealing with the day-to-day operations of a legal practice setting.

Prerequisite or Corerequisite: PLEG100
Philosophy (PHIL)

PHIL222
ETHICS IN HEALTH & HUMAN SERVICES
3 Semester Credit Hours (HU)
This course addresses introductory concepts and basic issues in health-care ethics. The topics include but are not limited to decision-making, professionalism and advocacy, confidentiality, truth-telling and informed consent.

PHIL250
PRACTICES IN ANALYTIC REASONING & CRITICAL THINKING
3 Semester Credit Hours (HU)
Explore and analyze contemporary topics using analytic methods and metacognitive strategies. Emphasis is on the application of these strategies within the dynamic communities of college, career and life. Students complete a career based ethical controversy research paper.
Prerequisite: ENGL101 or ENGL202

PHIL271
ETHICS (HU)
3 Semester Credit Hours
In this course, students will be equipped with the knowledge, skills and strategies to develop an ethical corporate culture. Ethical dilemmas across various professions (business, medical, legal etc.) will be examined to develop sound practices to solve them. Studies of ethical reasoning, integrity, objectivity, independence, core values and professional issues will be analyzed.

PHIL30
LOGIC AND REASONING
3 Semester Credit Hours (HU)
In this course students study the rules of argument, inductive and deductive reasoning, the recognition of formal and informal fallacies, and the application of logical thinking at work and social settings.

PHIL317
TOPICS IN ETHICS: PHILOSOPHY AND RELIGION
3 Semester Credit Hours (HU)
This course introduces students to the fundamental issues of philosophy, religion, and ethics, with special attention focused on how the contemporary professional can effectively apply philosophical principles in the business arena.

Pre-College Success
(Misc. Prefixes)

ENGL079
PRE-COLLEGE ENGLISH
3 Semester Credit Hour Equivalent
This course prepares students to read and write for college study and the workplace. In addition to learning reading comprehension strategies, students will use the writing process to organize their thoughts and write clearly with few errors. Students will also learn how to develop paragraphs and correct their errors in grammar, mechanics, and tone. Finally, this course will provide students with study skills necessary for college success.

MATH077
PRE-COLLEGE MATH
3 Semester Credit Hour Equivalent
This course improves students’ mathematical abilities essential for life and college-level study. In addition to reviewing basic mathematical operations, students will focus on solving workplace and personal math problems that require them to interpret charts and graphs and apply measurement concepts. Students will also learn how to successfully interpret and solve word problems. Finally, this course will provide students with study skills necessary for college success.

Physical Therapist Assistant
(PTAP)

PTAP101
INTRODUCTION TO PHYSICAL THERAPY
2 Semester Credit Hours
This course introduces the history of the profession of physical therapy, the American Physical Therapy Association, the Standards of Ethical Conduct for the Physical Therapist Assistant, and the APTA Guide for Professional Conduct. The role of the PTA, PT and other healthcare providers is explored with emphasis on supervision and collaboration. Professional behavior is discussed including the importance of conduct that reflects not only a commitment to patients but to other professionals. Other topics include specialty areas of practice, effective communication, understanding patient diversity, confidentiality, legislation, and an introduction to appropriate documentation. Medical terminology as it applies to physical therapy is introduced and established as a foundation for future learning.

PTAP102
FUNDAMENTALS OF PHYSICAL THERAPY
3 Semester Credit Hours
This course introduces the traditional approaches of physical therapy assessment, therapeutic exercise and methods of rehabilitation from initial evaluation through discharge. Students will learn how goals and treatment plans are developed by the physical therapist. Additional topics include collaboration with the PT, referrals to specialists and education of clients, family members, caregivers, the public and other health professionals. Techniques regarding patient positioning, transfers and ambulation assistance are presented with emphasis on safe performance of these activities through the use sound judgment and proper risk management techniques. First aid and CPR training will also be completed.
Prerequisite: PTAP101

PTAP111
KINESIOLOGY
3 Semester Credit Hours
This course will present the basic principles of biomechanics and kinesiology related to human movement. Emphasis will be on musculoskeletal anatomy as it provides a foundation for understanding human movement in exercise and daily activities. Anatomical landmarks are stressed as students prepare to apply theory and technique to range of motion measurements. Biomechanical principles as they relate to manual muscle testing, stretching exercises, respiratory physical therapy and gait are also explored.
Prerequisite: PTAP101
Corequisite: PTAP120, PTAP130
PTAP120  MOTOR DEVELOPMENT AND AGING
2 Semester Credit Hours
This course explores the biological changes that occur in humans across the lifespan. It studies typical development and reflexes and how deviation from this applies to physical therapy assessment and intervention. Emphasis will focus on identifying both gross and fine motor milestones and how these are related to development as well as considerations for the older adult in regards to assessment and intervention. Motor development and its application to functional training as well as human locomotion will also be explored.
Pre-requisite: PTAP101; Corequisite: PTAP111, PTAP130

PTAP130  CLINICAL MEDICINE/PHARMACOLOGY
2 Semester Credit Hours
This course focuses on the management of commonly seen medical and surgical conditions seen in physical therapy. Emphasis will include medical, orthopedic and pharmacological management of conditions resulting from disease, injury or surgery.
Pre-requisite: PTAP101; Corequisite: PTAP111, PTAP120

PTAP201  PHYSICAL THERAPY MODALITIES
2 Semester Credit Hours
This course will allow students to apply evidence-based theory and principles as well as practice the technical skills necessary to use physical agents in practice. The basic principles behind the use of cold, thermal, radiant, sound, electrotherapy and hydrotherapy modalities are explored. Therapeutic massage, traction and biofeedback techniques are also studied. Compression therapy and wound care, including sterile technique and standard precautions, are also introduced.
Pre-requisite: PTAP102; Corequisite: PTAP202, PTAP210

PTAP202  DATA COLLECTION
3 Semester Credit Hours
This course introduces the principles and methods of objective measurement skills used by the physical therapist assistant and physical therapist. Emphasis is placed on assessment and documentation of mental status, strength, range of motion, posture, skin integrity, pain, and basic cardiopulmonary evaluation. The importance of assessment as it relates to development and implementation of a treatment plan is stressed.
Pre-requisite: PTAP102; Corequisite: PTAP210

PTAP210  THERAPEUTIC EXERCISE
3 Semester Credit Hours
This course prepares students to implement and document therapeutic exercises under the supervision of a physical therapist. The basic principles and techniques of therapeutic exercise, including the application of theory are stressed when continuing, modifying or discontinuing exercise-based interventions. The concept of conditioning is introduced and students will develop exercise plans that include stretching, strengthening, posture, balance, coordination and gait/locomotion activities for patients with both medical and surgical conditions.
Pre-requisite: PTAP102; Corequisite: PTAP202

PTAP225  PHYSICAL THERAPIST ASSISTANT
1 Semester Credit Hour
This course includes observation and guided practice for application of the physical therapy process as it relates to physical therapist assistants in a local healthcare setting. Students are directly supervised by clinical educators or faculty at a hospital, clinic, school, rehabilitation or educational facility. In-class activities and discussion are used to complement practical experiences from off campus sites. Students are asked to describe observed interventions and apply knowledge and skills learned in PT. Data Collection to clinical observations. Students are responsible for their own transportation to the sites.
Pre-requisite: PTAP102; Corequisite: PTAP101, PTAP202, PTAP210

PTAP230  NEUROLOGICAL/NEUROMUSCULAR
2 Semester Credit Hours
This course focuses on specialized rehabilitation techniques in patients suffering from neurological conditions such as stroke, spinal cord injury and multiple sclerosis or neuromuscular conditions such as muscular dystrophy, amyotrophic lateral sclerosis and spinal muscular atrophy. Appropriate exercise routines are further explored including identification of indications, precautions and contraindications with emphasis on safety and modification of treatment as needed.
Pre-requisite: PTAP202, PTAP210; Corequisite: PTAP240

PTAP235  PRACTICE MANAGEMENT
1 Semester Credit Hour
This course explores the skills necessary for day-to-day administration and management of a physical therapy practice. Important topics include current trends, time management, quality assurance as well as legal and ethical considerations in everyday practice. Proper documentation and appropriate reimbursement procedures will be covered in detail including introduction of electronic health records.
Pre-requisite: PTAP102

PTAP240  PHYSICAL THERAPY INTERVENTIONS
3 Semester Credit Hours
This course emphasizes understanding the plan of care developed by the physical therapist and the implementation of appropriate interventions designed to reduce pain, improve mobility and restore function in different settings such as acute care, long-term care and sports medicine facilities. Modification of the treatment plan based on reported changes in the patient’s clinical status is stressed. Considerations for the physical environment are introduced and the importance of patient, family and caregiver education is emphasized. The principles of wound care management are also studied.
Pre-requisite: PTAP201, PTAP202, PTAP210; Corequisite: PTAP230, PTAP245

PTAP245  ORTHOPEDICS AND MUSCULOSKELETAL
4 Semester Credit Hours
This course focuses on specialized rehabilitation techniques in patients suffering from orthopedic conditions and surgical procedures that result in musculoskeletal dysfunction. This course also explores the assistive, supportive, and protective devices used in the rehabilitation process. Emphasis will be on orthotics, prosthetics, wheelchairs and other assistive devices used during gait and activities of daily living. Appropriate exercise routines are introduced including identification of indications, precautions and contraindications with emphasis on safety and modification of treatment as needed.
Pre-requisite: PTAP202, PTAP210; Corequisite: PTAP230, PTAP240

PTAP260  PHYSICAL THERAPIST ASSISTANT
1 Semester Credit Hour
This course includes observation and guided practice for application of the physical therapy process as it relates to physical therapist assistants in a local healthcare setting. Students are directly supervised by clinical educators or faculty at a hospital, clinic, school, rehabilitation or educational facility. In-class activities and discussion are used to complement practical experiences from off campus sites. Students are asked to apply knowledge and skills learned in PT. Interventions and Orthopedics and Musculoskeletal Rehabilitation as well as the PT/PTA collaboration process to clinical observations. Students are responsible for transportation.
Pre-requisite: PTAP225; Corequisite: PTAP240, PTAP245
PTAP270  
PHYSICAL THERAPIST ASSISTANT  
CLINICAL INTERNSHIP II A  
6 Semester Credit Hours  
7.5 weeks of full-time, supervised clinical experience applying physical therapist assistant skills and concepts. Students will now apply the knowledge, skills and behaviors obtained in the classroom and laboratory in a health care setting. Data collection and interventions will be carried out under the supervision of a physical therapist or physical therapist assistant which will allow students the opportunity to improve their clinical and technical skills. Students are assigned to an off-campus setting working with patients in acute care, long-term care or specialty care facilities. Students are responsible for transportation.  
Prerequisite: PTAP260

PTAP271  
PHYSICAL THERAPIST ASSISTANT  
CLINICAL INTERNSHIP IIB  
6 Semester Credit Hours  
7.5 weeks of full-time, supervised clinical experience applying physical therapist assistant skills and concepts. Students will now apply the knowledge, skills and behaviors obtained in the classroom and laboratory in a health care setting. Data collection and interventions will be carried out under the supervision of a physical therapist or physical therapist assistant which will allow students the opportunity to improve their clinical and technical skills. Students are assigned to an off-campus setting that offers a diversity of experience from that of Clinical Internship II A working with patients in acute care, long-term care or specialty care facilities. Students are responsible for transportation.  
Prerequisite: PTAP270

Psychology (PSYC)  

PSYC101  
PRINCIPLES OF PSYCHOLOGY  
3 Semester Credit Hours (SS)  
This course provides students with an introduction to psychology and the science of human behavior. Students are exposed to concepts, terminology, principles, and theories foundational to the discipline. Featured topics include research methods, reasoning and thinking practices, developmental and social psychology as they relate to the workplace.  
Prerequisite(s): PSYC101

PSYC111  
DEVELOPMENTAL PSYCHOLOGY  
3 Credit Hours (SS)  
This course explores the concepts and theories of human development throughout the lifespan. The biological, cognitive and social/emotional domains will be studied beginning with prenatal development and extending throughout life, ending with dying and death.  
Prerequisite(s): PSYC101

PSYC120  
ABNORMAL PSYCHOLOGY  
3 Credit Hours (SS)  
In this course, students will study the theories and descriptions related to disorders of behavior, emotion and thought. Techniques in diagnosis and treatment of these disorders will also be explored.  
Prerequisite(s): PSYC101

PSYC310  
ORGANIZATIONAL PSYCHOLOGY  
3 Semester Credit Hours (SS)  
This course applies general psychological principles and research to study the individual in organizational, workplace settings. Research-based principals and methods are utilized to study a variety of topics important to the understanding of human behavior in career settings. Emphasis is upon the interactive effects of situational and individual variables as they influence organizational behavior. Students will learn how principal theories and empirical findings from research in organizational psychology are used to improve employee performance and satisfaction.  
Prerequisite: PSYC101

Social Science (SOSC)  

SOSC102  
PRINCIPLES OF SOCIOLOGY  
3 Semester Credit Hours (SS)  
Students are introduced to sociological principles through exploring the relationship between the individual, attitudes, behavior and the community. This includes the contemplation of issues like race, gender, class, sex, and age, as well as organizational infrastructures and their tendencies towards power, authority, and status.  
Prerequisites: INFT124, COMM104

SOSC115  
CAREER DEVELOPMENT I – THEORY & PRACTICE  
3 Semester Credit Hours  
This course introduced learners to the theories underlying career and adult development. Students will explore the impact environmental and social factors have on career choices and the workplace. Students are also guided through a reflective process to inform career plans and decisions for personal and professional growth.  
Prerequisites: INFT124, COMM104

SOSC116  
CAREER DEVELOPMENT I – THEORY & PRACTICE  
3 Semester Credit Hours (ONLINE ONLY) (SS)  
This course introduced learners to the theories underlying career and adult development. Students will explore the impact environmental and social factors have on career choices and the workplace. Students are also guided through a reflective process to inform career plans and decisions for personal and professional growth.

SOSC218  
ETHICS IN SOCIAL & DIGITAL COMMUNITIES  
3 Semester Credit Hours (SS)  
This course provides an examination of technology and new media. Particular emphasis is placed on present-day ethical problems raised by the ever increasing prevalence of technology, social media, and mass media in professional and personal life. Students will consider the social, capital, and moral aspects of new media, as well as the rights, duties, motivations, and consequences of social networking services. Finally, students will explore the impact of social media on societal, political, and informational practices of individuals and organizations.
SOSC225  
CAREER DEVELOPMENT II – THEORY & PRACTICE  
3 Semester Credit Hours (SS)  
In this course students will review career development theory as it relates to the decision-making and planning processes. Students will consider their competencies and behaviors when searching for internship and career entry positions. Learners will process feedback on their self-marketing techniques and input regarding career development practices.  
Prerequisite: SOSC115 (Except MATG, MCCG)

SOSC226  
CAREER DEVELOPMENT II – THEORY & PRACTICE  
3 Semester Credit Hours (Online Only) (SS)  
In this course students will review career development theory as it relates to the decision-making and planning processes. Students will consider their competencies and behaviors when searching for career entry positions. Learners will process feedback on their self-marketing techniques and input regarding career development practices.  
Prerequisite: SOSC116

SOSC301  
INTERPERSONAL RELATIONS AND GROUP DYNAMICS  
3 Semester Credit Hours (SS)  
This course focuses on the dynamics of groups and interpersonal relationships within the work setting. Small group theory and research form the basis for the study of professional communication and group decision-making skills. Students develop a clearer understanding of their own behavior and how it affects others in the workplace.

SOSC330  
COMPARATIVE POLITICS  
3 Semester Credit Hours (SS)  
This course serves as an introduction to the comparative study of political behavior and institutions in various European and Third World countries. The American democratic political system is used as a consistent point of comparison throughout the course. Further, this course illustrates the interrelationship between politics and economics from a comparative perspective, by exploring the philosophical underpinnings of these political systems.

Technology/Computing Courses

INFT231  
CLOUD COMPUTING  
3 Semester Credit Hours  
This course provides students a comprehensive view of cloud computing technologies. Students will learn about various cloud technologies, methods, and principles. Students will also examine organizational structures for possible outsourcing to cloud-based vendors for software, infrastructure, and platforms. Additionally, students will gain insights into cloud computing best practices and migration strategies.

Prerequisite: SOSC115

SOSC330  
COMPARATIVE POLITICS  
3 Semester Credit Hours  
This course serves as an introduction to the comparative study of political behavior and institutions in various European and Third World countries. The American democratic political system is used as a consistent point of comparison throughout the course. Further, this course illustrates the interrelationship between politics and economics from a comparative perspective, by exploring the philosophical underpinnings of these political systems.

Virtual Office Information Management (VOIM)

VOIM100  
OFFICE APPLICATIONS – WORD PROCESSING & KEYBOARDING  
3 Semester Credit Hours  
In this course, students will learn how to perform advanced information processing tasks using Microsoft Word. Students will also practice their keyboarding skills through timed tests and apply this learning to complete assignments in a timely manner.  
Prerequisite: INFT124

VOIM111  
OFFICE APPLICATIONS - PRESENTATIONS & PUBLISHING  
3 Semester Credit Hours  
Students develop proficiency in using desktop publishing and Power Point software to create a variety of business applications. Students will work collaboratively to develop, create, edit and present projects that incorporate the use of technology in developing business solutions. Students will learn how to develop documents incorporating graphics and documents from other software applications for use in designing business applications such as presentations, flyers, brochures, and newsletters. Students will learn the core knowledge and skills assessed in the MOS (Microsoft Office Specialist) Certification Exam for power point.  
Prerequisite: INFT124

VOIM112  
OFFICE APPLICATIONS - SPREADSHEETS & DATABASES  
3 Semester Credit Hours  
Students explore the more advanced concepts utilized in spreadsheet and database technology. A continuation of the students’ proficiency development using the integrated office suite is accomplished through the application of advanced skills. Students will be prepared to take the Microsoft Office Specialist (MOS) Certification Exams for Excel and Access.  
Prerequisite: INFT124

VOIM120  
21ST CENTURY OFFICE PROCEDURES  
3 Semester Credit Hours  
This course is an introduction to administrative office management skills utilizing current technology. Emphasis is on providing an historical overview of the roles and responsibilities of executive administration in both a real and virtual environment. Students will utilize information processing simulation and production assignments to demonstrate workplace competencies in the areas of equipment operation, file management, mail systems, phone/telephony telecommunication skills, event planning, travel and conferencing, finance, correspondence, and interpersonal relations.
VOIM230
MOBILE COMMUNICATION MANAGEMENT I
3 Semester Credit Hours
In this course students will be introduced to the fundamentals of virtual communication in the business world including an historical overview. Students will be exposed to the role and function of business network systems, home networks and wireless systems, with an emphasis upon the basic technical skills needed in designing, managing and securing home/small business networks. Students will learn essential business communication and management tools including mobile devices, software applications and personal information managers. Students will learn how individuals use technology to organize their day to day information needs in order to acquire, organize, maintain, retrieve and use information items to fulfill professional responsibilities, specifically with the goal of making the best use of limited resources.
Prerequisite: INFT123/INFT124

Workplace Readiness
(Miscellaneous Prefixes)
CAPS265
CAREER DEVELOPMENT III – CAPSTONE
(Online Only)
3 Semester Credit Hours
Capstone courses are culminating, comprehensive academic experiences. Students apply the theory and critical concepts that define their major areas of concentration in an authentic assessment, dedicating approximately 90 hours to the synthesis of the knowledge of their discipline area. Students will also dedicate approximately 45 hours to lectures, seminars, assessment, and the professional portfolio.
Prerequisite or Corequisite: SOSC226

ENGL102
RESEARCH & WRITING FOR THE WORKPLACE
3 Semester Credit Hours
This course is an introduction to the writing process and the formulation of appropriate workplace communication, as well as the essentials of essay writing. Instruction in effective academic and career reading strategies are introduced, along with basic information literacy skills to retrieve, evaluate, and appropriately use the ideas of others.
Prerequisite: Placement or ENGL079
Prerequisite or Corequisite: INFT124 (except NETW, ITAD)

INFT124
COMPUTING SKILLS
3 Semester Credit Hours
This course introduces students to the basic use of computer hardware and software, electronic communication, and the Internet. Students will develop and utilize their technical knowledge, skills, and abilities in working with office technology in order to efficiently perform tasks and complete projects for contemporary academic, professional, and personal use. Students will apply fundamental theoretical, analytical, and problem solving strategies to advance their understanding of computer literacy.
Corequisite: COMM104 (except NETW and ITAD)

MATH101
WORKPLACE MATHEMATICS
3 Semester Credit Hours
This course will help students learn and apply concepts relating to various workplace situations. Learners will gain a fundamental understanding of the connectivity across course disciplines that incorporate numerical calculations, ratios, proportions, percent, measurement, algebraic concepts, and the ability to visually communicate numerical information.
Prerequisite: Placement or MATH077
Prerequisite or Corequisite: INFT124 (except NETW, ITAD)

NTRN270
CAREER DEVELOPMENT III – INTERNSHIP
3 Semester Credit Hours
The internship provides students with valuable field experience under the supervision and evaluation of a cooperating facility and the College. Students apply knowledge and skills gained in the career program for 90 hours at the host site. Students also dedicate 45 total hours for program coordination purposes, evaluation of the internship experience, and refinement of their portfolio.
Prerequisite: SOSC225

VLEX100
VALIDATED LEARNING EXPERIENCE – ASSESSMENT THEORY AND ARTIFACTS
3 Semester Credit Hours
This course equips students with the necessary knowledge and skills to identify areas of prior learning for college-level equivalency through prior learning assessment. Using a modelled approach, students will be guided through the processes of compiling a portfolio to demonstrate prior learning for evaluation to LearningCounts. The theoretical underpinnings and methodologies to unearth and exhibit prior learning are a major focus.
Fraud Prevention

The College has established a fraud prevention communication approach similar to aspects of Sarbanes – Oxley Legislation. As part of our effort to ensure fraud prevention, a member of our Board of Directors, Mr. Gary Brost, will serve as the College’s operationally independent point of contact for the reporting of fraudulent acts. Mr. Brost may be contacted via email at gbrost@sihi.net.

Organization

Bryant & Stratton College is an independent coeducational postsecondary education institution. The campuses in New York and Ohio are incorporated under the laws of the state of New York. The College also operates campuses in the State of Virginia under the subsidiary of Bryant & Stratton College Corporation and campuses in the state of Wisconsin under the subsidiary of Stratton Educational Corporation. The System Office is located in Getzville, New York. The following serve as the Directors and Officers of Bryant & Stratton College, Inc. and its subsidiaries:

The Board of Directors of Bryant & Stratton College, Inc. and its subsidiaries:

BRYANT H. PRENTICE, III
Jacksonville, FL / Chairman of the Board, Bryant & Stratton College, Inc.
ALEX G. BRNILOVICH, JR.
Naperville, IL / President, Xcligent
GARY M. BROST
Buffalo, NY / Chairman, Strategic Investments & Holdings, Inc.
JOHN C. RUTHERFORD
Boston, MA / Founder and Special Limited Partner, Parthenon Capital Partners
DR. KENNETH C. GRAY
Hereford, AZ / Professor Emeritus, Pennsylvania State University
MARIE A. CINI, PH.D.
Philadelphia, PA / Provost Emeritus, University of Maryland University College

The Officers of Bryant & Stratton College, Inc. and its subsidiaries:

President and Chief Executive Officer
DAVID VADEN, CPA, M.B.A., B.S.
Vice President / Chief Operating Officer
CHRISTOPHER P. GERACE, M.B.A., B.S.
Vice President / Chief Financial Officer / Treasurer
DOREEN A. JUSTINGER, M.B.A., B.S.
Vice President / Chief Technology Officer
ANNE L. LORIA, M.S.M., B.S.
Vice President of Strategic Planning and Assessment / Secretary
TRACY B. NANNERY, M.B.A., B.S.
Vice President / Chief Enrollment Officer
BETH A. TARQUINO, M.S. Ed, B.A.
Vice President / Chief Academic Officer
1) Name and Title of Person Submitting the Request: Laura Smith, Bureau Assistant, on behalf of Dan Williams, Executive Director

2) Date When Request Submitted: 2/26/18

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: 3/8/18

5) Attachments: ✗ Yes  ☐ No

6) How should the item be titled on the agenda page?

1) 2017 NCLEX Scores
   a. Pass Rates of Board Approved RN and PN Schools
   b. Volume and Pass Rates of Candidates Seeking U.S. Licensure

7) Place Item in: ☑ Open Session  ☐ Closed Session

8) Is an appearance before the Board being scheduled?

☑ Yes (Fill out Board Appearance Request)  ☐ No

9) Name of Case Advisor(s), if required: N/A

10) Describe the issue and action that should be addressed:

Review and consideration of 2017 NCLEX Pass Rates (attached).

11) Signature of person making this request

Authorization

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.
# NCLEX Pass Rates - Board Approved RN Schools

<table>
<thead>
<tr>
<th>School</th>
<th>1st Time RN Candidates</th>
<th>All RN Takers (Including Repeaters)</th>
<th>1st Time PN Candidates</th>
<th>All PN Takers (Including Repeaters)</th>
</tr>
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<td>2017 Number Individuals</td>
<td>2017 % Passed</td>
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<tr>
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</table>

1. Percentage of 1st time RN candidates who passed the NCLEX.  
2. Percentage of all RN candidates who passed the NCLEX regardless of times taking the test.  
3. This is percentage is only calculated for schools who did not meet the standard of 1st time takers.  
4. PN Candidates receiving a certificate of completion from a RN school to take the PN NCLEX.  
5. Percentage of 1st time PN candidates who passed the NCLEX.  
6. Percentage of all RN candidates who passed the NCLEX regardless of times taking the test.  
This is percentage is only calculated for schools who did not meet the standard of 1st time takers.

## N 1.09  NCLEX pass rates.

1. Generally. The 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.

2. NCLEX pass rate standard. A school of nursing shall meet the NCLEX pass rate standard by one of the following:

   a. The annual NCLEX pass rate of graduates taking the NCLEX for the first time is a minimum of 80%.
   b. The annual NCLEX pass rate of all graduates taking the NCLEX, including those who repeated the test, is a minimum of 80%. The school shall submit an explanation or analysis documentation and the school's plan to meet the pass rate of those who take the NCLEX for the first time. The plan does not require board approval.

3. NCLEX pass rate standard not met.

   a. If the NCLEX pass rate standard is not met, the school of nursing shall receive a warning letter. The school shall identify factors that are potentially affecting the low NCLEX pass rate and submit an institutional plan for assessment and improvement of NCLEX results including outcomes and timeframes which shall be approved by the board no later than July 1. The plan shall address administration, faculty, students, curriculum, resources, and policies.
   b. The school of nursing shall submit annual progress reports to the board including the outcomes of the institutional approved plan as long as the NCLEX pass rate standard is not met.
### NCLEX Pass Rates - Board Approved RN Schools

<table>
<thead>
<tr>
<th>School</th>
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<th>1st Time PN Candidates</th>
<th>All PN Takers (Including Repeaters)</th>
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<tbody>
<tr>
<td>Number Individuals</td>
<td>% Passed¹</td>
<td>% Passed²</td>
<td>Number Individuals³</td>
<td>% Passed⁴</td>
</tr>
</tbody>
</table>

1. Percentage of 1st time RN candidates who passed the NCLEX.
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#### Results:

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<tr>
<td>Number Individuals</td>
<td>% Passed¹</td>
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<td>% Passed⁴</td>
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</tbody>
</table>

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<tr>
<th>School</th>
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<td>School</td>
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<td>All RN Takers (Including Repeaters)</td>
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1 Percentage of 1st time RN candidates who passed the NCLEX.
2 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test.
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<td>168</td>
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</tbody>
</table>

1 Percentage of 1st time RN candidates who passed the NCLEX.
2 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test.
This is percentage is only calculated for schools who did not meet the standard of 1st time takers.
3 PN Candidates receiving a certificate of completion from a RN school to take the PN NCLEX.
4 Percentage of 1st time PN candidates who passed the NCLEX.
5 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test. This is percentage is only calculated for schools who did not meet the standard of 1st time takers.
### NCLEX Pass Rates - Board Approved RN Schools

<table>
<thead>
<tr>
<th>School</th>
<th>1st Time RN Candidates</th>
<th>All RN Takers (Including Repeaters)</th>
<th>1st Time PN Candidates</th>
<th>All PN Takers (Including Repeaters)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017 Number Individuals</td>
<td>2017 % Passed&lt;sup&gt;1&lt;/sup&gt;</td>
<td>2017 Number Individuals&lt;sup&gt;3&lt;/sup&gt;</td>
<td>2017 % Passed&lt;sup&gt;4&lt;/sup&gt;</td>
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<tr>
<td>US50407300</td>
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<td># Passed 166</td>
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<tr>
<td>US50105200</td>
<td># Cand 176</td>
<td>94.32</td>
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<td>Rasmussen - Green Bay</td>
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<td>Southwest WI Tech College</td>
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<td>US50407100</td>
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<td>UW-Eau Claire</td>
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<td>UW-Madison</td>
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<td>US50509500</td>
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<td>UW-Oshkosh</td>
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<tr>
<td>US50508100</td>
<td># Cand 192</td>
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</tbody>
</table>

<sup>1</sup> Percentage of 1st time RN candidates who passed the NCLEX.
<sup>2</sup> Percentage of all RN candidates who passed the NCLEX regardless of times taking the test.
<sup>3</sup> This is percentage is only calculated for schools who did not meet the standard of 1st time takers.
<sup>4</sup> PN Candidates receiving a certificate of completion from a RN school to take the PN NCLEX.
<sup>5</sup> Percentage of 1st time PN candidates who passed the NCLEX.
<sup>6</sup> Percentage of all RN candidates who passed the NCLEX regardless of times taking the test. This is percentage is only calculated for schools who did not meet the standard of 1st time takers.
<table>
<thead>
<tr>
<th>School</th>
<th>1st Time RN Candidates</th>
<th>1st Time PN Candidates</th>
<th>All RN Takers (Including Repeaters) 2017</th>
<th>1st Time PN Candidates 2017</th>
<th>All PN Takers (Including Repeaters) 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Individuals</td>
<td>% Passed 1</td>
<td>Number Individuals</td>
<td>% Passed 4</td>
<td>% Passed 5</td>
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</tr>
<tr>
<td>Waukesha County Tech</td>
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<td>US50407400</td>
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<tr>
<td>Western Tech College</td>
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<td>US50408400</td>
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<tr>
<td>US50109500</td>
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<tr>
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<tr>
<td>US50407200</td>
<td># Cand 104</td>
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<td>WI Lutheran College</td>
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<tr>
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</tbody>
</table>

1 Percentage of 1st time RN candidates who passed the NCLEX.
2 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test.
3 This is percentage is only calculated for schools who did not meet the standard of 1st time takers.
4 PN Candidates receiving a certificate of completion from a RN school to take the PN NCLEX.
5 Percentage of 1st time PN candidates who passed the NCLEX.
6 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test. This is percentage is only calculated for schools who did not meet the standard of 1st time takers.
<table>
<thead>
<tr>
<th>School</th>
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<th># Cand</th>
<th>% Passed</th>
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<tr>
<td>College of Menominee Nation</td>
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<td>US50101100</td>
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<td>Fox Valley Tech College</td>
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<tr>
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<td>10</td>
<td>100.00</td>
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</table>

1 Percentage of 1st time PN candidates who passed the NCLEX.
2 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
This percentage is only calculated for schools who did not meet the standard of 1st time takers.

NCLEX pass rates.

(1) Generally, the 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.

(2) NCLEX pass rate standard. A school of nursing shall meet the NCLEX pass rate standard by one of the following:
(a) The annual NCLEX pass rate of graduates taking the NCLEX for the first time is a minimum of 80%.
(b) The annual NCLEX pass rate of all graduates taking the NCLEX, including those who repeated the test, is a minimum of 80%. The school shall submit an explanation or analysis documentation and the school’s plan to meet the pass rate of those who take the NCLEX for the first time. The plan does not require board approval.

(3) NCLEX pass rate standard not met.
(a) If the NCLEX pass rate standard is not met, the school of nursing shall receive a warning letter. The school shall identify factors that are potentially affecting the low NCLEX pass rate and submit an institutional plan for assessment and improvement of NCLEX results including outcomes and timeframes which shall be approved by the board no later than July 1. The plan shall address administration, faculty, students, curriculum, resources, and policies.
(b) The school of nursing shall submit annual progress reports to the board including the outcomes of the institutional approved plan as long as the NCLEX pass rate standard is not met.
QUARTERLY EXAMINATION STATISTICS
Volume, Pass Rates & First-Time Internationally Educated Candidates’ Countries

Multiple steps must be completed before a nurse can safely enter the profession. These steps typically include:

- Graduating from a recognized nursing program,
- Meeting the specific requirements of the state board of nursing, and
- Passing the National Council of State Boards of Nursing (NCSBN) NCLEX® examination for registered nurses (RNs) or licensed practical/vocational nurses (LPNs/VNs).

Because passing the NCLEX is usually the final step in the nurse licensure process, the number of people passing the NCLEX ("pass rate") is a good indicator of how many new nurses are entering the profession in the U.S.

These tables provide the most recent data on the NCLEX testing volume and the associated pass rates. In addition, NCSBN has listed the top five countries where nurses were educated outside the U.S. and who are taking the NCLEX examination in hopes of obtaining nursing employment in the U.S.

For more detailed NCLEX Examination statistics, including historical pass rates, see Exam Psychometrics under the NCLEX Examinations section of NCSBN’s website, www.ncsbn.org.

For general information about the NCLEX, visit the NCLEX Examinations section of NCSBN’s website.

### 2017 NCLEX® Volume and Pass Rates

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<tr>
<td>RN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>58,047 (73.96%)</td>
<td>72,934 (75.54%)</td>
<td>66,264 (73.85%)</td>
<td>33,324 (57.90%)</td>
<td>230,569 (72.11%)</td>
</tr>
<tr>
<td>First-Time</td>
<td>45,173 (84.32%)</td>
<td>58,196 (85.72%)</td>
<td>50,375 (83.38%)</td>
<td>18,089 (72.65%)</td>
<td>171,833 (83.29%)</td>
</tr>
<tr>
<td>Repeat</td>
<td>12,874 (37.62%)</td>
<td>14,738 (35.35%)</td>
<td>15,889 (43.64%)</td>
<td>15,235 (40.38%)</td>
<td>58,736 (39.39%)</td>
</tr>
<tr>
<td>U.S.-Educated</td>
<td>50,997 (80.06%)</td>
<td>64,791 (81.33%)</td>
<td>58,450 (79.65%)</td>
<td>24,893 (64.97%)</td>
<td>199,131 (78.47%)</td>
</tr>
<tr>
<td>Internationally Educated</td>
<td>7,050 (29.87%)</td>
<td>8,143 (29.45%)</td>
<td>7,814 (30.48%)</td>
<td>8,431 (36.99%)</td>
<td>31,438 (31.82%)</td>
</tr>
<tr>
<td>PN</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15,302 (71.23%)</td>
<td>14,377 (67.62%)</td>
<td>20,464 (76.18%)</td>
<td>13,585 (66.72%)</td>
<td>63,728 (71.04%)</td>
</tr>
<tr>
<td>First-Time</td>
<td>11,589 (83.08%)</td>
<td>10,210 (82.17%)</td>
<td>16,512 (85.88%)</td>
<td>9,412 (80.60%)</td>
<td>47,723 (83.36%)</td>
</tr>
<tr>
<td>Repeat</td>
<td>3,713 (34.23%)</td>
<td>4,167 (31.97%)</td>
<td>3,952 (35.68%)</td>
<td>4,173 (35.42%)</td>
<td>16,005 (34.31%)</td>
</tr>
<tr>
<td>U.S.-Educated</td>
<td>14,827 (72.33%)</td>
<td>13,921 (68.85%)</td>
<td>19,949 (77.20%)</td>
<td>13,086 (67.88%)</td>
<td>61,783 (72.18%)</td>
</tr>
<tr>
<td>Internationally Educated</td>
<td>475 (36.84%)</td>
<td>456 (29.83%)</td>
<td>515 (36.70%)</td>
<td>499 (36.27%)</td>
<td>1,945 (35.01%)</td>
</tr>
</tbody>
</table>

1 Number = the number of candidates taking the examination and seeking U.S. licensure.
Percentage = percentage of candidates passing the examination (Pass Rate).

### 2017 First-Time Internationally Educated Candidates: Top Five Countries (with respect to volume)

| 1st | Philippines | 1,653 | Philippines | 1,919 | Philippines | 2,052 | Philippines | 2,167 | Philippines | 7,791 |
| 2nd | India | 307 | India | 324 | India | 335 | India | 1,305 |
| 3rd | South Korea | 218 | Puerto Rico | 209 | Puerto Rico | 199 | Puerto Rico | 231 | Puerto Rico | 820 |
| 4th | Puerto Rico | 181 | South Korea | 181 | South Korea | 180 | South Korea | 749 |
| 5th | Jamaica | 164 | Jamaica | 161 | Nigeria | 124 | Nigeria | 149 | Jamaica | 586 |

1 In this table, the count of first-time internationally educated candidates seeking U.S. licensure includes both RNs and PNs.
AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request:
   Sharon Henes
   Administrative Rules Coordinator

2) Date When Request Submitted:
   26 February 2018
   Items will be considered late if submitted after 12:00 p.m. on the deadline date:
   - 8 business days before the meeting

3) Name of Board, Committee, Council, Sections:
   Board of Nursing

4) Meeting Date:
   8 March 2018

5) Attachments:
   □ Yes
   □ No

6) How should the item be titled on the agenda page?
   Legislation and Rule Matters – Discussion and Consideration
   1. N 2 and 9 Relating to eNLC
   2. Update on Legislation and Pending and Possible Rulemaking Projects

7) Place Item in:
   ☒ Open Session
   ☐ Closed Session
   ☐ Both

8) Is an appearance before the Board being scheduled?
   ☐ Yes (Fill out Board Appearance Request)
   ☐ No

9) Name of Case Advisor(s), if required:

10) Describe the issue and action that should be addressed:

11) Authorization

   Sharon Henes
   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.
TEXT OF RULE

SECTION 1. N 2.02 (1m), (8m), (9m), and (11) are created to read:

N 2.02 (1m) “Board approved prelicensure education program” means a nurse prelicensure program from a Wisconsin approved school or a prelicensure program approved by another state board of nursing.

(8m) “Multistate license” means a license to practice as a registered or licensed practical nurse issued by Wisconsin that authorizes the licensed nurse to practice in all nurse licensure compact party states under a multistate licensure privilege.

(9m) “Party state” means any state that has adopted the nurse licensure compact.

(11) “Single state license” means a license issued by Wisconsin that does not include a multistate licensure privilege to practice in any other nurse licensure compact party state.

SECTION 2. N 2.10 (1) (intro.) is amended to read:

N 2.10 (1) (intro) REGISTERED NURSE APPLICANTS FOR A SINGLE STATE LICENSE. An applicant is eligible for licensure a single state as a registered nurse if the applicant complies with all of the following requirements:

SECTION 3. N 2.10 (1m) is created to read:

N 2.10 (1m) REGISTERED NURSE APPLICANTS FOR A MULTISTATE LICENSE. An applicant is eligible for a multistate license if the applicant meets all of the following requirements:

(a) Graduated from one of the following:
   1. A board approved prelicensure education program.
   2. A foreign registered nurse prelicensure education program that has been approved by the authorized accrediting body in the applicable country and has been verified by an independent credentials review agency to be comparable to a board approved prelicensure education program.

(b) If a graduate from a foreign prelicensure education program not taught in English or if English is not the individual’s native language, successfully passed an English proficiency examination that includes the components of reading, speaking, writing, and listening.

(c) Successfully passed an NCLEX or recognized predecessor examination.

(d) Is eligible for or holds an active, unencumbered license.

(e) Has not been convicted or found guilty, or has entered into an agreed disposition, of a felony offense under applicable state or federal criminal law.

(f) Has not been convicted or found guilty, or has entered into an agreed disposition, of a misdemeanor offense related to the practice of nursing.

(g) Is not currently enrolled in an alternative program.
(h) Is subject to self-disclosure requirements regarding current participation in an alternative program.
(i) Holds a valid United States social security number.

SECTION 4. N 2.10 (2) (intro.) is amended to read:

**N 2.10 (2) (intro)** LICENSED PRACTICAL NURSE APPLICANTS FOR A SINGLE STATE LICENSE. An applicant is eligible for licensure as a **single state license** if the applicant complies with all of the following requirements:

SECTION 5. N 2.10 (2m) is created to read:

**N 2.10 (1m)** LICENSED PRACTICAL NURSE APPLICANTS FOR A MULTISTATE LICENSE. An applicant is eligible for a multistate license to practice as a licensed practical nurse if the applicant meets all of the following requirements:

(a) Graduated from one of the following:
   1. A board approved prelicensure education program.
   2. A foreign registered nurse prelicensure education program that has been approved by the authorized accrediting body in the applicable country and has been verified by an independent credentials review agency to be comparable to a board approved prelicensure education program.

(b) If a graduate from a foreign prelicensure education program not taught in English or if English is not the individual’s native language, successfully passed an English proficiency examination that includes the components of reading, speaking, writing, and listening.

(c) Successfully passed an NCLEX or recognized predecessor examination.

(d) Is eligible for or holds an active, unencumbered license.

(e) Has not been convicted or found guilty, or has entered into an agreed disposition, of a felony offense under applicable state or federal criminal law.

(f) Has not been convicted or found guilty, or has entered into an agreed disposition, of a misdemeanor offense related to the practice of nursing.

(g) Is not currently enrolled in an alternative program.

(h) Is subject to self-disclosure requirements regarding current participation in an alternative program.

(i) Holds a valid United States social security number.

SECTION 6. N 2.105 is created to read:

**N 2.105 Application procedure for a multistate license.** (1) Each applicant for a multistate license shall complete and submit an application by the electronic application process or on forms provided by the department, declare Wisconsin as the primary state of residence, and shall pay the fee.

(2) The educational administrator or designee for a board approved prelicensure education program shall submit any of the following:
   (a) Via the electronic application process a verification that the applicant has graduated.
   (b) A certification of graduation.
(c) An official transcript indicating graduation.

(3) If the applicant graduated from a foreign prelicensure education program, the applicant shall submit a certificate or report demonstrating verification from an independent credentials review agency that the prelicensure education program is comparable to a board approved prelicensure education program.

(4) If the applicant graduated from a foreign prelicensure program was not taught in English or if English is not the applicant’s native language, the applicant shall submit proof of successfully passing an English proficiency examination that includes the components of reading, speaking, writing, and listening.

(5) (a) The board shall notify the applicant of eligibility for admission to the NCLEX once it receives verification of any of the following:
   1. Certificate of approval.
   2. Graduation.

   (b) The applicant shall contact the examination provider to schedule the NCLEX date and time within one year from the time the notice of eligibility is received by the applicant.

   (c) The board shall send notification of results to applicants who fail to earn a passing score on the NCLEX. An applicant may apply to the board for authorization to schedule reexamination. The reexamination may not occur earlier than 45 days after the most recent sitting for the NCLEX.

(6) The applicant shall submit, through an approved process, fingerprints or other biometric-based information for the purpose of obtaining an applicant’s criminal history information from the federal bureau of investigation and the Wisconsin department of justice.

(7) If the applicant has been convicted or found guilty, or has entered into an agreed disposition, of a misdemeanor offense, the applicant shall provide the board all related information necessary for the board to determine whether the circumstances substantially relate to the practice of nursing.

SECTION 7. N 2.11 (title) is amended to read:

N 2.11 **Application procedure for a single state license** for applicants from board-approved schools.

SECTION 8. N 2.12 (title) is amended to read:

N 2.12 **Application procedure for a single state license** for applicants from comparable schools.

SECTION 9. N 2.19 (insert in Subchapter III) is created to read:

N 2.19 **Endorsement of an applicant for a multistate license.** (1) Each applicant for a multistate license by endorsement shall complete and submit an application on forms provided by the department and shall pay the fee.

(2) The applicant shall provide all of the following:
   (a) Evidence of holding an active, unencumbered license.
   (b) Declaration or evidence that Wisconsin is the primary state of residence.
(c) Evidence of graduation from one of the following:
   1. A board approved nurse prelicensure education program or
   2. A foreign nurse prelicensure education program that has been approved by the
      authorizing accrediting body in the applicable country and has been verified by an
      independent credentials review agency to be comparable to a board approved
      prelicensure education program.

(d) If the applicant graduated from a foreign prelicensure program not taught in English
or if English is not the applicant’s native language, evidence of successfully passing an
English proficiency examination that includes the components of reading, speaking,
writing, and listening.

(e) Evidence of successfully passed an NCLEX exam or recognized predecessor.

(f) If the applicant has been convicted or found guilty, or has entered into an agreed
disposition, of a misdemeanor offense, all related information necessary for the board to
determine whether the circumstances substantially relate to the practice of nursing.

(3) The applicant shall submit, through an approved process, fingerprints or other biometric data
for the purpose of obtaining criminal history record information from the federal bureau of
investigation and the Wisconsin department of justice.

SECTION 10. N 2.20 (title) is amended to read:

N 2.20 Endorsement of an applicant from a nurse licensure compact state for a single state
license.

SECTION 11. N 2.21 (title) is amended to read:

N 2.21 Endorsement of an applicant from another U.S. state, territory or Canada for a
single state license.

SECTION 12. N 2.31 (3) (note) is created to read:

Note: A temporary license does not grant multistate licensure privileges.

SECTION 13. N 9.01, 9.02, 9.03 and 9.04 are repealed.

SECTION 14. N 9 Appendix is created to read:

APPENDIX
NURSE LICENSURE COMPACT RULES

SECTION 100. DEFINITIONS
(1) "Commission" means the Interstate Commission of Nurse Licensure Compact
Administrators.
(2) “Compact” means the Nurse Licensure Compact that became effective on July 20, 2017 and
(3) “Convert” means to change a multistate license to a single-state license if a nurse changes primary state of residence by moving from a party state to a non-party state; or to change a single-state license to a multistate license once any disqualifying events are eliminated.

(4) “Deactivate” means to change the status of a multistate license or privilege to practice.

(5) “Director” means the individual referred to in Article IV of the Interstate Commission of Nurse Licensure Compact Administrators Bylaws.

(6) “Disqualifying Event” means an incident, which results in a person becoming disqualified or ineligible to retain or renew a multistate license. These include but are not limited to the following: any adverse action resulting in an encumbrance, current participation in an alternative program, a misdemeanor offense related to the practice of nursing (which includes, but is not limited to, an agreed disposition), or a felony offense (which includes, but is not limited to, an agreed disposition).

(7) “Independent credentials review agency” means a non-governmental evaluation agency that verifies and certifies that foreign nurse graduates have graduated from nursing programs that are academically equivalent to nursing programs in the United States.

(8) “Licensure” includes the authority to practice nursing granted through the process of examination, endorsement, renewal, reinstatement and/or reactivation.

(9) "Prior Compact" means the Nurse Licensure Compact that was in effect until January 19, 2018.

(10) “Unencumbered license” means a license that authorizes a nurse to engage in the full and unrestricted practice of nursing.

SECTION 200. COORDINATED LICENSURE INFORMATION SYSTEM

201. UNIFORM DATA SET AND LEVELS OF ACCESS

(1) The Compact Administrator of each party state shall furnish uniform data to the Coordinated Licensure Information System, which shall consist of the following:

   (a) the nurse’s name;
   (b) jurisdiction of licensure;
   (c) license expiration date;
   (d) licensure classification, license number and status;
   (e) public emergency and final disciplinary actions, as defined by the contributing state authority;
   (f) a change in the status of a disciplinary action or licensure encumbrance;
   (g) status of multistate licensure privileges;
   (h) current participation by the nurse in an alternative program;
   (i) information that is required to be expunged by the laws of a party state;
   (j) the applicant or nurse’s United States social security number;
   (k) current significant investigative information; and
   (l) a correction to a licensee’s data.

(2) The public shall have access to items (1)(a) through (g) and information about a licensee’s participation in an alternative program to the extent allowed by state law.

(3) In the event a nurse asserts that any Coordinated Licensure Information System data is inaccurate, the burden of proof shall be upon the nurse to provide evidence in a manner determined by the party state that substantiates such claim.

(4) A party state shall report the items in the uniform data set to the Coordinated Licensure Information System within fifteen (15) calendar days of the date on which the action is taken.
202. QUERYING THE COORDINATED LICENSURE INFORMATION SYSTEM
(1) Upon application for multistate licensure, with the exception of renewal by a nurse, a party state shall query the Coordinated Licensure Information System to determine the applicant’s current licensure status, previous disciplinary action(s), current participation in an alternative program, and any current significant investigative information.
(2) Upon discovery that an applicant is under investigation in another party state, the party state in receipt of the nurse licensure application shall contact the investigating party state and may request investigative documents and information.

SECTION 300. IMPLEMENTATION

301. IMPLEMENTATION DATE
The Compact shall be implemented on January 19, 2018.

302. TRANSITION
(1) (a) A nurse who holds a multistate license on the Compact effective date of July 20, 2017, and whose multistate license remains unencumbered on the January 19, 2018 implementation date and who maintains and renews a multistate license is not required to meet the new requirements for a multistate license under the Compact.
(b) A nurse who retained a multistate license pursuant to subsection (a) of this section and subsequently incurs a disqualifying event shall have the multistate license revoked or deactivated pursuant to the laws of the home state.
(c) A nurse whose multistate license is revoked or deactivated may be eligible for a single state license in accordance with the laws of the party state.
(2) A nurse who applies for a multistate license after July 20, 2017, shall be required to meet the requirements of Article III (c) of the Compact.
(3) During the transition period, a licensee who holds a single state license in a Compact state that was not a member of the prior Compact and who also holds a multistate license in a party state, may retain the single state license until it lapses, expires or becomes inactive.”
(4) After the implementation date, party states shall not renew or reinstate a single state license if the nurse has a multistate license in another party state.

303. RECOGNITION OF NEW PARTY STATES AFTER JANUARY 19, 2018
(1) All party states shall be notified by the Commission within fifteen (15) calendar days when a new party state enacts the Compact.
(2) The new party state shall establish an implementation date six (6) months from enactment or as specified in the enabling language and shall notify the Director of the date.
(3) Upon implementation, a new state licensee who holds a single state license in a Compact state that was not a member of the prior Compact and holds a multistate license in a party state, may retain the single state license until it lapses, expires or becomes inactive.
(4) At least ninety (90) calendar days prior to the implementation date, all other party states shall notify any active single state licensee with an address in the new party state that the licensee may only hold one multistate license in the primary state of residence. The licensee shall be advised to obtain or maintain a multistate license only from the primary state of residence.
(5) Each party state shall deactivate a multistate license when a new home state issues a multistate license.
SECTION 400. LICENSURE
401. PARTY STATE RESPONSIBILITIES
(1) On all application forms for multistate licensure, a party state shall require, at a minimum:
   (a) A declaration of a primary state of residence and
   (b) Whether the applicant is a current participant in an alternative program.
(2) (a) An applicant for licensure who is determined to be ineligible for a multistate license shall
   be notified by the home state of the qualifications not met.
   (b) The home state may issue a single state license pursuant to its laws.
(3) A party state shall not issue a single state license to a nurse who holds a multistate license in
   another party state.

402. APPLICANT RESPONSIBILITIES
(1) On all application forms for multistate licensure in a party state, an applicant shall declare a
   primary state of residence.
(2) A nurse who changes primary state of residence to another party state shall apply for a
   license in the new party state when the nurse declares to be a resident of the state and obtains
   privileges not ordinarily extended to nonresidents of the state, including but not limited to, those
   listed in 402 (4) (a) – (e).
(3) A nurse shall not apply for a single state license in a party state while the nurse holds a
   multistate license in another party state.
(4) A party state may require an applicant to provide evidence of residence in the declared
   primary state of residence. This evidence may include, but is not limited to, a current:
   (a) driver’s license with a home address;
   (b) voter registration card with a home address;
   (c) federal income tax return with a primary state of residence declaration;
   (d) military form no. 2058 (state of legal residence certificate); or
   (e) W2 form from the United States government or any bureau, division, or agency
   thereof, indicating residence.
(5) An applicant who is a citizen of a foreign country, and who is lawfully present in the United
   States and is applying for multistate licensure in a party state may declare either the applicant’s
   country of origin or the party state where they are living as the primary state of residence. If the
   applicant declares the foreign country as the primary state of residence, the party state shall not
   issue a multistate license, but may issue a single state license if the applicant meets the party
   state’s licensure requirements.
(6) An applicant shall disclose current participation in an alternative program to any party state,
   whether upon initial application or within ten (10) calendar days of enrollment in the program.

403. CHANGE IN PRIMARY STATE OF RESIDENCE
(1) A nurse who changes his or her primary state of residence from one party state to another
   party state may continue to practice under the existing multistate license while the nurse’s
   application is processed and a multistate license is issued in the new primary state of residence.
(2) Upon issuance of a new multistate license, the former primary state of residence shall
   deactivate its multistate license held by the nurse and provide notice to the nurse.
(3) If a party state verifies that a licensee who holds a multistate license changes primary state of
   residence to a non-party state, the party state shall convert the multistate license to a single state
license within fifteen (15) calendar days, and report this conversion to the Coordinated Licensure Information System.

404. TEMPORARY PERMITS AND LICENSES
A temporary permit, license, or similar temporary authorization to practice issued by a party state to an applicant for licensure shall not grant multistate licensure privileges. Page 8 of 8

405. IDENTIFICATION OF LICENSES
A license issued by a party state shall be clearly identified as either a single state license or a multistate license.

406. CREDENTIALING AND ENGLISH PROFICIENCY FOR FOREIGN NURSE GRADUATES
(1) A party state shall verify that an independent credentials review agency evaluated the credentials of graduates as set forth in Article III (c)(2)ii.
(2) The party state shall verify successful completion of an English proficiency examination for graduates as set forth in Article III (c)(3).

407. DEACTIVATION, DISCIPLINE AND REVOCATION
A party state shall determine whether a disqualifying event will result in adverse action or deactivation of a multistate license or privilege. Upon deactivation due to a disqualifying event, the home state may issue a single state license.

SECTION 500. ADMINISTRATION
501. DUES ASSESSMENT
(1) The Commission shall determine the annual assessment to be paid by party states. The assessment formula is a flat fee per party state. The Commission shall provide public notice of any proposed revision to the annual assessment fee at least ninety (90) calendar days prior to the Commission meeting to consider the proposed revision.
(2) The annual assessment shall be due within the Commission’s first fiscal year after the implementation date and annually thereafter.

SECTION ?. EFFECTIVE DATE. The rules adopted in this order shall take effect on the first day of the month following publication in the Wisconsin Administrative Register, pursuant to s. 227.22 (2) (intro.), Stats.

(END OF TEXT OF RULE)