



HYBRID (IN-PERSON/VIRTUAL) MEETING
BOARD OF NURSING
Room N208, 4822 Madison Yards Way, 2nd Floor Madison
Contact: Brad Wojciechowski (608) 266-2112
June 9, 2022

The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a record of the actions of the Board. Be advised that board members may attend meetings designated as "Hybrid" in-person or virtually.

AGENDA

8:00 A.M.

OPEN SESSION – CALL TO ORDER – ROLL CALL

- A. Adoption of Agenda (1-5)**
- B. Approval of Minutes of May 12, 2022 (6-16)**
- C. Reminders: Conflicts of Interests, Scheduling Concerns**
- D. Introductions, Announcements and Recognition – Discussion and Consideration**
 - 1) Recognition of Rosemary Dolatowski, R.N. or L.P.N. Member (Expires: 7/1/2022)
- E. Administrative Matters – Discussion and Consideration**
 - 1) Department, Staff and Board Updates
 - 2) Board Members – Term Expiration Dates
 - a. Dolatowski, Rosemary P. – 7/1/2022
 - b. Edelstein, Janice A. – 7/1/2024
 - c. Guyton, Vera L. – 7/1/2025
 - d. Hinkfuss, Paul – 7/1/2025
 - e. Saldivar Frias, Christian – 7/1/2023
 - f. Scott, Linda D. – 7/1/2023
 - g. Weinman, Robert W. – 7/1/2023
 - h. Zentz, Emily – 7/1/2023
- F. Education and Examination Matters – Discussion and Consideration**
 - 1) Nicolet Area Technical College – Review of Plan for Improvement of NCLEX Pass Rates (PN) **(17-19)**
 - 2) Madison Area Technical College: Request for Final School Approval (PN) **(20-271)**
- G. Quarterly Board Chair Connection Meeting Report – Discussion and Consideration**
- H. Legislative and Policy Matters – Discussion and Consideration**
 - 1) 2021 Wisconsin Act 158 **(272)**

- I. Administrative Rule Matters – Discussion and Consideration (273-275)**
 - 1) Pending and Possible Rulemaking Projects
- J. Credentialing Matters – Discussion and Consideration (276-279)**
 - 1) Credentialing Statistics and License Counts
- K. Newsletter Planning – Discussion and Consideration (280)**
- L. Speaking Engagements, Travel, Public Relation Requests, and Reports – Discussion and Consideration**
- M. COVID-19 – Discussion and Consideration**
- N. Nurse Licensure Compact (NLC) Update – Discussion and Consideration**
- O. Board of Nursing Liaison Reports – Discussion and Consideration**
- P. Discussion and Consideration of Items Added After Preparation of Agenda:**
 - 1) Introductions, Announcements and Recognition
 - 2) Administrative Matters
 - 3) Election of Officers
 - 4) Appointment of Liaisons and Alternates
 - 5) Delegation of Authorities
 - 6) Education and Examination Matters
 - 7) Credentialing Matters
 - 8) Practice Matters
 - 9) Legislative and Policy Matters
 - 10) Administrative Rule Matters
 - 11) Liaison Reports
 - 12) Board Liaison Training and Appointment of Mentors
 - 13) Informational Items
 - 14) Division of Legal Services and Compliance (DLSC) Matters
 - 15) Presentations of Petitions for Summary Suspension
 - 16) Petitions for Designation of Hearing Examiner
 - 17) Presentation of Stipulations, Final Decisions and Orders
 - 18) Presentation of Proposed Final Decisions and Orders
 - 19) Presentation of Interim Orders
 - 20) Petitions for Re-Hearing
 - 21) Petitions for Assessments
 - 22) Petitions to Vacate Orders
 - 23) Requests for Disciplinary Proceeding Presentations
 - 24) Motions
 - 25) Petitions
 - 26) Appearances from Requests Received or Renewed
 - 27) Speaking Engagements, Travel, Public Relation Requests, and Reports
- Q. 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.).

R. Credentialing Matters

1) **Application Reviews**

- a. Lisa M. Hawkins, R.N. – Registered Nurse Applicant **(281-342)**

S. Deliberation on Division of Legal Services and Compliance Matters

1) **Administrative Warnings**

- a. 20 NUR 531 – S.J.W. **(343-344)**
b. 21 NUR 497 – R.L.D. **(345-346)**
c. 21 NUR 543 – S.L.G. **(347-348)**
d. 21 NUR 742 – L.M.S. **(349-350)**
e. 22 NUR 287 – K.L.M. **(351-352)**

2) **Case Closings**

- a. 20 NUR 515 – C.J.A. **(353-361)**
b. 20 NUR 531 – A.L.S. **(362-378)**
c. 21 NUR 227 – L.B., S.M. **(379-385)**
d. 21 NUR 276 – D.M.B. **(386-394)**
e. 21 NUR 338 – W.P.A. **(395-398)**
f. 21 NUR 348 – B.M.C., R.A.C. **(399-404)**
g. 21 NUR 380 – K.L.V. **(405-411)**
h. 21 NUR 384 – C.M.A. **(412-425)**
i. 21 NUR 410 – L.A.W. **(426-436)**
j. 21 NUR 441 – M.F.V.M. **(437-442)**
k. 21 NUR 511 – J.H. **(443-448)**
l. 21 NUR 541 – S.B. **(449-453)**
m. 21 NUR 568 – S.N.M. **(454-458)**
n. 21 NUR 681 – N.J.G. **(459-462)**
o. 21 NUR 770 – C.A.S. **(463-474)**
p. 21 NUR 796 – P.D. **(475-477)**
q. 22 NUR 073 – V.A.M. **(478-481)**
r. 22 NUR 080 – L.F.T. **(482-484)**
s. 22 NUR 088 – T.M.C. **(485-492)**

3) **Proposed Stipulations, Final Decisions, and Orders**

- a. 20 NUR 035 – Miranda L. Rykiel, R.N. **(493-499)**
b. 20 NUR 246 – Nancy J. Hicks, R.N. **(500-506)**
c. 20 NUR 505 – Jodie L. Tierney, R.N., N.H.A. **(507-512)**
d. 20 NUR 532, 21 NUR 181 – Amber L. Resch, R.N. **(513-526)**
e. 21 NUR 132 – Gina M. Hernandez, R.N. **(527-534)**
f. 21 NUR 133 – Christine E. Fritsche, R.N. **(535-541)**
g. 21 NUR 477 – Tonya L. Crouch, R.N. **(542-547)**
h. 21 NUR 544 – James T. Morgan, R.N. **(548-554)**
i. 21 NUR 575 – Laura A. Stuebs, L.P.N. **(555-560)**
j. 21 NUR 708 – Caressa S. Barth, R.N. **(561-567)**

- k. 21 NUR 792 – Kelly R. Eckman-Dax, R.N. **(568-573)**
- l. 22 NUR 036 – Andrew S. Lehr, R.N., A.P.N.P. **(574-579)**
- 4) **Proposed Stipulations and Interim Orders**
 - a. 21 NUR 590 – Angela D. Ramos, R.N. **(580-584)**
- 5) **Monitoring Matters (585-586)**
 - a. **Monitor Schramm**
 - 1. Charles Bower, R.N. – Requesting Reduction in Drug Test Frequency to 24 Annually, Termination of AA/NA Meetings, Termination of AODA Treatment, Removal of Alcohol Consumption Limitation, and/or Access to Controlled Substances **(587-621)**
 - 2. Abigail Frase, R.N. – Requesting Full Licensure or Termination of Drug and Alcohol Screening **(622-638)**
 - 3. Joel Haase, R.N. – Requesting Voluntary Surrender of License **(639-653)**

T. Deliberation on Proposed Final Decision and Orders

- 1) Angela Hamilton, L.P.N., Respondent – DHA Case Number SPS-22-0006/DLSC Case Number 19 NUR 703 **(654-665)**
- 2) Nancy M. Mokaya, R.N., Respondent – DHA Case Number SPS-22-0007/DLSC Case Number 21 NUR 212 **(666-678)**

U. Deliberation of Items Added After Preparation of the Agenda

- 1) Education and Examination Matters
- 2) Credentialing Matters
- 3) DLSC Matters
- 4) Monitoring Matters
- 5) Professional Assistance Procedure (PAP) Matters
- 6) Petitions for Summary Suspensions
- 7) Petitions for Designation of Hearing Examiner
- 8) Proposed Stipulations, Final Decisions and Order
- 9) Proposed Interim Orders
- 10) Administrative Warnings
- 11) Review of Administrative Warnings
- 12) Proposed Final Decisions and Orders
- 13) Matters Relating to Costs/Orders Fixing Costs
- 14) Case Closings
- 15) Board Liaison Training
- 16) Petitions for Assessments and Evaluations
- 17) Petitions to Vacate Orders
- 18) Remedial Education Cases
- 19) Motions
- 20) Petitions for Re-Hearing
- 21) Appearances from Requests Received or Renewed

V. Consulting with Legal Counsel

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

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

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

ADJOURNMENT

NEXT MEETING: JULY 14, 2022

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

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

**VIRTUAL/TELECONFERENCE
BOARD OF NURSING
MEETING MINUTES
MAY 12, 2022**

PRESENT: Rosemary Dolatowski, Janice Edelstein, Vera Guyton (*excused at 11:00 a.m.*), Paul Hinkfuss, Christian Saldivar Frias, Linda Scott, Robert Weinman, Emily Zentz

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

CALL TO ORDER

Rosemary Dolatowski, Vice Chairperson, called the meeting to order at 8:00 a.m. A quorum was confirmed with eight (8) members present.

ADOPTION OF THE AGENDA

MOTION: Robert Weinman moved, seconded by Linda Scott, to adopt the Agenda as published. Motion carried unanimously.

APPROVAL OF MINUTES OF APRIL 14, 2022

MOTION: Robert Weinman moved, seconded by Janice Edelstein, to approve the Minutes of April 14, 2022 as published. Motion carried unanimously.

**APPEARANCE: DAN HERETH, ASSISTANT DEPUTY SECRETARY,
DSPS LICENSE DEMONSTRATION**

MOTION: Janice Edelstein moved, seconded by Robert Weinman, to acknowledge and thank Dan Hereth, Assistant Deputy Secretary, for his appearance and presentation to the Board of Nursing. Motion carried unanimously.

INTRODUCTIONS, ANNOUNCEMENTS AND RECOGNITION

Recognition: Peter Kallio, Registered Nurse Member Resigned: 5/5/2022

MOTION: Rosemary Dolatowski moved, seconded by Robert Weinman, to recognize and thank Peter Kallio for his years of dedicated service to the Board and State of Wisconsin. Motion carried unanimously.

ADMINISTRATIVE MATTERS

Election of Officers

Chairperson

NOMINATION: Robert Weinman nominated himself for the Office of Chairperson.

Brad Wojciechowski, Executive Director, called for nominations three (3) times.

Robert Weinman was elected as Chairperson by unanimous voice vote. Rosemary Dolatowski continued to serve as Chairperson for this meeting.

Secretary

NOMINATION: Rosemary Dolatowski nominated Janice Edelstein for the Office of Secretary. Janice Edelstein accepted the nomination.

Brad Wojciechowski, Executive Director, called for nominations three (3) times.

Janice Edelstein was elected as Secretary by unanimous voice vote.

ELECTION RESULTS	
Chairperson	Robert Weinman
Vice Chairperson	Rosemary Dolatowski
Secretary	Janice Edelstein

Appointments of Liaisons and Alternates

LIAISON APPOINTMENTS	
Credentialing	Rosemary Dolatowski <i>Alternate:</i> Vera Guyton
Monitoring	Emily Zentz <i>Alternate:</i> Robert Weinman
Professional Assistance Procedure (PAP)	Linda Scott <i>Alternate:</i> Emily Zentz
Legislative Liaison	Robert Weinman, Janice Edelstein, Paul Hinkfuss
Newsletter Liaison	Rosemary Dolatowski
Board Practice Liaison	Robert Weinman

Board Education Liaison	Janice Edelstein <i>Alternate:</i> Linda Scott
Controlled Substances Board as per Wis. Stats. §15.405(5g)	Robert Weinman <i>Alternate:</i> Rosemary Dolatowski, Emily Zentz
Wisconsin Coalition for Prescription Drug Abuse Reduction	Rosemary Dolatowski
Travel Authorization Liaison	Robert Weinman (Chair) <i>Alternate:</i> Rosemary Dolatowski (Vice Chair)
COMMITTEE MEMBER APPOINTMENTS	
Legislation and Rules Committee	Janice Edelstein, Paul Hinkfuss, Robert Weinman (Chair),
BOARD APPOINTMENT TO THE INTERSTATE NURSE LICENSURE COMPACT COMMISSION	
Administrator of the Nurse Licensure Compact	Robert Weinman <i>Alternate:</i> Janice Edelstein

SCREENING PANEL APPOINTMENTS	
Alternates	Rosemary Dolatowski, Robert Weinman
2022 Screening Panel Rotation	
April – June	Robert Weinman, Paul Hinkfuss
July – September	Emily Zentz, Christian Saldivar Frias
October – December	Robert Weinman, Linda Scott

EDUCATION AND EXAMINATION MATTERS

Nicolet Area Technical College – Review of Plan for Improvement of NCLEX Pass Rates (PN)

MOTION: Robert Weinman moved, seconded by Vera Guyton, to table review NCLEX Pass Rates improvement plan of Nicolet Area Technical College. Motion carried unanimously.

Herzing University-Kenosha – Review of Plan for Improvement of NCLEX Pass Rates (PN)

MOTION: Linda Scott moved, seconded by Vera Guyton, to acknowledge and thank Dr. David P. Zapencki, DNP, MSN/Ed, CNE, CCRN-K, RN, Herzing University-Kenosha, for appearing before the Board of Nursing. Motion carried unanimously.

MOTION: Rosemary Dolatowski moved, seconded by Janice Edelstein, to accept the NCLEX Pass Rates improvement plan of Herzing University-Kenosha. Motion carried unanimously.

Herzing University-Madison – Review of Plan for Improvement of NCLEX Pass Rates (ADN)

MOTION: Janice Edelstein moved, seconded by Emily Zentz, to acknowledge and thank Tina M. Dorau, MSN, RN, CRRN, CNE, CHSE, Herzing University-Madison, for appearing before the Board of Nursing. Motion carried unanimously.

MOTION: Linda Scott moved, seconded by Rosemary Dolatowski, to accept the NCLEX Pass Rates improvement plan of Herzing University-Madison. Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE ANNUAL REPORT – JANUARY 1, 2020 – DECEMBER 31, 2020

MOTION: Christian Saldivar Frias moved, seconded by Robert Weinman, to approve the 2020 Annual Report for posting on the website. Motion carried unanimously.

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

Consideration of Attendance: Conference Travel: NCSBN Annual Meeting – August 17-19, 2022 – Chicago, IL

MOTION: Rosemary Dolatowski moved, seconded by Vera Guyton, to designate Robert Weinman as the Board’s delegate, and Linda Scott as the Board’s alternate delegate, to attend the NCSBN Annual Meeting on August 17-19, 2022 in Chicago, IL. Motion carried unanimously.

Consideration of Attendance: NCSBN Executive Officer Leadership Summit – June 20-23, 2022 – Chicago, IL

MOTION: Robert Weinman moved, seconded by Rosemary Dolatowski, to designate Brad Wojciechowski to attend the NCSBN Executive Officer Leadership Summit on June 20-23, 2022 in Chicago, IL. Motion carried unanimously.

CLOSED SESSION

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

The Board convened into Closed Session at 9:40 a.m.

CREDENTIALING MATTERS

Application Reviews

Tina Pountney, R.N. – Registered Nurse Applicant

MOTION: Robert Weinman moved, seconded by Rosemary Dolatowski, to approve the Registered Nurse application of Tina Pountney, R.N., once all requirements are met. Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE MATTERS

Administrative Warnings

MOTION: Rosemary Dolatowski moved, seconded by Robert Weinman, to issue an Administrative Warning the following DLSC Cases:

1. 20 NUR 102 – B.D.A.
2. 21 NUR 556 – C.V.K.
3. 21 NUR 697 – D.L.K.
4. 21 NUR 705, 21 NUR 748 – R.E.G.
5. 22 NUR 068 – B.A.H.
6. 22 NUR 180 – A.M.M.

Motion carried unanimously.

Case Closings

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

1. 19 NUR 781 – A.R.P. – Prosecutorial Discretion (P7)
2. 20 NUR 088 – P.F.E. – Insufficient Evidence
3. 20 NUR 514 – S.M.B. – Insufficient Evidence
4. 21 NUR 109 – C.M.P. – Insufficient Evidence
5. 21 NUR 114 – K.M. – No Violation
6. 21 NUR 118 – A.K.L., S.L.W. – No Violation
7. 21 NUR 345 – L.J.M. – Prosecutorial Discretion (P2)
8. 21 NUR 362 – S.R.Q. – Insufficient Evidence
9. 21 NUR 420 – J.E.P. – Insufficient Evidence
10. 21 NUR 514 – T.D.J. – No Violation
11. 21 NUR 618, 21 NUR 619 – N.L.S. – No Violation
12. 21 NUR 632 – B.L.D. – Prosecutorial Discretion (P1)
13. 21 NUR 701 – A.A.C. – Prosecutorial Discretion (P2)
14. 21 NUR 820 – B.F.M. – Insufficient Evidence
15. 22 NUR 071 – K.A.T. – No Violation
16. 22 NUR 108 – C.A.D. – Prosecutorial Discretion (P1)

Motion carried unanimously.

Proposed Stipulations and Final Decisions and Orders

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

1. 19 NUR 075 – Natasha Jovanovic, L.P.N.
2. 19 NUR 093 – Patricia A. Price, R.N.
3. 20 NUR 125 – Kemba M. Banyard, R.N., A.P.N.P.
4. 20 NUR 125 – Kenya R. Robertson, R.N., A.P.N.P.
5. 20 NUR 125 – Lakeesha S. Robinson, R.N., A.P.N.P.
6. 20 NUR 435, 21 NUR 019 – Patti E. Kaczmariski, R.N.

7. 21 NUR 098 – Evan M. Sheedy, R.N.
8. 21 NUR 162 – Daniel R. Karlin, R.N.
9. 21 NUR 481 – Lauren L. Schladweiler, R.N.
10. 21 NUR 547 – Samantha A. Woodward, R.N.
11. 21 NUR 559 – Francis S. Stella, R.N.
12. 21 NUR 621 – Bobbi Jo A. Heim, R.N.
13. 21 NUR 788 – Lynn M. Zimmerman, L.P.N.

Motion carried unanimously.

Monitoring Matters

Kelly Clemence, R.N.

Requesting Access to Controlled Substances

MOTION: Janice Edelstein moved, seconded by Christian Saldivar Frias, to grant the request of Kelly Clemence, R.N. for access to controlled substances. Motion carried unanimously.

Heather Effertz, R.N.

Requesting Full Licensure

MOTION: Rosemary Dolatowski moved, seconded by Christian Saldivar Frias, to grant the request of Heather Effertz, R.N. for full licensure. Motion carried unanimously.

Melissa Frank, R.N.

Requesting Termination of AA/NA Meetings

MOTION: Robert Weinman moved, seconded by Janice Edelstein, to grant the request of Melissa Frank, R.N. for termination of AA/NA meetings. Motion carried unanimously.

Tabitha Majors, R.N.

Board Review of AODA Assessment

MOTION: Linda Scott moved, seconded by Vera Guyton, to acknowledge receipt and review of the AODA assessment for Tabitha Majors, R.N., and to grant full licensure once the Board Liaison determines that all requirements have been met. Motion carried unanimously.

Anthony Solberg, R.N.

Requesting Full Licensure

MOTION: Rosemary Dolatowski moved, seconded by Janice Edelstein, to grant the request of Anthony Solberg, R.N. for full licensure. Motion carried unanimously.

**Michael Tyler, R.N.
Requesting Full Licensure**

MOTION: Rosemary Dolatowski moved, seconded by Emily Zentz, to grant the request of Michael Tyler, R.N. for full licensure. Motion carried unanimously.

**Lisa Walter, R.N.
Requesting Full Licensure**

MOTION: Robert Weinman moved, seconded by Janice Edelstein, to grant the request of Lisa Walter, R.N. for full licensure. Motion carried unanimously.

**Jere Daniels, L.P.N.
Requesting to Work in Home Health Care, Hospice, Pool Nurse, Assisted Living Facility,
or as a Nurse in a Correctional Setting**

MOTION: Robert Weinman moved, seconded by Vera Guyton, to deny the request of Jere Daniels, L.P.N. for removal of work setting restrictions. **Reason for Denial:** Insufficient time under the modified Board Order (4/22/2022) to demonstrate adequate compliance. Motion carried unanimously.

**Christine Hamilton, R.N.
Requesting Review of Fitness for Practice Evaluation and Requesting Reduction in Drug
Screen Frequency**

MOTION: Rosemary Dolatowski moved, seconded by Emily Zentz, to acknowledge receipt and review of the fitness to practice evaluation of Christine Hamilton, R.N. and to reinstate the stay of suspension and to deny a reduction in the frequency of drug and alcohol screens. **Reason for Denial:** Insufficient time under the Board Order (12/12/2019) to demonstrate adequate compliance. Motion carried unanimously.

Vera Guyton was excused at 11:00 a.m.

**Amber Keller, R.N.
Requesting Full Licensure**

MOTION: Emily Zentz moved, seconded by Rosemary Dolatowski, to grant the request of Amber Keller, R.N. for full licensure. Motion carried unanimously.

Kristina Kurtz, R.N.
Requesting Termination of Treatment Requirement

MOTION: Rosemary Dolatowski moved, seconded by Linda Scott, to grant the request of Kristina Kurtz, R.N. for termination of treatment requirement. Motion carried unanimously.

Kristina Mathison, R.N.
Requesting Termination of Direct Supervision

MOTION: Linda Scott moved, seconded by Robert Weinman, to deny the request of Kristina Mathison, R.N. for termination of direct supervision. **Reason for Denial:** Failure to demonstrate continuous and successful compliance under the terms of the Board Order (3/12/2020). Motion carried unanimously.

Heather Myhrvold, R.N.
Requesting Full Licensure

MOTION: Robert Weinman moved, seconded by Janice Edelstein, to grant the request of Heather Myhrvold, R.N. for full licensure. Motion carried unanimously.

Chi Niemeyer, R.N.
Requesting Review of AODA Assessment Recommendation Letter

MOTION: Emily Zentz moved, seconded by Rosemary Dolatowski, to impose an additional limitation on the license of Chi Niemeyer, R.N., requiring two (2) AA/NA meetings per week. Motion carried unanimously.

Lucas Stier, R.N.
Requesting Full Licensure

MOTION: Emily Zentz moved, seconded by Janice Edelstein, to grant the request of Lucas Stier, R.N. for full licensure. Motion carried unanimously.

Mallory Fife, R.N.
Requesting Full Licensure

MOTION: Robert Weinman moved, seconded by Linda Scott, to grant the request of Mallory Fife, R.N. for full licensure. Motion carried unanimously.

Carly Musha, R.N.
Requesting Full Licensure or Termination of Direct Supervision

MOTION: Rosemary Dolatowski moved, seconded by Robert Weinman, to grant the request of Carly Musha, R.N. for full licensure. Motion carried unanimously.

**Breanna Thompson, L.P.N.
Requesting Full Licensure**

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

**Amanda Wing, R.N.
Requesting Reduction in Drug Testing Frequency**

MOTION: Rosemary Dolatowski moved, seconded by Linda Scott, to deny the request of Amanda Wing, R.N. for a reduction in the frequency of drug and alcohol screens. **Reason for Denial:** Failure to demonstrate continuous and successful compliance (i.e. positive drug screen). Respondent needs to fully comply with the complete terms and conditions of the Board Order (4/22/2021). Motion carried unanimously.

**Cassandra Zuehlke, R.N.
Requesting Full Licensure**

MOTION: Emily Zentz moved, seconded by Robert Weinman, to grant the request of Cassandra Zuehlke, R.N. for full licensure. Motion carried unanimously.

DELIBERATION ON MATTERS RELATING TO COSTS/ORDERS FIXING COSTS

Thomas T. Fickau, R.N. – DHA Case Number SPS-21-0033/DLSC Case Number 20 NUR 594

MOTION: Rosemary Dolatowski moved, seconded by Robert Weinman, to adopt the amended Order Fixing Costs in the matter of disciplinary proceedings against Thomas T. Fickau, R.N., Respondent – DHA Case Number SPS-21-0033/DLSC Case Number 20 NUR 594. Motion carried unanimously.

Linda L. Polanco, R.N. – DHA Case Number SPS-21-0012/DLSC Case Numbers 19 NUR 090, 19 NUR 635

MOTION: Janice Edelstein moved, seconded by Christian Saldivar Frias, to adopt the amended Order Fixing Costs in the matter of disciplinary proceedings against Linda L. Polanco, R.N., Respondent – DHA Case Number SPS-21-0012/DLSC Case Number 19 NUR 090, 19 NUR 635. Motion carried unanimously.

RECONVENE TO OPEN SESSION

MOTION: Linda Scott moved, seconded by Rosemary Dolatowski, to reconvene into Open Session. Motion carried unanimously.

The Board reconvened into Open Session at 11:44 a.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED UPON IN CLOSED SESSION

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

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

ADJOURNMENT

MOTION: Emily Zentz moved, seconded by Robert Weinman, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 11:47 a.m.

DRAFT

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Joan Gage		2) Date When Request Submitted: 5/12/2022 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: BON			
4) Meeting Date: 5/12/2022	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Nicolet Area Technical College Assessment and Institutional Plan for NCLEX-PN Exam Performance	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes (Fill out Board Appearance Request) <input type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed: Nicolet Area Technical College Plan for improving NCLEX-PN Exam Performance Amy Gatton MSN, RN, CNE Associate Dean of Health Occupations Nicolet Area Technical College 715-365-4602 gatton@nicoletcollege.edu			
11) Signature of person making this request Joan Gage		Authorization	Date 5/5/2022
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.			



Nicolet Area Technical College Assessment and Institutional Plan for NCLEX-PN Exam Performance

The Nicolet Nursing Program faculty and the Associate Dean of Health Occupations reviewed all aspects of the Practical Nursing Program and the student cohorts who participated in the 2021 NCLEX-PN exam to determine factors that contributed to a 75% NCLEX-PN pass rate. Faculty provided input for The Nicolet Institutional Plan for Improvement, and corrective measures with timeframes were established. Factors related to the COVID pandemic that contributed to NCLEX-PN scores for 2021 are listed below.

1. The students who took the NCLEX-PN exams in 2021 were enrolled in the Nicolet Nursing Program during the 2020-2021 academic school year. During the fall 2020 semester, the program had students eligible to take the NCLEX-PN exam in the late spring of 2021. Due to the COVID-19 pandemic, all theory courses moved to entirely online format in Fall 2020. Theory courses remained online during the spring 2021 semester. The change in course format caused a grading policy revision from an 80% exam average requirement before the addition of other points to an 80% overall average to pass. This allowed more students to be successful in theory courses. In addition, the rapid shift in course format did not allow faculty or students adequate time to become well versed in the use of online education and learning.
2. Due to a limited number of clinical options, first semester students in fall 2020 spent six days in the acute care setting. To make up for clinical days, additional assignments and virtual/high-fidelity simulation substituted for the remaining clinical time. Clinical for these students in spring 2021 included the Introduction to Clinical Management course in an online format that incorporated virtual simulation and assignments and the Lifespan Clinical course conducted in the field, in acute care.
3. In 2021, Nicolet College had 8 students take the NCLEX-PN exam, as opposed to 2020, in which 28 students tested, and 2019, in which 24 tested. This decrease occurred due to the loss of students during the pandemic, and hesitation to enter health care and comply with the vaccine mandate.

The faculty and Associate Dean of Health Occupations began implementing strategies to improve the nursing program in 2021, as areas for improvement became clear through preparation of the self-study report for Accreditation Commission for Education in Nursing accreditation that will occur in September 2022. For the spring 2022 semester, all clinical, theory, and lab courses returned to their previous format, which will help improve student learning and success. The nursing program identified additional areas for improvement with corresponding interventions:

Student Considerations

Need for increased preparation in test-taking skills, study resources, and critical thinking.

Need for student orientation in online learning and available resources for increased student success.

Strategies for Improvement	Timeline
Provide online learning information through Nicolet College Student Success at new student orientation.	8/29/2022
Provide students with learning and counseling information from the Nicolet Student Success Department at the beginning of each semester and at new student orientation.	8/29/2022

Increase use of Kaplan resources for test-taking skills and critical thinking.	4/15/2022
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Policy Considerations

Need for review of student readiness for the nursing program.

Strategies for Improvement	Timeline
Interview potential students prior to admission.	6/15/2022

Faculty Considerations

Need for increased faculty use of Kaplan resources.

Need to retain faculty.

Strategies for Improvement	Timeline
Kaplan training and increased use of Kaplan resources.	Completed 4/21/2022
New faculty will have at least 2 months of orientation and will work with experienced faculty in the courses they will teach for the first semester.	5/9/2022

Curriculum Considerations

Need for increased incorporation of NCLEX test plan information and practice exams.

Need for increased use of Kaplan resources for test preparation, remediation of subject matter and evaluation of learning.

Strategies for Improvement	Timeline
Increase use and awareness of Kaplan NCLEX preparation tools and resources in all semesters of the nursing program.	9/6/2022
Staff to evaluate and encourage use in Nursing Management and Professional Concepts Course	9/6/2022
Incorporate Kaplan competency testing in the program.	9/6/2022
Integrate Kaplan into each didactic course.	Completed 1/2022
Trial Study.com for one year for NCLEX practice and new learning resources.	4/1/2022

Testing and Evaluation Considerations

Need for improved exam analysis.

Strategies for Improvement	Timeline
Provide faculty training for analysis/revision of exams and test blueprints.	Completed 12/3/21
Nurse Tim Virtual Test Writing Workshop.	9/6/2022

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Joan Gage		2) Date When Request Submitted: 6/2/2022	
Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting			
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 6/9/2022	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Madison Area Technical College: Request for Final School Approval (LPN)	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: Final approval for the Madison Area Technical College and the School of Nursing (Practical Nursing Program School Approval) School presenter will be: Lisa Marie Greenwood Ed.D. RN, MSN, APRN-BC, CWOCN, CNS Associate Dean-Nursing Madison College-Nursing Program			
11) Authorization			
<i>Joan Gage</i>		6/2/2022	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			



May 5, 2022

Department of Nursing
Department of Safety and professional Services
PO box 8366
Madison, WI 53708-8366
dspsexaminationsoffice@wisconsin.gov

Attn: Board of Nursing:

Madison Area Technical College (aka, Madison College) and the School of Nursing Practical Nursing Program are submitting this letter of initial program approval and supporting documents as evidence of meeting school of nursing requirements outlined in *Chapter N 1-Approval of Schools of Nursing*. In March 2019, the BON granted Madison College authorization to admit students to the Practical Nursing Program. The following information is included with this Request for Initial Program Approval:

1. Nursing School Self-Evaluation Report
2. N1.08 (1) (a) Governing Organization
 - a. Higher Learning Commission documentation
 - b. Accreditation Commission for Education in Nursing (ACEN) timeline, candidacy information and site visit agenda
 - c. College organizational chart
 - d. College and Program policies
 - e. Resources
 - f. Sample clinical contract
3. N1.08 (2)(a) Educational Administrator
 - a. Position description
4. N1.08 (3) Faculty
5. N1.08 (4) a Curriculum
 - a. Wisconsin Technical College System (WTCS) Practical Nursing Program curriculum pathway
 - b. Curriculum development and revision processes
 - c. Practical Nursing Program course syllabi
 - d. Student Handbook
6. N1.08 (5) Clinical Learning Experiences
 - a. Clinical Learning
 - b. Clinical Evaluation Tool
7. N1.08 (7) Systematic Plan for Program Evaluation

I plan to virtually attend the BON meeting in which the Madison Area Technical College request for initial program approval is included in the schedule.

Sincerely,

Dr. Lisa Marie Greenwood

Dr. Lisa Marie Greenwood, EdD RN MSN APRN CNS WOCN
Associate Dean of Nursing
Madison Area Technical College
1701 Wright Street
Madison, WI 53704



Madison Area Technical College

Practical Nursing Program

Self-Evaluation Report

Wisconsin Department of Safety and Professional Services

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

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

BOARD OF NURSING

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

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

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

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

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

Name of Nursing School: Madison Area Technical College

Address: 1701 Wright Street

Madison, WI 53704

Program (ADN, BSN, Other): Practical Nursing (PN)

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

CHAPTER N 1.08(1) ORGANIZATION AND ADMINISTRATION

N 1.08 (1)(a) Governing Institution

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

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

Wisconsin Department of Safety and Professional Services

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

CHAPTER N 1.08(2)(a) EDUCATIONAL ADMINISTRATOR

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

CHAPTER N 1.08(3) FACULTY

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

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

CHAPTER N 1.08(4)(a) CURRICULUM

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

Wisconsin Department of Safety and Professional Services

19. The curriculum includes all of the following:

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

20. Coursework includes all of the following:

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

CHAPTER N. 1.08(5) CLINICAL LEARNING EXPERIENCES

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

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

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

Wisconsin Department of Safety and Professional Services

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

CHAPTER N 1.08(6) PRECEPTORS

27. N/A Preceptors shall be approved by the faculty of the school of nursing:
28. N/A 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. N/A 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. N/A Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

CHAPTER N 1.08(7) EVALUATION

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

CHAPTER N 1.09 NCLEX PASS RATES

- IMPORTANT:** School of nursing NCLEX pass rate includes all programs or tracks in the school of nursing. The Board shall consider both the registered nurse NCLEX and practical nurse NCLEX pass rates when evaluating a school of professional nursing that grants a certificate of completion for practical nursing.
32. Yes Nursing school must provide a self-evaluation of NCLEX success rate, including any current steps being taken to improve NCLEX success rate or plans to implement steps in the near future.

Wisconsin Department of Safety and Professional Services

SELF-EVALUATION NOTES

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

Item 16: No faculty exceptions have been requested for Madison Area Technical College Practical Nursing Program

Item 27: Madison Area Technical College Practical Nursing Program does not utilize preceptors

Item 28: Madison Area Technical College Practical Nursing Program does not utilize preceptors

Item 29: Madison Area Technical College Practical Nursing Program does not utilize preceptors

Item 30: Madison Area Technical College Practical Nursing Program does not utilize preceptors

REPORT/FORM COMPLETED BY:

Dr. Lisa Marie Greenwood, EdD RN MSN APRN CNS WOCN
Educational Administrator

Dr. Lisa Marie Greenwood

Signature

(608 616-1058)

Telephone Number

Associate Dean of Nursing

Title

05.06.22

Date

lgreenwood@madisoncollege.edu

Email Address



Madison Area Technical College
Practical Nursing Program
N1.08 (1)(a) Governing Institution

Higher Learning Commission Documents

Accreditation Commission for Education in Nursing (ACEN) Documents

School of Nursing Organizational Chart

Comparison of College and School of Nursing Program Policies

Resources

Clinical Contract Example



Higher Learning Commission Documents



July 10, 2020

President Jack E. Daniels III
Madison Area Technical College
1701 Wright Street
Madison, WI 53704-2599

Dear President Daniels,

This letter serves to inform you that Madison Area Technical College has successfully completed its Year 4 Assurance Review with no recommended monitoring.

Madison Area Technical College will not receive an official action letter from HLC's Institutional Actions Council. This letter serves as your confirmation that this review is complete.

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

The next step in the institution's ongoing accreditation relationship is to begin work on a Quality Initiative project and to prepare for the institution's comprehensive evaluation in Year 10, which will include an action regarding the institution's Reaffirmation of Accreditation.

If you have any questions, please contact the institution's HLC staff liaison John Marr. Your cooperation in this matter is appreciated.

Sincerely,

Higher Learning Commission

cc. Monica E. Ramirez, Chair, Peer Review Team
John Marr, Vice President for Accreditation Relations



Accreditation Commission for Education in Nursing (ACEN) Documents



Madison College Practical Nursing Program
Accreditation Commission for Education in Nursing
Initial Accreditation Timeline

April 7, 2020:	Granted Candidacy Status from ACEN
December 21, 2021:	Communication from ACEN, needing to move original ACEN self-study site visit for initial program accreditation from March 8-10, 2022 to mid-April, 2022.
April 19-21, 2022:	ACEN self-study site visit for initial program accreditation
April 20, 2022:	Verbal closing report from ACEN site visit team: Practical Nursing Program recommendation for full program approval to ACEN Board of Commissioners
September, 2022:	Meeting with ACEN Board of Commissioners for full program approval

RE: ACEN Site Visit Spring 2022

Sharon Beasley <SBeasley@acenursing.org>

Tue 12/21/2021 1:38 PM

To: Greenwood, Lisa M <LGreenwood@madisoncollege.edu>; Greenwood, Lisa M <LGreenwood@madisoncollege.edu>
Good Afternoon Ms. Greenwood!

It was a pleasure speaking with you this afternoon. We will move forward with the new dates of the practical nursing program's initial site visit. The new dates are April 19 – 21, 2022. We will update our records.

Should you have any questions, do not hesitate to contact me. Happy Holidays! Sharon

Sharon F. Beasley, PhD, RN, CNE, NEA-BC®
Director

Accreditation Commission for Education in Nursing, Inc.
3390 Peachtree Road NE, Suite 1400 | Atlanta, Georgia 30326

P. (404) 975-5000

E. sbeasley@acenursing.org | www.acenursing.org



the leading authority for nursing education accreditation





From: Sharon Beasley
Sent: Wednesday, December 15, 2021 12:02 PM
To: lgreenwood@madisoncollege.edu
Subject: RE: ACEN Site Visit Spring 2022

Good afternoon Ms. Greenwood,

It was a pleasure speaking with you today. The April dates are below.

- April 3
- April 10
- April 17
- April 24

I look forward to hearing from you soon. All the best, Sharon

Sharon F. Beasley, PhD, RN, CNE, NEA-BC®
Director

Accreditation Commission for Education in Nursing, Inc.
3390 Peachtree Road NE, Suite 1400 | Atlanta, Georgia 30326
P: (404) 975-5000
E: sbeasley@acenursing.org | www.acenursing.org



the leading authority for nursing education accreditation





From: Sharon Beasley
Sent: Wednesday, December 15, 2021 11:56 AM
To: jgreenwood@madisoncollege.edu
Subject: ACEN Site Visit Spring 2022

Good morning Ms. Shea,

I hope you are having a wonderful day. I am emailing to request a few moments to discuss changes to the associate and practical nursing programs site visit. Please call me as soon as possible. Please call me at 404-823-4874.

Thank you, Sharon

Sharon F. Beasley, PhD, RN, CNE, NEA-BC®

Director

Accreditation Commission for Education in Nursing, Inc.
3390 Peachtree Road NE, Suite 1400 | Atlanta, Georgia 30326
P. (404) 975-5000
E. sbeasley@acenursing.org | www.acenursing.org



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2022 Spring Self-Study Forum Program Administrators Workshop
April 21-22, 2021 April 20th, 2021

Westin Alexandria Old Town
Alexandria, VA

Click Here to Register or learn more

Offered as a HYBRID event: join us in-person or virtually

ON-DEMAND CONTENT
from the 2021 Fall Self-Study Forum
IS AVAILABLE UNTIL NOVEMBER 15th

5/11/22, 11:24 AM

Mail - Greenwood, Lisa M - Outlook





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Consultant
Quanta LLC
Bluffton, South Carolina

April 7, 2020

Lisa Marie Greenwood, EdD, MSN, RN, CWOCN, CNS
Associate Dean - Nursing
Madison Area Technical College
2429 Perry Street
Madison, WI 53713

Dear Dr. Greenwood:

Congratulations! It is my pleasure to inform you that your application for Candidacy has been granted for the practical nursing program at Madison Area Technical College. Your Candidate status is valid for two years, expiring in April 2022; therefore, the initial accreditation site visit must take place before April 7, 2022. Please note that approval of Candidacy does not guarantee that the program will achieve initial accreditation. If this Candidacy period leads to initial accreditation, the effective date of that initial accreditation will be the date of this letter: April 7, 2020.

The ACEN's goal is to promote quality nursing education and to support you and your faculty in the accreditation process. Two comprehensive and independent reviews of your program's Candidacy presentation have been completed by professional staff.

The decision to grant Candidacy status is based on the nursing program (a) demonstrating it is currently compliant with selected ACEN Standards and Criteria and (b) demonstrating the potential to achieve ACEN accreditation based upon the selected ACEN Standards and Criteria reviewed in the Candidacy presentation. Please note that the program must demonstrate compliance with all ACEN Standards and Criteria at the time of the site visit. To assist in your continued development toward initial accreditation review, please see the attached staff comments.

The table on the following page provides the dates by which the Information Form for Accreditation Site Visit must be submitted. This form is available on the ACEN website under *Resources for Nursing Programs*. The final Cycle during which the practical nursing program may schedule a visit is the Spring 2022 Cycle.

Lisa Marie Greenwood, EdD, MSN, RN, CWOCN, CNS
PAGE 2

Information Form Due Date	Site Visit Cycle
July 1, 2020	Spring 2021
March 1, 2021	Fall 2021
July 1, 2021	Spring 2022

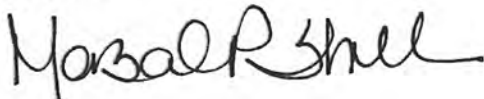
In keeping with ACEN policy, your program will be added to our listing of Candidates (website and directory). Programs that achieve Candidate status must publicly disclose the following information exactly as illustrated below:

This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing.

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326 404-975-5000
<http://www.acenursing.us/candidates/candidacy.asp>

I encourage you to continue working with your mentor, Dr. Nell Ard, and affirm your planned date for review for initial accreditation. Dr. Ard can be reached at (404) 975-5004 or via email at nard@acenursing.org. If you have any questions, please do not hesitate to contact me.

Sincerely,



Marsal P. Stoll, EdD, MSN
Chief Executive Officer

Enclosure



3390 Peachtree Road NE, Suite 1400 | Atlanta, GA 30326 | P. +1.404.975.5000 | www.acenursing.org

Travel Day-Monday, April 18, 2022

Airport Pickup -Dane County Regional Airport-Madison, 4000 International Lane, Madison Wisconsin	Driver & Contact information: Dr. Lisa Marie Greenwood Kevin Foley	Team Flight & Contact Information: Dr. Jean Gumbs, Chair Flight Mon, Apr 18 — United Airlines flight 5323 Arrives → MSN 10:31 AM Dr. Angela Christian, Team Member Driving self Denisa Talovic, Team Member Flight Mon, April 18-American Airlines-AA6077-Arrives MSN 9:57AM
---	---	--

Hotel: Comfort Inn and Suites Madison-4822 East Washington Avenue, Madison WI (608)244-6265

Madison College Contacts

Dr. Lisa Marie Greenwood, Associate Dean, Nurse Administrator	608-963-8503 (mobile)
Kevin Foley, Interim Associate Dean	608-225-5560 (mobile)
Dr. Denise Reimer, Vice Provost/Executive VP of Academic Affairs	608-334-0301 (mobile)
Sonja Noble, Interim Program Chair	608-235-4376 (mobile)
Teri Gorder, Program Director	608-434-2435 (mobile)
Joanna Williams, Administrative Specialist	608-246-5267 (office)
School of Nursing Office	608-246-6780 (office)

DAY ONE, Tuesday, April 19, 2022		
Activity	Meeting Attendees	Meeting Room
Hotel Pickup: 7:00am 7:00am-7:30am Travel to Madison College Goodman South Campus (GSC) (13.2 miles) (Approx. 17 mins)	Driver: Kevin Foley	Not Applicable
Team Preparation 7:30am-8:00am	ACEN site team	PRIVATE TEAM MEETING GSC: Room 103
Conference with the Nurse Administrator 8:00am-8:30am	Dr. Lisa Marie Greenwood, Associate Dean, Nurse Administrator; Kevin Foley, Interim Associate Dean; Teri Gorder, Linda Quamme, Program Directors; Sonja Noble, Program Chair.	GSC: Room 103
Virtual Meeting with clinical agency representatives 8:30am-9:30am	Agrace Hospice Care Contact Person: Rebecca Kahl Rebecca.Kahl@agrace.org Capital Lakes Contact Person: Mary Rita Patchett MPatchett@Retirement.org St. Mary's Care Center Contact Person: Jon Galewski, Director of Nursing John.galewski@ssmhealth.com Robin Bailey, Clinical Educator Robin.bailey@ssmhealth.com Dean Clinics Contact Person : TBD	GSC: Room 120
Break 9:30am-9:45am		
Watch recorded lecture 9:45am-10:15am		GSC: Room 120

Break 10:15am-10:30am		
Classroom Observation-Pharmacology 10:30am-11:15am		GSC: Room 218
Meet with Students 11:15am-12:00pm		GSC: Room 218
Lunch 12:00pm-1:00pm		GSC: Room 103
Campus Tour- Goodman South Campus (GSC) 1:00pm-2:00pm	Dr. Lisa Marie Greenwood, Associate Dean, Nurse Administrator Kevin Foley, Interim Associate Dean Valentina Ahedo, Associate Vice President of Goodman South Campus	GSC: Room 103
Drive to Truax Campus 2:00pm-2:30pm	Driver: Lisa Marie Greenwood/Kevin Foley	One visitor to Truax Campus
		Open time for other visitors at GSC
Meet with Librarians (Virtual) 2:30pm-2:45pm	Mark Luetkehoelter, Librarian (GSC) Julie Gores, Dean, Libraries & Academic Support Services Carolyn Shaffer, Manager, Student Achievement Center Renee Anhalt (Truax) Kevin Foley-GSC Library Lisa Marie Greenwood-Truax Library	Overview of Library Services (Virtual meeting-all) GSC: Room 103 Truax: TBD
Campus-Specific Tour Library and SAC 2:45pm-3:15pm (includes walking time back to HSC at Truax)	Mark Luetkehoelter, Librarian (GSC) Carolyn Shaffer, Manager, Student Achievement Center Renee Anhalt (Truax) Kevin Foley-GSC Library Lisa Marie Greenwood-Truax Library	GSC: Room 100B Library Room 100A SAC
		Truax: Main building Library and SAC, second floor

Meet with Health Simulation Center (HSC) 3:15pm-3:30pm	Jeff Wenzel, HSC Coordinator Karyn German, SNE	Overview of HSC (Virtual meeting-all) GSC: Room 120 Truax: 103 HEB
Campus-Specific Tour of Health Simulation Center (HSC) at both sites 3:30pm-4:00pm		GSC: Karyn German
		Truax: Jeff Wenzel
Drive to Goodman South Campus (GSC) 4:00pm-4:30pm	Driver: Lisa Marie Greenwood/Kevin Foley	Open time for other visitors at GSC
Public meeting: Goodman South Campus (GSC) 4:30-5pm		GSC: Room 205/207-
Private Team Meeting 5:00pm-5:30pm		GSC: Room 103
Conference with the Nurse Administrator 5:30pm-6:00pm	Dr. Lisa Marie Greenwood, Associate Dean, Nurse Administrator	GSC: Room 103
Return to Hotel 6:00-6:30pm	Driver: Lisa Marie Greenwood	Not Applicable

DAY TWO, Wednesday, April 20, 2022		
Activity	Meeting Attendees	Meeting Room
Hotel Pickup 8:00am-8:15am Travel to Madison College Truax Campus (2.3miles) (Approx. 7 mins)	Driver: Lisa Marie Greenwood/Kevin Foley	Not Applicable
Private Team Meeting 8:15am-8:45am		Truax: Health Education Building (HEB) Room 103
Conference with the Nurse Administrator 8:45am-9:00am	Dr. Lisa Marie Greenwood, Associate Dean, Nurse Administrator	Truax: Room 103-HEB
Conference with the Chief Executive Officer of the governing organization, the Provost/Vice President of Academic Affairs/Chief Academic Officer, Vice President of Student Services, and Chief Finance Officer 9:00am-10:00am	Dr. Jack Daniels III, President Dr. Turina Bakken, Provost Dr. Denise Reimer, Vice-Provost/Executive VP of Academic Affairs Dr. Tim Casper, Vice-President of Student Affairs and Institutional Effectiveness Dr. Mark Thomas, Executive Vice President, Finance & Administration	Truax: Room AB132-Administration Building
Break 10:00am-10:30am		Truax: Room 103-HEB
Conference with student support personnel 10:30am-11:30pm	Blake Ladenburg, Student Support Advisor Anna Phelan, Student Support Advisor Luz del Carmen Arroyo Calderon, Manager, Student Success Center, RISE Heather Smith, Senior Disability Resource Liaison Kate Sopha, Manager, Admissions & Credit for Prior Learning-Enrollment Services Dr. Keyimani Alford, Dean, Student Access & Success, VP Student Affairs Lisa Kromanaker, Faculty Clinical Coordinator	Truax: Room 224-HEB
LUNCH 11:30am-12:30pm		Truax: Room 103-HEB-Cafe
Review of Faculty Records 12:30pm-1:30pm	Kate Jochimsen, Employee Relations Manager, HR Review of Faculty Records (HR if needed) Dr. Lisa Marie Greenwood, Associate Dean, Nurse Administrator	Truax: Room 103-HEB

Evidence Review 1:30pm-3:00pm	Review of student records, clinical contracts, etc.	Truax: Room 103-HEB
Break 3:00pm-3:15pm		
Faculty Meeting 3:15pm-4:30pm	Program Chair: Sonja Noble; Program Directors: Teri Gorder, Linda Quamme; Faculty: Tara Basu, Casi Frie, Michelle Novotny-Sedelis, Ingrid Ortiz	Truax: Room 309-HEB
Private Team Meeting 4:30pm-5:00pm	Site Visit Team	Truax: Room 103 (HEB)
Conference with the Nurse Administrator 5:00pm-5:15pm	Dr. Lisa Marie Greenwood, Associate Dean, Nurse Administrator	Truax: Room 103 (HEB)
Return to Hotel	Driver: Lisa Marie Greenwood	Not Applicable

DAY THREE, Thursday, April 21, 2022		
Activity	Meeting Attendees	Meeting Room
Hotel Pickup 7:00am-7:15am Travel to Madison College Truax Campus (2.3miles) (Approx. 7 mins)	Driver: Lisa Marie Greenwood	Not Applicable
Private Team Meeting 7:15am-7:45am		Truax: Room 103-HEB
Conference with the Nurse Administrator 7:45am-8:15am	Dr. Lisa Marie Greenwood, Associate Dean, Nurse Administrator	Truax: Room 103-HEB
Exit Meeting 8:15am-9:15am	Dr. Lisa Marie Greenwood, Associate Dean, Nurse Administrator; Kevin Foley, Interim Associate Dean; Program Chair: Sonja Noble, Program Directors: Teri Gorder, Linda Quamme. Dr. Denise Reimer, Vice-Provost	Truax: Room 102-HEB
Private Team Meeting (Finalize Site Visit Report) 9:15am-10:45am		Truax: Room 103-HEB
Return to Airport-Dane County Regional Airport-Madison, 4000 International Lane, Madison	Drivers: Dr. Lisa Marie Greenwood Kevin Foley Dr. Jean Gumbs, Chair Flight Thu, Apr 21 — Delta Air Lines MSN 2:35 PM. Dr. Angela Christian, Team Member Driving self Denisa Talovic, Team Member No Return flight at this time	Not Applicable

Attention: Madison College 7 year Retention and Delete (7 years) Expires: Fri 3/2/2029 12:36 PM



JG

To: Greenwood, Lisa M

Good afternoon Dr. Greenwood,

I want to introduce myself as the Site Visit Chair for your Practical Nurse Program. The Team and I look forward to visiting your College. In the meantime, if I could be of any assistance to you, please do not hesitate to let me know. My cell phone number is 917-670-7728.

Best,

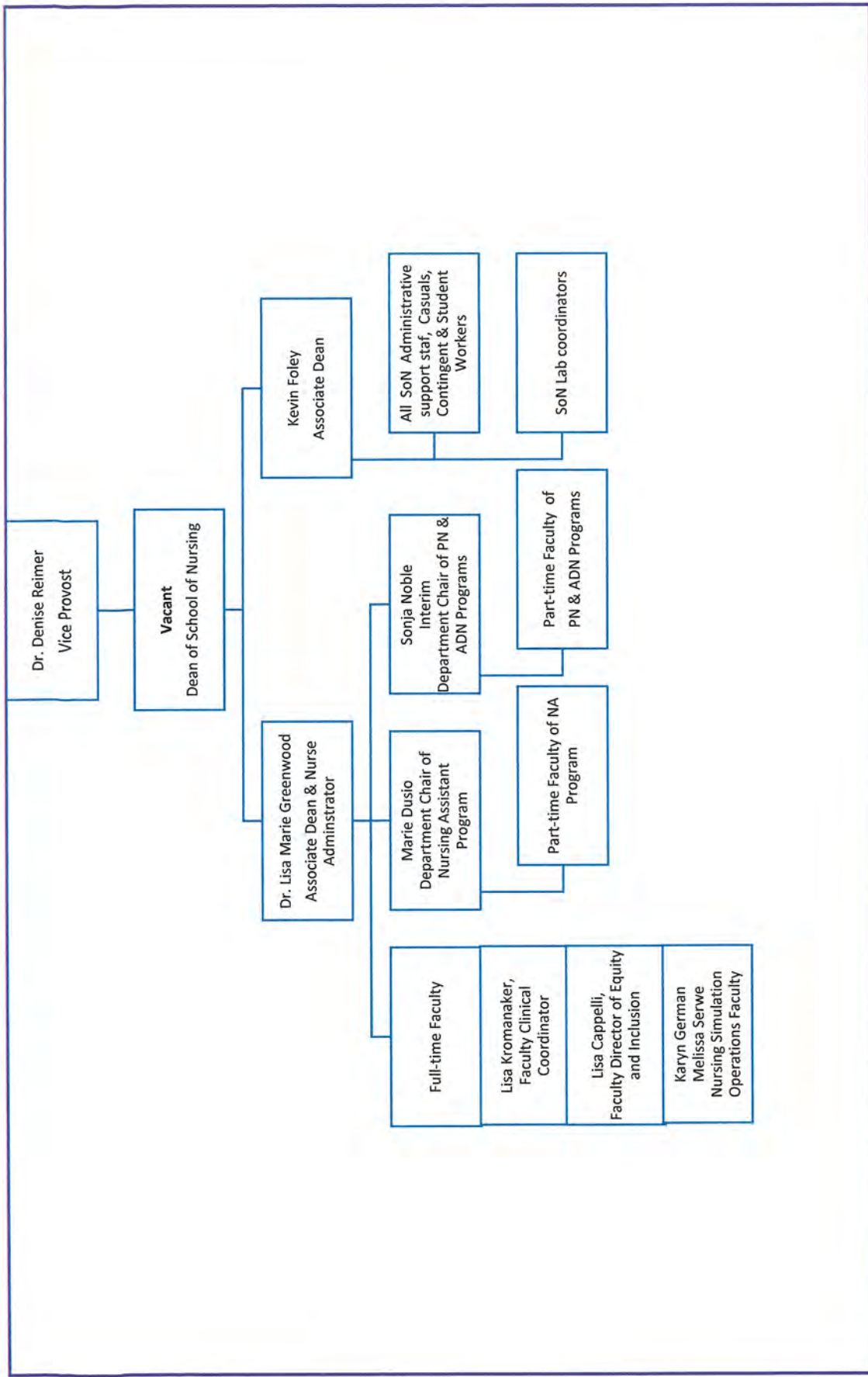
Jean

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School of Nursing Organizational Chart

Organizational Chart: Madison College School of Nursing





Comparison of College and School of Nursing Program Policies

**Chapter 1.08(1) Organization and Administration
N1.08(1)(a) Governing Institution**

2. Institution has a designated educational administrator, **established administrative policies** and fiscal, human, physical, clinical and technical learning resources adequate to support school process, security and outcomes.

Comparison of Madison College and PN Program Student Policies

Category	Governing Organization Policy MC Student Policies	Nursing Program Policy School of Nursing Student Handbook	Rationale for difference
Academic Advising	<p>Academic Advising includes help with:</p> <ul style="list-style-type: none"> • Selecting classes • Developing an educational plan • Understanding admission requirements • Program-specific questions • Transfer planning 	<p>In addition to college advising services that students receive prior to admission to the nursing program, all students are assigned a nursing program faculty member who will serve as their Faculty Advisor through the entirety of their program. Advising goals, advisor responsibilities and student responsibilities are described in the School of Nursing student handbook SE: Nursing Student Handbook pages 42-43</p>	<p>Provides additional support for students through program-specific review, readiness for graduation, and identification of concerns the student may have. Improves retention.</p>
Achievement Testing	<p>Accuplacer testing used for course placement for reading, math and English. ACT scores may substitute for these.</p>	<p>Health Education Systems Inc (HESI) Prior to petitioning, students must be able to demonstrate academic readiness with one of the following: Composite test score from September 1, 2017 to present: <ul style="list-style-type: none"> • HESI: cumulative score 72%+ (Due to the customizable nature of HESI, the test must be completed at Madison College.) • ACT: composite score 18+ </p>	<p>Ensure student foundational success for program admission. Program rigor; promote achievement of end-of-program student learning outcomes (EPSLOs) and</p>

Americans with Disabilities Act (ADA)	<p>Accommodations for Students with a Disability Disability Resource Services (DRS) creates conditions that empower and support students with disabilities to reach their chosen learning goals. DRS works in partnership with faculty, staff and wider communities on behalf of students with disabilities. Specific guidelines and information are shared via the college website for students inquiring about services available. DRS available to students district-wide.</p>	<p>Core PN Program: Achievement testing is a program requirement and is implemented through the use of HESI products. Each semester requires practice and proctored exams. SE: HESI Adaptive Quizzing Instructions for First & Second Semester</p>	program outcomes.
		<p>Functional Abilities for students in the Nursing Program: During the courses of the PN program, students must demonstrate the ability to perform the functions safely, reliably, and efficiently within the scope of practice as defined by the State Board of Nursing. These can be met with or without accommodations. The student handbook (Exhibit 2) also describes the DRS resources contact information and guidelines about using accommodations in the nursing program. The accommodation plan is shared with course faculty as early as possible. Essential functions are also posted on the PN website so that students are aware of the requirements for this career prior to petitioning. These are also reviewable at the time of petitioning. SE: Nursing Student Handbook page 42</p>	Functional abilities specifically address the role of the nurse related to physical and intellectual capabilities necessary to provide safe patient care.
Admission and Selection	<p>General admission policy includes requirements to enroll at Madison College and are found on the website: https://madisoncollege.edu/apply</p>	<p>In addition to college policies, PN program admission requirements include pre-requisites (Chemistry and Intermediate Algebra), pre-admission testing with HESI A2 exam, and specific general education courses. https://madisoncollege.edu/academics/programs/practical-nursing#admission</p>	Program rigor to promote achievement of EPSLOs and program outcomes.
Credit for Prior Learning	<p>Credit for Prior Learning</p>	<p>Advanced standing for experiential learning is not granted for any of the core nursing courses.</p>	Program rigor; assure that

<p>Attendance</p>	<p>The college provides a process for evaluation of documented learning experiences and conversion into transcript credit. This includes transfer from another college, advanced high school classes (A.P.), military experience, national exams, and professional certifications. Students are responsible to attend all scheduled class meetings and to inform the instructor as soon as possible if the student will be absent.</p> <p>First day. If a student does not attend class on the first day, the instructor has the right to assume the student will not be a part of the class and may give the seat to a waitlisted student. Students must inform the instructor they know in advance that they won't be there. If students don't know the teacher, students should contact the <u>school office</u>.</p> <p>Policies. Many teachers have attendance policies, which are usually outlined in the course syllabus or via Blackboard. It is the student's responsibility to know and follow them. The student will also be able to find guidelines for making up work, quizzes or exams due to class absences in your syllabus. Not attending classes does not entitle a student to a refund.</p>	<p>Advanced standing for core nursing courses is approved only by the Program Chair/Program Director. Prior learning assessments for core nursing courses have been developed at the state level. SE: Nursing Student Handbook pages 22-23 <u>Classroom/Skills Lab</u> Consistent attendance has proven to promote student success in courses. In the event of absence, it is the responsibility of the student to obtain materials/information presented. <u>Clinical</u> Absence from clinical requires that the student notify the appropriate person(s) prior to the assigned clinical time. Clinical instructors will describe the procedure for specific institutions or clinical units within each clinical course. In case of absence, make-up assignments will be determined by the clinical instructor. Alternate learning experiences may be assigned. Absence from orientation to the clinical unit may result in failure from the clinical course, and absence from clinical could result in the student being unable to achieve the clinical objectives. A "no call, no show" absence from clinical may result in failure from the clinical course. A student who experiences an infectious disease, hospitalization, or performance limitation (i.e., weight restriction for lifting) will be required to submit a medical statement from the student's licensed health care provider stating the ability to attend clinical. <u>Examinations</u> In case of absence, the student is responsible for notifying the appropriate instructor before the scheduled exam and for making arrangements to take the missed exam. A "no call, no show" absence from the scheduled exam time may result in failure of the exam. The student should be prepared to take the missed exam on the first day they return to school unless other arrangements are made with</p>	<p>students can achieve EPSLOs and program outcomes.</p> <p>Program rigor, achievement of EPSLOs and program outcomes; promote professional integrity.</p>
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	<p>the instructor. A student who misses a scheduled exam or who does not follow the missed exam policy for that course may receive a 5% deduction from the exam score. SE: Nursing Student Handbook pages 23-24</p>		<p>Promote public safety per clinical partner requirements (clinical contract)</p>
<p>Background Check</p>	<p>Not required by the college</p>	<p>A completed background check as prescribed under Wisconsin's law includes all the following:</p> <ul style="list-style-type: none"> • Completed self-disclosure background information (BID form) - updated yearly. • Electronic status check of professional licenses and credentials through the Department of Safety and Professional Services. • Electronic criminal history search from the Wisconsin Department of Justice. • Electronic review of records kept by the Department of Health and Family Services for any substantiated findings of abuse or neglect, and license restrictions or denials. <p>SE: Nursing Student Handbook page 13</p>	<p>Promote professional integrity and standard of practice in the nursing profession.</p>
<p>Code of Conduct</p> <ul style="list-style-type: none"> • Misconduct Procedure • Probation/Dismissal / Suspension 	<p>Student Rights and Responsibilities are cross listed as Code of Conduct in Policy and Guidelines Academic Integrity</p> <p>The following disciplinary sanctions may be imposed for academic misconduct:</p> <ol style="list-style-type: none"> 1. An oral reprimand 2. A written reprimand presented only to you 3. An assignment to repeat the work to be graded on its merits 4. A lower grade on the particular assignment or test 5. A failing grade on the particular assignment or test 	<p>Students are held to the college-wide Academic Integrity policy & process.</p> <p>In addition, nursing students are expected to comply with ANA Code of Ethics for Nurses and the NSNA Code of Ethics, Part II: Code of Academic and Clinical Conduct and the School of Nursing Anti-discrimination Expectations. Failure to comply will result in disciplinary action deemed appropriate by nursing program faculty, Chair, Program Director, Associate Dean and the School of Health Education Dean. Disciplinary action is based on the severity of the breach of nursing ethics.</p> <p>SE: Nursing Student Handbook pages 20-21</p> <p>Dismissal From Nursing Programs</p>	<p>Promote professional integrity and standard of practice in the nursing profession.</p>

	<p>6. A letter of reprimand sent to the Academic Integrity Officer and to the Dean of Students for inclusion in the student's Madison College file</p> <ol style="list-style-type: none"> 7. A lower grade in the course 8. A failing grade in the course 9. Your removal from the course in progress 10. Your removal from student help, lab, tutoring position, athletic team or other student-related activities 11. Recommendation to the Academic Appeals Board for the suspension of the student from the institution <p>One or more of the disciplinary sanctions listed in (1) through (10) above may be imposed for an incident of academic misconduct.</p> <p>Students Responsibilities</p> <p>Students are responsible to be appropriately clothed and to wear shoes/sandals and shirts in/on Madison College facilities for safety and health reasons.</p>	<p>A dismissed student who is program ineligible is not able to apply for re-admission to their nursing program. When a student becomes "program ineligible," their program code will be discontinued, and they must withdraw from any program courses they are registered for but are no longer eligible to take. Program ineligible students will not be eligible to receive a Letter of Good Standing from the School of Nursing.</p> <p>SE: Nursing Student Handbook page 35</p>	
Dress Code		<p>Specific student dress code policy for clinical and simulation experiences.</p> <p>SE: Nursing Student Handbook pages 31-32</p>	Professional appearance and student identification at clinical facilities and simulation.
Drug Screening	<p>No college policy for drug screening</p> <p>Policy regarding alcohol and drug use: https://madisoncollege.edu/drug-alcohol-regulation</p>	<p>Drug Screening</p> <p>Clinical sites may require students to provide evidence of recent drug screen results prior to attending clinical at the facility. Students will be notified prior to the start of the clinical to complete this requirement. The student is responsible for any costs associated with processing and evaluation of the drug screen. Any student who refuses to complete a required drug screen or has a positive drug screen result that is NOT cleared by medical review will be required to meet with the Clinical Coordinator. Drug screens are completed through the student's CastleBranch account directions.</p>	<p>Meet specific clinical agency requirements; promote public safety.</p> <p>1 (L) Clinical Affiliation Contract: The College will have the responsibility to ensure that students meet the health and</p>

<p>CPR requirements specified by the Agency.</p>	<p>AODA resources are available through Madison College's Counseling Department.</p> <p>Nursing students wishing to or currently using CBD oil are advised to have a discussion with healthcare providers prior to initiation. Drug screening panels measure the by-product of THC breakdown and CBD oil has low or no THC, therefore it is unlikely a student would test positive.</p> <p>SE: Nursing Student Handbook page 16</p>	<p>Program rigor; Promote achievement of end-of-program student learning outcomes and improve NCLEX pass rates. Assist students in being competitive for admission to BSN completion programs.</p>
<p>Grading</p>	<p>Grades College grading scale is a 4 point scale.</p>	<p>The grading scale for nursing courses require a grade of "B" or better and is as follows: 93.00 - 100% = A; 88.00 - 92.99% = AB; 80.00 - 87.99% = B; 70.00 - 79.99% = D; 0 - 69.99% = F</p> <p>For nursing courses that require a course grade of "B" or better to progress, the nursing program has a two-tier progression/grading policy. To successfully pass these nursing courses, the student must first obtain an 80.00% average on total written and skill performance exam points. If an 80.00% average on exam points is not achieved, the student will not pass the course. When the 80.00% course exam point average is achieved, all other course points are then included, and students must achieve an overall average of 80.00% on total course points to pass the course.</p> <p>SE: Nursing Student Handbook page 25</p>
<p>Health Insurance</p>	<p>No policy</p>	<p>Health/Accident Insurance All School of Nursing programs require students to have basic health/accident insurance for clinical participation. With their signature on the Health Screen form, students are indicating that they agree to maintain coverage throughout the duration of their clinical experience(s) in the nursing program and that they understand Madison College cannot assume any liability or financial obligation for</p>
<p>Student safety;</p>	<p>coverage providing students healthcare access for accidents related to</p>	<p>Student safety; coverage providing students healthcare access for accidents related to</p>

		<p>students' health care. Students can purchase accident insurance through Madison College each semester if they do not have their own health insurance. This can be purchased by accessing the website: https://madisoncollege.edu/academics/areas-of-study/health-sciences/health-education-policies. This insurance is acceptable for clinical requirements. Evidence of the student's insurance must be submitted to their CastleBranch account.</p>	<p>program participation Clinical Affiliation Contract requirement : Student Rights and Responsibilities 4.4 & 8.3</p>
<p>Student Success Support Plan</p>	<p>No policy College Resources/Processes: Retention Student Success Support Team</p>	<p>SE: Nursing Student Handbook page 15 When a student's academic or clinical performance does not meet course competencies, course faculty address this concern in conjunction with the student in the form of a Student Success Support Plan (Appendix 6). The Student Success Support Plan is shared and discussed with the student and faculty member. The Student Success Support Plan initiated by the faculty member will identify areas for student improvement and will suggest strategies as well as outcomes for student success. Course faculty will assist the student in developing a learning plan to facilitate meeting their course competencies or performance criteria. The Student Success Support Plan is shared with the student, faculty, student's faculty advisor, and School of Nursing administrative staff and is part of the student's academic file.</p>	<p>Promote student success and achievement of nursing EPSLOs in a formalized, defined way that may leverage College and program resources.</p>
<p>Program reentry, readmission, withdrawal</p>	<p>Program Withdrawal-Campus info is related to tuition reimbursement. REPEATED COURSES. If you repeat a course, the highest grade received is used to calculate GPA. Financial Aid may not pay for repeated courses. Probation/Dismissal/Suspension</p>	<p>SE: Nursing Student Handbook page 25 The student will have two attempts to successfully pass a core nursing course. If a student withdraws from or fails a core nursing course, each is considered one attempt at the course.</p>	<p>Program rigor; improve student achievement of outcomes</p>

		<p>Failure/withdrawal from a total of three core nursing courses will result in dismissal from the nursing program.</p> <p>SE: Nursing Student Handbook page 33</p>	
<p>Progression in Classes</p>	<p>No policy</p>	<p>To progress and subsequently graduate from the ADN and PN nursing programs, a student must obtain a grade of "B" or better ("CR" in clinical courses) in each nursing course.</p> <p>Course sequence (semester 1): In the first semester of the ADN and PN programs, it is expected that students have completed or be simultaneously enrolled in the semester's theory courses while taking the intro to skills and clinical courses. Students are required to complete the intro to skills course successfully before progressing to the clinical course in the 1st semester. If the student is not successful in the Intro to Skills course, the student must withdraw from the clinical course. The student should contact the Program Director to discuss course progression prior to withdrawal.</p> <p>Course sequence (semester 2-4): In the ADN and PN programs, theory and clinical courses may be simultaneously or back-to-back or in separate semesters starting with theory courses. Success or failure in one course does not affect success or failure in the other course. It is expected that students have completed or be simultaneously enrolled in the semester's theory courses while taking the clinical courses.</p>	<p>Program rigor, preparation for upcoming courses, and achievement of the EPSLOs.</p>
<p>Social Media</p>	<p>No policy; college has policy on use of computer systems:</p>	<p>SE: Nursing Student Handbook page 25</p> <p>The National Council of the State Board of Nursing recommends policy and procedure for the use of social media in academic and health care settings. Social media in this context is defined as web-based and mobile platforms for user-generated</p>	<p>Promote public safety, HIPAA, FERPA.</p>

<p>22.16. You must not harass others by sending annoying, threatening, libelous, or sexually, racially, or religiously offensive email messages. This includes sending repeated, unwanted email to another user.</p> <p>Students are responsible to conduct themselves appropriately when utilizing college-owned computer equipment and to follow the Student Computer Systems Acceptable Use Guidelines.</p> <p>Certain academic programs, such as the Criminal Justice-Law Enforcement Program and some Health Sciences programs, require students to comply with additional standards. Copies of these policies are available from instructors and from the dean/chairperson upon request. Students failing to recognize these standards may be withdrawn from one or more classes in the program at any time and/or be subject to other disciplinary action.</p> <p>https://madisoncollege.edu/student-rights-responsibilities</p>	<p>content that create interactive and highly accessible, often public, dialogues. Social media platforms may include (but are not limited to) the following: Facebook, Twitter, Instagram, blogging, LinkedIn, YouTube, electronic media, social networking sites, video sites, online chat rooms and forums. Nursing students must have a responsibility to understand the benefits and consequences of participating in social media. Guidelines for participating in social media as a student in the School of Nursing at Madison College include:</p> <ul style="list-style-type: none"> • No pictures or comments about academic or clinical experiences may be made on any form of social media (this includes but is not limited to comments pertaining to Madison College, the School of Nursing, program faculty and staff, peers, patients, clinical facilities, and clinical facility staff). • Students should not post content or speak on behalf of Madison College, the School of Nursing or any other student associations unless authorized to do so. • Students must not transmit or place online individually identifiable patient information. • Students must observe ethically prescribed professional patient-nurse boundaries. • Students should understand that patients, peers, institutions (including staff) and employers may view social media postings. • Students should take advantage of privacy settings and seek to separate personal and professional information online. • Students should bring content that may harm a patient's privacy, rights, or welfare to the attention of the Associate Dean. 	<p>Meet requirements of Clinical Affiliation Contract 3.1, 16.2</p>
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	<ul style="list-style-type: none"> Failure to adhere to social media guidelines may result in immediate and permanent dismissal <p>SE: Nursing Student Handbook page 21-22</p>		
<p>Student Health Requirements</p>	<p>No specific policy for general health requirements but resources and recommendations are available at:</p> <p>https://students.madisoncollege.edu/student-health#fndtn-panel3</p> <p>COVID Specific recommendations and requirements for reporting, testing and masks are available at:</p> <p>https://madisoncollege.edu/about/public-information/coronavirus</p>	<p>SE: Nursing Student Handbook page 21-22</p> <p>All health history and immunization information, CPR certification requirements, TB screening and health/accident insurance requirements must be on file in the student's account with CastleBranch. The student will receive electronic updates when information needs to be renewed or added to their account. The account information must be complete and current prior to beginning clinical experiences in the nursing program each semester.</p> <p>COVID-19 Vaccination</p> <p>As of Fall 2021, being fully vaccinated against Covid-19 is a new health-requirement and immediately effective for all School of Nursing faculty and students in all programs. The vaccine is required to attend all courses within the programs. This requirement is needed to protect the health and safety of the vulnerable populations the School of Nursing proudly serves during this pandemic. Students unable to receive the vaccination for COVID must notify the Clinical Coordinator to complete declination and waiver forms.</p> <p>SE: Nursing Student Handbook pages 14-15</p> <p>By signing this form, I acknowledge I have been informed of the importance of health-related requirements and the possible consequences of not receiving them relative to public health issues and my success in the School of Nursing program of my choice. I will not hold Madison College, its School of</p>	<p>Promote public safety and protect students from communicable illnesses they may be exposed to during their clinical studies.</p>

		<p>Nursing, and employees responsible for any illness or disease resulting from my declining or declining to be current in my health-related requirements.</p> <p>As a student, I understand that this exemption may subject me to exclusion from any on-campus Nursing theory, lab, or simulation courses, AND clinical rotation at the discretion of any clinical facility that requires these health-related requirements of its personnel, instructors, and students. I understand that I am obligated to comply with all infection control measures, including wearing personal protective equipment (PPE), as well as any additional PPE required to off-set the risks associated with my declination while in the classroom and/or clinical designed to prevent the transmission of infection for which health-related requirements are expected, and to protect myself clients, colleagues, patients, students, and others from the spread of communicable diseases.</p> <p>SE: Student Health-Related Requirements Declination Form</p>
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Resources

Chapter N1.08 (1)(a) Governing Institution

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

**documentation below derived from Accreditation Commission for Education in Nursing (ACEN) Initial Accreditation Self-Study Report*

The nurse administrator has the authority to prepare and administer the program budget with faculty input.

The ADoN has primary responsibility for nursing budget creation in collaboration with the Vice Provost/Executive Vice President for Academic Affairs. The Program Chair and Program Directors gather faculty feedback on operational and capital equipment needs each fall through faculty and committee meetings as well as per meeting announcements and emails. The Madison College budget year follows the academic year starting July 1 through June 30 through a predictable cycle. The collegewide process is outlined below in Table 1.9a.

Table 1.9a FY2022-23 Budget Development Calendar

October 1, 2021	Questica opens for entry. Budget, actuals, and salary data will be loaded from Workday.
October 2021	Initial FY2022-23 General Fund estimates will be shared with the Finance Council, College Assembly, the Student Senate, and posted to SharePoint; Budget priorities will be shared with managers
October 30, 2021	All budgets should be submitted (promoted) to Budget Office Review
November 2021	Budget Office staff will schedule time to meet with you and your VP or designee to walk through budget changes, as needed.
November 15 to November 30	Budgets reviewed by AVPs/VPs
December 1, 2021	All budgets submitted to Cabinet members for review
December 15, 2021	All budgets completed by Cabinet members and aggregated for full Cabinet review
January 2022	FY2022-23 Budget Update presented to Board, Finance Council, College Assembly, Student Senate and posted on SharePoint
January to February 2022	Budget discussions Revision of assumptions Finalization of priorities Update personnel data to capture changes in salaries and benefits
March 1, 2022	Executive VP for Finance & Administration approves Preliminary Budget
April 6, 2022	FY2022-23 Preliminary Budget to Board
April 2022	FY2022-23 Preliminary Budget presented to Finance Council, College Assembly, and posted on SharePoint
May 6, 2022	FY2022-23 Budget Public Hearing
June 1, 2022	FY2022-23 Board Budget Vote

The Madison College Budget Office offers robust resources on their SharePoint site for budget managers. The ADoN utilizes annual Budget Development Guidelines and a Checklist provided by the Budget Office to adhere to college wide policy, procedure, and strategic plans. The ADoN is trained in the utilization of the *Questica* budget development software and supported with data entry by the Budget Office and/or Vice-Provost's Office, primarily by an Academic Integrative Operations Manager. The ADoN manages budgets for Associate Degree Nursing, Practical Nursing, and Nursing Assistant, and Nursing Administration cost centers. Faculty input into the budgetary process is collected by the Program Chair and Program Directors and shared with the ADoN. Oversight of all program budgets allows for flexibility in shifting funds if needed to address unexpected program needs. To date, financial resources have met program needs.

Policies for nursing faculty and staff are comprehensive, provide for the welfare of the faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

Madison College has several policies in place to provide for the welfare of all faculty and staff across the Madison College district. These policies are included in the Madison College Employee Handbook. Some examples of these policies include commitment to diversity, equity, and inclusion, fair labor standards, flexible schedules, pay and compensation, benefits, and wellness initiatives.

Nursing faculty and staff policies are consistent with the policies for all Madison College employees. As previously mentioned, these policies are in the Madison College Employee Handbook. Madison College has an Equal Opportunity/Affirmative Action Policy that affirms the college's commitment to equal opportunity and nondiscrimination for employees and students. Recognizing an opportunity to create a faculty workforce more reflective of our diverse student population and align with college diversity, equity and inclusion initiatives, a Faculty Fellow position was created in the PN Program, and a faculty member was hired to begin teaching in the fall 2021 semester. The Faculty Fellow position meets the same minimum requirements for hire as any other instructor position in the SoN. The primary difference is that the Faculty Fellow may have little or no teaching experience. As such, Faculty Fellows receive additional mentoring and support and have fewer learning facilitation responsibilities as they acclimate to the teaching role.

The process for full time and part time faculty and staff recruitment, hiring, and appointment for the nursing programs are the same as for other Madison College programs. All positions are

posted and advertised externally to ensure access to our communities. Job offers are contingent upon meeting requirements of the job posting inclusive of the requirements for faculty outlined in Wisconsin Statute N1.08(3) governing schools of nursing and faculty. The PN Program also requires a Department of Justice caregiver background with sex offender registry check for direct caregivers because it is a requirement for all SoN clinical sites. The Madison College hiring process is outlined in the Employee Handbook. Madison College new employees serve a probationary period. Newly hired PSRP and Administrative employees serve a 1-year probationary period, and full time faculty serve a 3-year probationary period.

Compensation for all part time and full time faculty and staff are determined by Madison College policies across all units. The salaries and benefits for the nursing faculty are based on the same criteria and are equal to all other Madison College faculty. All faculty members are titled "instructor" with no other levels of academic rank or provisions for tenure. The faculty compensation process is administered by the Human Resources department. Salary for full time faculty is determined according to education, teaching experience, related work experience, and years of service to the College. Continued employment for faculty is conditional upon the maintenance of job requirements and Faculty Quality Assurance System (FQAS). The rights and responsibilities of the nursing faculty are the same as those of other Madison College faculty. Full time faculty who are employed as Program Chair or Program Director within the School of Nursing also receive additional compensation for these roles, in alignment with Madison College compensation guidelines.

All part time faculty are hired at three compensation levels. The associated advancement process is intended to help part time faculty demonstrate academic excellence at Madison College and earn additional compensation for their commitment to ongoing professional development.

Paraprofessional and School-related Personnel (PSRP) and administrative positions are classified according to the decision requirements of the essential duties. PN Program Laboratory Coordinators and Administrative Specialists are compensated under this model, consistent with other college units.

The SoN workload calculation process aligns with the Madison College workload expectations. The Madison College workload expectations for full time faculty is based on a composite of instructional duties, college service, and professional development. This model is flexible to include adjustments to instructional workload for higher levels of service to meet program needs. The Madison College faculty teaching assignment is based on the student contact hours worked per week. The workload calculation considers classroom contact hours,

clinical contact hours, the number of new preparations involved per course, and service assignments. Full time Madison College faculty adhere to a 35-hour work week for 38 weeks. If a faculty member accepts additional teaching responsibilities that increase the workload beyond the number of units equivalent without adjustment for non-teaching workload, then additional compensation (overload) is provided.

Program Directors draft workload and the ADoN and Vice Provost/Executive Vice President for Academic Affairs have final discretion for faculty assignments and approval. All faculty provide instructional and service preferences and have input into this process as the workload plan is developed. All full time faculty in the SoN serve as student academic advisors and on at least one program committee. The majority of PN faculty are new to their teaching roles and currently do not have advising nor committee responsibilities. At this time, these responsibilities are being supported by ADN faculty mentors.

The Madison College PN Program Faculty Handbook provides policy, procedure, and guidelines specific to the program. This is located on the School of Nursing SharePoint site for faculty and staff and in the PN faculty Blackboard site. The handbook outlines faculty employment obligations such as expectations for meeting attendance, committee participation, and student, clinical, and classroom learning facilitation

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.

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.

The Wisconsin Technical College System (WTCS), and Madison College as one of these sixteen schools, is funded from diversified sources including local property taxes, student fees, state aids, contractual revenues, institutional revenues, and federal aids. Historically, the largest percent of revenue came from property tax levy; however, general revenue funding from the State has now become the primary funding source, followed by local government/property tax and then tuition/student fees. Thirty percent of State funding is allocated based on a performance-funding model initiated in the 2013-2015 Wisconsin biennial budget. Wisconsin technical colleges are required to select seven of the ten following criteria to report on annually.

Seventy-five percent of State funding is determined based on outcomes of these performance criteria selected by individual colleges. Criteria are listed, below:

1. Job placement rates of in jobs related to students' programs of study
2. Number of degrees and certificates awarded in high-demand fields
3. Number of programs or courses with industry-validated curriculum ("Industry-validated curriculum" means a curriculum that is developed with business or industry input and that is based on competencies and assessments that reflect the skills and knowledge necessary for a specific job or jobs within a specific type of business or industry)
4. Transition of adult students from basic education to skills training
5. The success rate of adults in basic education courses
6. Participation in dual enrollment programs
7. Workforce training provided to businesses and individuals
8. Participation in collaboration or efficiency initiatives
9. Training provided to special populations or demographic groups unique to the district
10. Number of credits awarded to students for relevant education experience or training, including skills and training received during military service

There are two nursing programs offered at Madison College: Associate Degree Nursing (ADN) and Practical Nursing (PN). These programs function independent of each other and are offered on separate campus locations. The nursing education administrator is responsible for monitoring and maintaining both program's individual operational budgets and budget requests. The budgets are maintained as separate through the allocation of separate cost centers through the college Budget Office.

The PN Program, which is designated as a high demand field program, has sufficient fiscal resources to achieve end-of-program student learning outcomes and program outcomes. Budget allocation for the PN Program is appropriate for program size and student needs. Tables 5.1a and 5.1b, summarize budget information comparing the PN Program to that of a program of similar size at the Madison College.

Table 5.1a PN Program Budget Comparison to Cabinet & Millwork Program Budget

Year	Number of full time Faculty	Number of students served	Total Budget	Number of full-time Faculty	Number of students served	Total Budget
	Practical Nursing 1-year Technical Diploma			Cabinet & Millwork 1-year Technical Diploma		

2019-2020	2	16	\$894,153*	2	22	\$382,556
2020-2021	2	16	\$414,660	2	96**	\$387,953
2021-2022	6****	32	\$562,994***	2	73**	\$364,204

PN: * Includes non-recurring start-up costs to begin the PN Program for the 2019-2020 year.

Cabinet/Millwork: ** the number of students served includes high school students enrolled in Dual Credit courses. Dual Credit courses are not part of the college's operating budget.

PN: *** Includes expansion with a spring admission cycle for spring 2022.

PN: **** Includes 3 faculty exclusive to PN Program; 3 faculty shared with other nursing programs

Table 5.1b Madison College Budget Comparison to PN Program and Cabinet and Millwork Program

Year	Institutional Budget	Practical Nursing	% of Practical Nursing	Cabinet & Millwork	% Cabinet & Millwork
2019-2020	\$154,464,001	\$894,153*	0.58%	\$382,556	0.25%
2020-2021	\$154,135,300	\$414,660	0.27%	\$387,953	0.25%
2021-2022	\$159,173,750	\$562,994	0.35%	\$364,204	0.23%

* This includes non-recurring start-up costs to begin the PN Program for the 2019-2020 year.

PN faculty and staff are routinely informed of the status of the operating budget at faculty meetings throughout the academic year. Faculty and staff also have opportunities every fiscal year to discuss and propose capital expenditure needs. Capital expenditure requests are for purchases to support the academic learning environment and exceed \$5,000.00. Faculty and staff are asked to reflect on any prospective capital needs each fall semester and develop a list of needs with rationale by the start of the spring term in January. These requests are discussed as an agenda item at the January College Community Days faculty meeting. Faculty, in collaboration with the ADoN, review and prioritize any capital expenditure requests based on need. Capital expenditure requests are then submitted to the Budget Office every February for review and determination of funding.

In the School of Nursing (SoN) budget, professional development resources for faculty are allocated. A professional development request process for faculty is located in the SoN SharePoint site, which is the College intranet site. All faculty have access to this site to submit requests electronically for professional development funding. Professional development funding requests are available throughout the academic year, and funds are allocated on a first come, first serve, basis. Professional development requests are sent to the ADoN, and the ADoN reviews all professional development requests made by PN faculty. The ADoN determines if the

professional development request can be awarded, based on the nature of the request, contribution to the program, and available funding in the PN Program operational budget, or alternative funding sources.

Professional development funding allows multiple faculty to attend local, regional, and/or national conferences annually. There exist additional professional development funding opportunities at the College, in addition to the PN Program operational budget. The ADoN works to explore these opportunities for faculty.

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.

The PN Program is offered at one campus location within the Madison College district, which is the Goodman South Campus (GSC). This campus is a 70,000 square foot structure that contains two stories, three levels, and onsite parking for students, faculty, and staff. The campus is located at 2429 Perry Street at the corner of Badger Road and Park Street on Madison's south side. This location is adjacent to the Madison Metro Bus Station, providing convenient access for students utilizing the public transit system. The campus is a newly constructed building that opened its doors to welcome students for the first time in fall, 2019. The physical structure includes instructional spaces, faculty, staff, and administrative office spaces, meeting spaces, student study spaces and general congregating spaces, a library and student support service spaces, a dedicated cafeteria as well as vending on each level of the building. The GSC offers both PN Program and general education courses that support the PN Program. Students wishing to pursue a degree in practical nursing can take all pre-program and core nursing coursework at the GSC location.

Classroom and Learning Spaces

Classroom space for the PN Program includes two dedicated classroom labs, a single bed high-fidelity simulation lab, and control room. Presently, there are an adequate number of classrooms for program use. The classroom labs are located on the second floor of the building, close to the elevator, a set of stairs, bathrooms, and vending machines. The classroom labs consist of two adjoining rooms that are connected by a common supply room for instructional supply and small equipment storage, as well as a separate laboratory bathroom that used exclusively for simulated, instructional purposes. The classroom labs are designed to provide both theory and lab instruction in the spaces. This physical set up allows opportunities for kinesthetic learning during theory and skills classes where students may directly apply new concepts as the concepts are being introduced. Each classroom lab has smart classroom technology installed with a computer instructor station, internet access, projector, white boards,

and other audiovisual equipment for instruction and presentations. Each classroom lab space is equipped with four beds and headwalls, bedside tables, curtains, nightstands, sinks, and medication carts which are located around the perimeter of each room. In the center of each room are eight tables and 16 chairs that can be moved and re-configured to support active learning in small and larger group settings. There are seven racially diverse adult mannequins utilized in the classroom lab spaces. Three are low-fidelity, static mannequins and four are Kelly mannequins with SimPad capability. There is a dedicated SimPad for each Kelly mannequin so that the Kelly mannequins can be utilized to the highest degree possible and enhance the student learning experience. Also located in the classroom is a computer cart with 16 laptop computers. These computers are exclusive to the PN Program. Students utilize these laptops for active learning activities. In addition to the laptops dedicated to students, there are also 11 computer lab classrooms at GSC, with each room holding 18 computers. PN faculty are able to reserve these spaces on an as needed basis. The classroom lab spaces are exclusively dedicated for practical nursing and nursing assistant instruction and are excluded from the campus room reservation system so that no other courses can be scheduled in these dedicated spaces.

In August 2020, a substantive change request for increased enrollment was submitted to ACEN and approved for spring 2022. In anticipation of increased student enrollment for the spring 2022 semester, a facility remodeling project was initiated in summer, 2021 and was completed prior to the start of the spring 2022 semester. Part of this remodeling project included the addition of a dedicated PN Program nursing classroom that is equipped with smart classroom technology, a computer instructor station, internet access, projector, white boards, and other audiovisual equipment for instruction and presentations. There are 12 tables and 24 chairs to hold up to 24 students in the learning space. This classroom space is dedicated to the PN Program and will be excluded from the campus room reservation system so that no other courses can be scheduled in this dedicated space. The SoN office oversees the scheduling process for the lab and classroom spaces for the PN Program at GSC to assure that the physical spaces are sufficient and available to meet the PN Program instructional needs. Additional classrooms or conference spaces may also be reserved through the GSC administrative support team.

The simulation center at GSC is located on the lower level of the building. Currently, this space includes one practice room, one control room for simulation operations, and houses one, 3G Sim Man. This space also includes SIM IQ System video and recording technology, which is consistent with technology in simulation labs across all campus locations utilizing high fidelity

simulation. This consistency allows for assessment of simulation center usage and the ability to generate analytics across campuses. The PN Program shares the simulation center at GSC with the Emergency Medical Technician (EMT) Program students who also use the simulation lab in the evenings. As such, these spaces are reserved through the GSC campus office. In addition to the classroom expansion, the facilities project mentioned above also includes expansion of the simulation center. This expansion includes a total of three high-fidelity simulation rooms, three control rooms, SIM IQ System equipment, and dedicated resources, supplies, and equipment to support high-fidelity simulation in all three spaces. A capital equipment project was submitted in spring 2021 and approved to purchase equipment and supplies for the expanded simulation center at GSC.

The PN Program also has access to The Tommy G. Thompson Health Simulation Center which is located on the first floor of the Health Education building (HEB), at the Truax main campus. There are approximately 11 miles between the GSC and the Truax campus, and both campuses are located directly on the metro bus line. The Health Simulation Center uses high-fidelity patient simulators to produce a real-life environment for student learning. It is used for simulation activities in the nursing and allied health programs across all Madison College district campuses for formative and summative assessments, clinical educational experiences, and interprofessional education (IPE) experiences. Six simulation rooms are designated as trauma bays, general hospital rooms, and a birthing room. They are well equipped with high-fidelity patient simulators ranging from neonatal to adult, bedside monitors and related equipment, electronic health record documentation capabilities, medication scanning, and audio/video recording equipment. There are computer control rooms associated with each patient room, a collaborative care station for electronic documentation, a conference room for debriefing and video playback, and a storage room with medication carts. The health simulation center staff office for the Simulation coordinator and Simulation Nurse Educators is also located in the space. Any health-related program located throughout the Madison College district may reserve one or more rooms in the Tommy G. Thompson Health Simulation Center for students to have high-fidelity learning experiences on a larger scale than what has been available at GSC. To reserve rooms in the simulation center, faculty or lead lab coordinators complete an electronic room reservation form (SE 8) which is submitted to the Simulation Coordinator, who manages this process. Requests are accepted on a first come, first serve basis, regardless of the campus or program making the request. The PN Program also has the option to request high fidelity patient simulators be delivered to the GSC to facilitate student learning. The process for

requesting delivery of patient simulators is similar to the process of reserving rooms at the Tommy G. Thompson Health Simulation Center.

Student Spaces

Several dedicated spaces exist at GSC for students to study, congregate, and receive support services on every level of the building. On the lower level of the building are four tables, 10 chairs, three benches, three cushioned desks and 12 cushioned seats. On the first floor there are 16 tables, 44 chairs, and 20 cushion seats. The second floor is comprised of dedicated space for 10 computers with tables and seating, nine tables, and 25 chairs. In addition, there are three benches and 13 cushioned casual seating spaces throughout the second floor. The Writing Center is also located on the second floor and is a space where students may receive assistance and feedback when working on papers. On the first floor, student spaces include a library, a Student Achievement Center with tutoring services, counseling services, student retention services, community service offices, legal clinic, and cafeteria. There is also a testing center on the first floor where students needing testing accommodations may take their exams. Students provide feedback on physical space through course surveys each semester. Included in the survey is a question to inquire whether physical spaces ensure that students can meet course competencies. Survey results are recorded in each Course Report and are analyzed by faculty every spring semester. Faculty determined that annual review is sufficient due to small student cohort size. It was noted in review of the Course Reports that the survey was not consistently deployed across courses. In addition, the question regarding adequacy of physical space to meet learning needs was inconsistently provided as part of those surveys deployed. Due to movement to online learning during the pandemic, new faculty were unsure about including this question on the survey and some removed the question. The PN Program will plan to provide a consistent survey for all courses so that this data can continue to be collected and evaluated. Faculty also recognize limitations of this data set which include a small cohort size, and the impact of pivoting to online theory instruction due to COVID-19. Faculty will continue to collect student feedback regarding physical learning spaces every semester and evaluate annually, every spring semester.

Faculty, Staff and Administrative Spaces

Nursing faculty and the PN lead lab coordinator have dedicated offices at GSC, on the second floor which is in a cubical style setting with other faculty who teach at the campus. The offices are located directly across the hall from the PN Program classroom labs. PN faculty and the lead lab coordinator each have individual office cubicles with a desk, computer, phone, and

room for textbooks and files. Additionally, there are “hotel” office spaces available which can be used by the ADoN and other members of the administrative and support team. All PN faculty, staff, and administration have voice mail that enables sending and receiving phone messages when on and off campus. Each office has printers that are shared by all instructors and staff. Each PN faculty and lead lab coordinator’s individual computer provides access to word processing, electronic message service, internet access, and access to Blackboard, the learning management system used at the College. In addition, three dedicated spaces exist and are available to PN faculty for counseling nursing students. Faculty have access to the PN classroom labs when available, as well as a conference room located on the first floor of the GSC. Faculty may also reserve rooms for meeting spaces with the GSC administrative support team, if needing additional space to meet with and counsel students. Faculty have the opportunity to provide input on physical space needs. At this point in time, these discussions have been informal and occurred organically throughout the academic year. Faculty recognize that with additional faculty and increasing student enrollment that this should be added as a standing spring agenda item at a faculty meeting with feedback regarding the adequacy of physical spaces to assist student progress toward achievement of EPSLOs.

Administrative spaces for the PN Program and the SoN are located at the Madison College Truax campus in the HEB. The SoN office is located on the first floor of the building. The Associate Dean of Nursing occupies a private office within the main office suite. There are a total of three administrative coordinators and assistants, who provide administrative support to the health programs and are housed in the reception area of the office. There is also a large conference room within the office that is used for a variety of administrative and faculty meetings. Administration at the GSC include a dedicated Dean and support staff, both of which have dedicated office spaces. At the GSC there are six administrative coordinators who provide administrative support to the PN Program and other programs. Offices are located on the first floor and accessible to all students, faculty, and staff.

Other Physical Spaces

Students in the PN Program have access to all physical resources and services at the GSC, the Truax campus, and any regional campus across the Madison College district. Examples of these resources include library services, study spaces, Student Achievement Centers, tutoring and counseling services, and mentorship programs. In addition, the HEB houses a primary care clinic that services both students and faculty of the college. A dental clinic, an optometric dispensary, and therapeutic massage clinic developed with local partners are used by other health programs and provide services to faculty and students as well. A health and wellness

room was created in the spring 2019 semester at the Truax campus which all students have access to. In addition, there are food closets and open access dietary and school supply resources for students at each campus district wide.

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

Textbooks and learning resources utilized in the PN Program are selected and reviewed by faculty. When a new textbook or learning resource is being considered, faculty review and evaluate all options prior to any decisions being made, considering alignment of the textbook or resource to program curriculum, end-of-program student learning outcomes (EPSLOs), and student success. Students are provided a textbook list when entering the program. Required and recommended textbooks are listed in each of the course syllabi. Students are surveyed each semester regarding their satisfaction with textbooks. Course Report data from course survey findings completed by students shows a high percentage of students were satisfied or very satisfied with the required text resources being used across all courses. It was noted in review of the Course Reports that the survey was not consistently deployed across all courses each semester. The PN Program will plan to provide a consistent survey for all courses so that this data can continue to be collected and evaluated. Faculty also recognize limitations of this data set which include a small cohort size. Faculty will continue to collect student feedback regarding the value of current textbook resources every semester and evaluate annually, every spring semester.

Beginning in the fall 2021 semester, the PN Program has begun participating in the college textbook rental program. Students rent their textbooks at a charge of \$7.00/credit, which is a significant cost savings for students. Students may utilize financial aid to pay for the cost of textbook rental. At the completion of the program, students also have the option to purchase their textbooks, should they choose to do so. Program textbooks are also housed at the Goodman South Campus library for student access. Faculty are provided either hard copy or electronic copies of textbooks for the courses they are teaching. Electronic teacher resources are also available with the textbooks.

In addition, PN faculty began using Open Education Resources (OER) in the Nursing Skills, Pharmacology, and Fundamentals courses. OERs are utilized as supplemental materials to augment student learning. The OERs utilized are derived from a federal Department of Education 4-year grant that the WTCS nursing programs were awarded in 2018. Nursing faculty from across the WTCS developed and co-authored the OERs currently utilized in the PN Program.

Technology and Digital Equity

As previously mentioned in Criterion 5.2, PN Program students have access to 16 laptop computers that are shared with the NA Program for student utilization. The advent of COVID-19 resulted in the quick pivot to online learning for the majority of courses across the college. As a result, the college utilized CARES grant funding to develop a free laptop and hotspot check-out program for all students, college wide. The purpose of this program was to create digital equity for all students in the college in need of a laptop and/or hotspot have access to these resources. The college has determined to maintain and support this program into the future. Information regarding the free college laptop and hotspot check-out is available on the “New Students” tab of the Madison College website <https://students.madisoncollege.edu/new-students>.

Library Resources

Library resources are sufficient for student learning needs. There are eight Madison College libraries across the district that provide access to comprehensive and current learning resources for Madison College students and faculty. Hours for each campus library can be found at <https://libguides.madisoncollege.edu/libraries>. Collections and resources vary by size of the campus, with the Truax campus having the most extensive holdings. Each of the libraries offers material that supports the nursing curriculum and student needs. There are almost 1800 books and audiovisual (AV) titles available when searching the catalog with a search of ‘nursing’ attached to their record. This includes print books, AV materials, and eBooks provided through Ebsco Ebooks, CREDO, and Learning Express. Additional titles, including textbooks, models and other formats, are also put on reserve by instructors for students to ensure availability and added support to students. The entire collection houses over 127,000 items and can be found by searching <https://mclibraries.on.worldcat.org/advancedsearch>. Madison College Libraries offers access to hundreds of nursing-specific journals and hold many general medicine journal titles. This includes print and electronic versions. Titles can be located by using the A-to-Z titles search. Nursing periodical titles in print include American Journal of Nursing, Evidence-Based Nursing, Geriatric Nursing, Journal of Gerontological Nursing, MCN: the American Journal of Maternal Child Nursing, Nursing, Nursing Made Incredibly Easy, Medsurg Nursing, and Nursing Management. The library also provides online access to approximately eight health-related databases, including the Cumulative Index to Nursing and Allied Health Literature (CINAHL) and Medline Plus. Each campus library has computers available for students and staff to access these databases, the library online catalog, and other electronic resources. Students and staff may also access these resources from off campus through the Madison College proxy server. The library staff is available to provide both formal and informal instruction and support in the

use of these online resources can be found at: <https://libguides.madisoncollege.edu/library> . If needed materials are not available at a given campus, a request may be submitted through the library's interlibrary loan service to have materials sent from another Madison College campus. The college also participates in the state of Wisconsin interlibrary loan system, providing access to the collections of more than 400 Wisconsin libraries including the University of Wisconsin System. Requests for material can also be made to libraries throughout the country. New materials in the area of health are selected for the collection in a cooperative process involving the library staff and nursing faculty members. Library staff request title or subject recommendations from faculty and, within budget constraints, makes purchases based on these recommendations. Library staff members utilize standard bibliographic lists and reviews in professional nursing journals to find appropriate books and/ or periodical subscriptions to meet the subject needs expressed by faculty. Audiovisual titles that may be potential additions to the collection can be ordered for preview so that faculty can review materials before making purchase recommendations. Faculty can also make independent recommendations for purchase to the media services specialist. Audiovisual playback equipment is available for use by students and faculty at all the campus libraries. The library subscribes to two streaming video databases, Kanopy and Films on Demand. Between the two databases, there are 1270 Nursing specific videos, and over 6400 health and medicine videos. The library staff, in cooperation with nursing faculty, reviews the collection yearly to determine what materials are out of date or no longer useful to the curriculum. Criteria are used to determine what materials are out-of-date, no longer useful to the curriculum and appropriate for deletion from the collection. These criteria include date of publication, usage, continued usefulness to the curriculum, and availability of better materials.

Student Achievement Centers (SAC)

Student Achievement Centers (SAC) provide instruction to improve basic skills in most academic subject areas and are located at each campus. Students may use any SAC district wide. At GSC, the SAC is located on the first floor. The SACs are staffed with Academic Support Partners, Academic Engagement Partners, Writing Center support, peer tutors, and student workers. Nursing program students may receive instructional support to improve skills needed to be successful, such as math, writing, and grammar. Students can access information about the SAC on their campus at the following website:

<https://libguides.madisoncollege.edu/studentachievementcenters>

Simulation Resources

Madison College began using simulation in 2007 and has continued to experience steady growth in its utilization. The Tommy G. Thompson Health Simulation Center (HSC) and GSC sites are described in criterion 5.2. Currently, the College's simulation resources are comprised of 84 mannequins including adults, pediatric, infant, preemies, and birthing moms with babies, with equal access at all campuses. They range from low-fidelity task trainers to mid- and high-fidelity mannequins. All district campuses have computerized workstations on wheels in the simulation SIM labs for access to electronic health records. Video recording equipment is used at all sites as well. These resources are shared between nursing faculty and the other health programs. As previously mentioned, the scheduling process and data collection program used by the HSC is managed and supported by the HSC Coordinator, Simulation Nurse Educators (SNEs), and faculty at the regional campuses, to facilitate and analyze simulation usage. All students received a hands-on orientation to simulation and the simulation environment at their home campuses during the first week of the semester in the Nursing Skills course.

The Simulation and Skills Committee (SOS) is represented by the ADN and PN Program nursing faculty, the HSC Coordinator, and the SNEs. Together, this committee has selected and leveled National League of Nursing (NLN) simulation scenarios used in the PN Program to provide consistent implementation of simulation. The committee created and regularly updates the digital simulation syllabus, which is a resource for all SoN nursing students on the use of simulation across nursing programs. This is located on the Practical Nursing Student Blackboard site in a series of folders with resource information. The committee also prioritizes, and requests equipment related to simulation or skills. This includes but is not limited to simulation mannequins, technology for simulation, and skills equipment. The committee guides the use of simulation in the nursing program through policy development and support of faculty as faculty work toward completion of simulation training. Faculty are trained in simulation by SOS committee members, faculty super-users, the HSC Coordinator, and the SNEs. They receive mentoring using evidence-based practice in simulation teaching and learning. Faculty may also attend conferences that include simulation practices. As previously mentioned, the nursing program has hired SNEs who will assist to expand the education and expertise of faculty in the use of simulation.

Docucare

An Electronic Healthcare Record (EHR) system, *Docucare*, is utilized for student learning both in simulation and in the classroom setting. Adding this to simulation has created real-life student learning and allows them to practice online data collection, and create real-time

documentation during simulation, and prior to participating in their first clinical experience. Faculty were initially trained by a company representative and continue to be supported by faculty who use the EHR frequently, the HSC and the SNEs. Both semesters of the PN Program utilize EHR. Faculty are committed to exploring areas to use the EHR in the classroom more, as well as in the simulation environment. Students first receive orientation to the EHR in the Nursing Skills course (302). Future plans include providing orientation in the program's PrepSteps orientation activities, which occur prior to the start of classes.

HESI Resources

HESI (Health Education Systems, Inc.) products are used by all students in the PN Program. Students use the electronic resources throughout the curriculum, which includes adaptive quizzing, practice and proctored NCLEX style assessments, and remedial activities. All students can participate in an NCLEX live review prior to taking the licensure exam. Due to COVID-19, these NCLEX review sessions were not able to be offered face-to-face. However, the faculty have an interest in face-to-face review in the future. Faculty training and support is provided regularly by *HESI*. *HESI* assessment data is monitored by the program faculty and is analyzed at the end of each semester in Course Reports.

Blackboard Resources

Madison College and the PN Program use Blackboard as its learning management system for all program courses. Valuable student resources, course content, assignments, student communication, announcements, formative, and summative assessments are housed within the system. Students are also informed about the "college resources" tab in their Blackboard learning management system course that they always have access to. The college regularly provides system updates for this learning management system. Faculty are provided with training to use Blackboard by the Center for Excellence in Teaching and Learning (CETL). The SoN has a Program Director who is a dedicated Blackboard mentor for the College. Prior to the start of every semester this Program Director provides small group and individual Blackboard training and support to all faculty in the SoN. A future goal is for at least one PN faculty member to also become a Blackboard mentor.

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.

Prior to COVID-19, students in the PN Program did not have alternate delivery methods offered for their courses. All courses were originally designed to be delivered in a face-to-face format to support student success. With the advent of COVID-19, the PN Program courses

pivoted quickly in spring 2020 to offer alternate methods, include hybrid and online. There are sufficient fiscal, physical, technological, and learning resources to support faculty and student learning. As previously described in criterion 5.3, the college utilized CARES grant funding to develop a free laptop and hotspot check-out program for all students, college wide. The purpose of this program is to create digital equity for all students in the college in need of a laptop and/or hotspot have access to these resources. To best support faculty, the college utilized CARES funding to ensure faculty had work-from-home technology resources. These resources included laptops, webcams, headsets, and monitors, which were shipped free to individual instructor homes. The Center of Excellence in Teaching and Learning (CETL) developed and deployed multiple online technology teaching tools and resources to support faculty college wide during this time. Examples include *Yuja* training, Microsoft *Teams*, and *WebEx* training. CETL continues to provide technological support and professional development opportunities throughout the academic year. In addition, the SoN successfully obtained CARES grant funding for the purchase of virtual simulation experiences and supplies to develop and deploy take-home skills practice kits. These kits “brought the lab to the student” so that students could practice skills introduced in the laboratory setting to further enhance student learning. Faculty continue to evaluate student learning needs and provide feedback regarding fiscal, physical, technological, and learning resources to the ADoN.



Clinical Contract Example

**MADISON AREA TECHNICAL COLLEGE
CLINICAL EDUCATION AFFILIATION AGREEMENT**
Nursing, Practical Nursing, Nursing Assistant, Surgical Technologist

THIS AGREEMENT for clinical affiliation (“Agreement”) is made this 15th day of September, 2014. (“Effective Date”) by and between the **Madison Area Technical College** (the “College”), a technical college authorized and established under Chapter 38, Wisconsin Statutes, and Capitol Lakes, Inc. A Wisconsin (“Affiliating Agency”). Collectively the Parties are referred to as the “Parties.”

I. BASIS AND PURPOSE OF AGREEMENT

- A. The College has established educational programs in nursing (including Associate Degree Nursing, Practical Nursing, Nursing Assistant, and Surgical Technologist) which require the patient care and patient service facilities of the Affiliating Agency for clinical experience.
- B. The Affiliating Agency has clinical facilities suitable to meet the needs of the nursing education programs.
- C. It is to the mutual benefit of the College and the Affiliating Agency that students have opportunities for clinical experience as students and as future practitioners.
- D. The Affiliating Agency and the College desire to make available clinical educational experiences for students under the terms and conditions set forth herein.

IN CONSIDERATION of the above recitals and the mutual covenants outlined in this Agreement, the Parties agree as follows:

II. MUTUAL AGREEMENTS AND UNDERSTANDINGS

- A. Students shall be assigned to the Affiliating Agency, and they shall be accepted for assignment without discrimination because of race, creed, color, sex, age, marital status, or national origin, or for any reason prohibited by federal, state, or local laws.
- B. The College and the Affiliating Agency have the right to affiliate with other educational and clinical institutions.
- C. The College and the Affiliating Agency shall assume mutual responsibility of determining the appropriateness and adequacy of the clinical affiliation experiences.
- D. There is no exchange of monies between the Affiliating Agency and the College.

III. RESPONSIBILITIES OF THE COLLEGE

- E. **College faculty.** The College shall provide faculty who are qualified instructors and competent nurses. The Surgical Technologist program also has qualified certified surgical technologists as instructors in the clinical setting.
- F. **Coordinator.** The College shall assign a coordinator to make coordinating contacts with the nursing divisions of the Affiliating Agency to which students are assigned. The coordinator shall work directly with the Affiliating Agency for the Nursing Assistant Program.
- G. **Clinical instruction.** The College faculty members shall plan, develop, implement and be responsible for all clinical instruction over which they have supervision and control and for the evaluation of students. The faculty members shall not assume nursing service responsibility, and students shall be assigned to patient care areas only where licensed personnel are in charge. Students in programs leading to licensure shall be assigned only to areas where a registered nurse is in charge.
- H. **Instructional plan.** The College faculty shall develop an instructional plan for use of the Affiliating Agency's clinical facilities. This plan shall be provided to the Affiliating Agency at a mutually agreed-upon time, and shall be subject to revision in instances where conflicts with the Affiliating Agency's patient care responsibilities appear to exist.
- I. **Meeting(s).** The College shall accept the responsibility for initiating at least one meeting a year with designated representatives from the Affiliating Agency. The purpose for the meeting shall be to provide for the continuous development, implementation, and evaluation of the student educational program.
- J. **Communication.** The faculty members of the College, through the Program Director or Associate Dean, shall keep the channels of communication open between the two agencies.
- K. **Schedule.** The timetable for the faculty and the students shall conform to the College week, the College class period schedule, and the College calendar.
- L. **Compliance.** The College shall at all times, comply, and require its students and faculty to comply with all applicable federal, state, and local laws, and regulations, including but not limited to the Affiliating Agency's policies, procedures, rules and regulations, including but not limited to Affiliating Agency's patient confidentiality and HIPPA policies, in the performance of their duties and obligations under this Agreement.
- M. **Infection control instruction.** The College shall have the responsibility for providing instruction about infection control, hazardous materials, and the blood borne pathogens standard.
- N. **Health and CPR requirements.** The College shall have the responsibility to ensure that students meet the health and CPR requirements specified by the Affiliating Agency.
- O. **Background Caregiver Act.** The College shall be responsible for performing caregiver background checks under Wisconsin Act 27 for students and faculty as required by Wisconsin law for certain cooperating agencies. The College agrees to have on file

completed background checks for students, prior to the student's beginning clinical education. Information found in the process shall be reviewed by the Affiliating Agency prior to clinical acceptance. Based on such review, it is the Affiliating Agency's right to determine whether a student can be placed.

- P. **Confidentiality.** All information regarding patients and families shall be kept confidential in accordance with the Health Insurance Portability and Accountability Act of 1996.

IV. RIGHTS AND RESPONSIBILITIES OF THE AFFILIATING AGENCY

- A. **Learning opportunities.** The personnel of the Affiliating Agency shall recognize the student as a participant in an educational program and shall cooperate in every way in making arrangements for learning opportunities, which will contribute to the student's growth and development.
- B. **Access to educational opportunities.** Access to educational opportunities will be on a 24-hour-a-day, 7-day-a-week basis. Assignments will be developed cooperatively between the charge nurse and the College instructor. It is recognized that assignments may vary with the ability of the students, the condition of the patients, and the instructor's educational objectives.
- C. **Number of students.** It is understood and agreed that the Affiliating Agency can accept only as many students for experience as is consistent with the welfare and treatment of the patient and the orderly administration of the Affiliating Agency.
- D. **Space for educational purposes.** The Affiliating Agency shall make available for educational purposes rooms or areas where groups of students may hold discussions and receive clinical instruction from the College's faculty, and provide access to sources of information for educational purposes including:

Areas

1. Areas for demonstration of equipment
2. Areas for clinical conferences (pre and post)
3. Work space where the instructor may make clinical assignments
4. Locker/storage areas for coats, boots, and other (limited) personal belongings
5. Access to cafeteria or dining room facilities on the same payment basis as employees

Sources of information

6. Charts, kardex, nursing care plans, record room
7. Procedure guides, policy manuals
8. Standard clinical references such as medical dictionary, information on diagnostic tests, drugs, and standard references suitable to the clinical area and care program.

9. Complete performance evaluations for Surgical Technologist program student review and feedback.
- E. **Library facilities.** Library facilities of the Affiliating Agency will be available to College faculty and students.
- F. **Attendance at in-service meetings.** The Affiliating Agency will permit the attendance of College faculty and students at in-service meetings when appropriate and germane to the educational objectives.
- G. **Education Coordinator.** The Affiliating Agency shall designate a staff member who will serve as Education Coordinator for all educational use of the Affiliating Agency's facilities.
- H. **Faculty orientation.** The Affiliating Agency shall provide for orientation of faculty to the Affiliating Agency's according to the individual instructor's needs.
- I. **Emergency medical care.** The Affiliating Agency shall make available emergency medical care consistent with the Affiliating Agency's policies concerning volunteers and visitors.
- J. **Patient Care and student removal.** The Affiliating Agency shall have the sole and unfettered authority for determining the plan of care for patients of the Affiliating Agency, and nothing in this Agreement shall be construed in any way to give any such authority to the College, its students or faculty. In this regard, the Affiliating Agency may demand the removal of a student or faculty member from the Affiliating Agency at any time. The Affiliating Agency shall not take any action affecting a student or faculty member without prior notice to the College unless an emergency occurs, which reasonably precludes such prior notification. The Affiliating Agency and the College agree to use their best efforts to resolve any disagreement about the removal of a student or faculty member from the Affiliating Agency, but in a case where the parties are unable to agree, the College will comply with the Affiliating Agency's request for removal of such student or faculty member.

V. RESPONSIBILITIES OF THE STUDENT

Students will be notified by the College, that as a condition of student placement with the Affiliating Agency, the student shall comply with the following:

- A. **Health insurance.** The student shall carry adequate health insurance.
- B. **Immunization.** The student shall comply with health examination and immunization requirements of the College's Health and Safety Education Learning Center as well as health regulations and proof of documentation for the Affiliating Agency, including the release of health information that may affect functioning in the clinical setting.
- C. **Dress code.** While on duty, the student shall wear attire as required by the Affiliating Agency.
- D. **Compliance.** The student shall follow the policies and procedures found on the Madison College website, Nursing Student Handbook, and those of the Affiliating Agency.

- E. **Work schedule.** The student shall follow the work schedule of the Affiliating Agency staff and clinical students shall be expected to make up any absences, if allowed and directed, unless the College and Affiliating Agency agree upon other arrangements.
- F. **Student information.** The student gives permission to the College to release pertinent academic, professional development, caregiver background check and health information to the Affiliating Agency upon request.
- G. **Transportation.** While on assignment to the Affiliating Agency and throughout the length of the entire clinical program, the student will provide for his or her room, board and transportation.
- H. **Medical and dental expenses.** The student will provide for any medical and/or dental expenses incurred during assignment to the Affiliating Agency and throughout the length of the entire clinical program.
- I. **Forms.** The student is responsible for completing all required forms.

VI. TERM AND TERMINATION OF AGREEMENT

- A. **Initial term and automatic renewal.** This Agreement shall begin on the Effective Date and shall continue for an initial term of one academic or Program year. This Agreement shall automatically renew on the annual anniversary of the Effective Date, unless terminated by either party no less than 90 days prior to said annual anniversary date.
- B. **Termination.** This Agreement may be terminated by either party at any time for any reason whatsoever. Notwithstanding the foregoing, in the event that termination of the Agreement by the Affiliating Agency disrupts the clinical experience of any student(s) in a Clinical Affiliation Program under this Agreement, the Parties shall attempt, in good faith and using their commercially reasonable best efforts, to continue students' clinical/practicum experience, and this Agreement shall remain in full force and effect until such time as this Agreement may expire or be terminated without disruption of said students' clinical/practicum experience. During any time period in which notice of termination has been given and existing students are completing the Clinical Affiliation Program, no new student may be placed at the Affiliating Agency.
- C. **Annual review.** This Agreement shall be reviewed by both the Affiliating Agency and the College annually to assure the provisions of the Agreement are current.

VI. INDEMNIFICATION AND INSURANCE

- A. **College indemnification for students as non-employees and agents.** The students and College faculty members subject to this Agreement are not agents or employees of the Affiliating Agency. No student or College faculty member shall be eligible to participate in any benefit program provided by the Affiliating Agency for its employees. The College hereby releases the Affiliating Agency from, and shall protect, defend, indemnify, reimburse and hold harmless the Affiliating Agency, from and against any and all claims that the Affiliating Agency is responsible for the payment or filing of any wages, payments, withholdings, contributions, taxes, documents and returns, including, but not limited to, employee benefit program payments, Social Security taxes, and income tax withholding obligations with respect to students and/or College faculty.

- B. College indemnification for own acts and omissions.** Subject to limitations of liability and other applicable law, including Wisconsin Statutes § 893.80 et. seq., the College shall indemnify, defend and hold harmless the Affiliating Agency, its governing board, officers, employees and agents from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses including attorney fees, arising, either directly or indirectly, from any act or failure to act by the College or any of its employees. The College shall indemnify the Affiliating Agency for any negligent acts or omissions by any student that may arise during the course and scope of the clinical experience as described in this Agreement.
- C. Affiliating Agency indemnification for own acts and omissions.** The Affiliating Agency shall indemnify, defend and hold harmless the College, its governing board, officers, faculty, employees and agents from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses including attorney fees, arising, either directly or indirectly, from any act or failure to act by the Affiliating Agency or any of its employees or agents, that may occur during or that may arise out of this Agreement.
- D. College insurance requirements.** The College shall maintain, at no cost to the Affiliating Agency, general and professional liability insurance covering the College as an entity and each of its employees and agents against general and professional liability claims, in the minimum amount of one million dollars (\$1,000,000) per occurrence. The College shall make available to students a comprehensive student health insurance plan covering accident and illness at a nominal cost. It should be understood that the school cannot legally assume any financial obligation for the student's health care.
- E. Affiliating Agency insurance requirements.** The Affiliating Agency shall maintain, at no cost to the College, general and professional liability insurance covering the Affiliating Agency as an entity, and each of its employees and agents, in the minimum amount of one million dollars (\$1,000,000) per occurrence.

VII. MISCELLANEOUS

- A. Notices.** All notices under this Agreement shall be given in writing and shall be deemed to have been properly given when delivered:

If to College:

Madison College
 School of Health Education

 1701 Wright Street

 Madison, WI 53704

If to Affiliating Agency:

Health Care Administrator
Capital Lakes

333 W. Main St, Madison, WI 53703

or at other such addresses as a party from time to time may designate by written notice to the other party.

- B. Confidential student information.** The College and the Affiliating Agency acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA") and that, generally, student permission must be obtained before releasing specific student data to anyone other than the College. The College agrees to provide the Affiliating Agency with guidance with respect to compliance with FERPA.
- C. Non-discrimination.** The Parties shall not unlawfully discriminate against any individual on the basis of race, creed, color, gender, religion, marital status, disability or national origin or for any unlawful reason under federal, state, or local laws.
- D. Non-exclusivity.** The Parties shall be free to enter into similar agreements with other affiliating agencies.
- E. Relationship.** The Parties to this Agreement are independent contractors, and this Agreement shall not be construed to create employer-employee, principal-agent, or joint venture relationship.
- F. Severability.** The invalidity or unenforceability of any particular provision of this Agreement shall not affect the other provisions hereof, and this Agreement shall be construed in all respects as if such invalid or unenforceable provision were omitted.
- G. Amendments.** Any amendments to this Agreement shall be in writing and signed by all Parties.
- H. No Assignment.** No assignment by a party of this Agreement or its rights and responsibilities hereunder shall be valid without the specific written consent of the other Party.
- I. Headings.** The section and other headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.
- J. Governing state laws.** This Agreement shall be governed by and construed in accordance with the laws of the State of Wisconsin.
- K. Counterparts; Authority.** This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement. Each of the individuals executing this Agreement on behalf of a Party, respectively, represents and warrants to the other that the individual has all the power and authority necessary to bind the Party hereto.
- L. Entire Agreement.** This Agreement, and any other attached addenda, constitutes the entire agreement between the Parties, and contains all the agreements between the Parties with respect to the subject hereof. This Agreement supersedes any and all other agreements, in writing or oral, between the Parties hereto with respect to the subject matter thereof.
- M. Attachments, addendums, and exhibits.** The following are attached and incorporated into this Agreement, including any understandings and expectations:

IX. PERFORMANCE AGREEMENT

Copies of this Agreement shall be provided to signatory Parties.

In Witness Whereof,

The College has executed this Agreement which, when executed by the Affiliating Agency, shall bind all Parties to the terms thereof.

Madison Area Technical College

 Authorized Signature

Mark Thomas
 Vice President of Administrative Services

 Date

9.19.14

 Address

1701 Wright St

 City/State/Zip

Madison WI 53704

Capitol Lakes, Inc.

 Authorized Signature

Timothy J. Carney, Executive Director

 Name and Title

 Date

9-30-14

 Address

333 W Main St

 City/State/Zip

Madison WI 53703



Madison Area Technical College

Practical Nursing Program

N1.08 (2)(a) Educational Administrator

College Associate Dean Position Description



N1.08 (2)(a) Educational Administrator

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705

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

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Greenwood, Lisa Marie WI RN License #: 117687-30

School of Nursing Employed By: Madison Area Technical College

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

Position: Educational Administrator Faculty

Appointment Effective Date: June 21, 2018

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

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

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Edgewood College	Madison, WI	May, 2017	Doctorate	Higher Education	
UW Madison	Madison, WI	May, 2004	Master's	Nursing, Nursing Education	
UW Madison	Madison, WI	May, 1994	Bachelor	Nursing	

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Lisa Marie Greenwood, EdD RN MSN APRN CNS WOCN

Associate Dean of Nursing

Educational Administrator

Dr. Lisa Marie Greenwood

Signature

608 616 1058

Telephone Number

Title

05.05.2022

Date

lgreenwood@madisoncollege.edu

Email Address

DR. LISA MARIE GREENWOOD
E6072 Old Town Hall Rd, Reedsburg, WI 53939,
(c) 608-963-8503
(w) lgreenwood@madisoncollege.edu

Curriculum Vitae

EDUCATION AND CERTIFICATIONS

EDUCATION

Edgewood College, Madison, WI
Ed.D. in Higher Education Leadership 2017
Dissertation: "Exploring Self-Efficacy Among Novice Faculty Members
in Formal Mentoring Relationships"
Graduation with Honors

University of Wisconsin-Madison 2004
Master's of Science Degrees in Nursing
Clinical Master's Degree: Medical Surgical Clinical Nurse Specialist
Functional Master's Degree: Nursing Education

University of Wisconsin-Madison
Bachelor of Science Degree: Nursing 1994

EDUCATIONAL CERTIFICATIONS

State of Wisconsin 5 Year Teaching Certification 2007
Harrisburg School of Enterostomal Therapy Nursing 1998
Wound, Ostomy, Contenance Nurse Society Certification 1998
American Heart Association Healthcare Provider CPR Certification 1992 - Present

NURSING LICENSURE

Initial Licensure: 1994, current licensure 1994-present
License # 117687 Multi-state

ADDITIONAL CONTINUING EDUCATION AND SCHOLARSHIP ACTIVITIES

2021: Linda Caputi: Think Like a Nurse Conference
ACEN Annual Conference
Fostering a Discrimination-Free Workplace
Day of Understanding Workshop
Navigate Training
2019: Questica Training for Cost Center Managers
Process Improvement Manager Roundtable
2018: Cost Center Manager Training

- Questica Budget Training
 Fair Play Diversity Workshop
 Telepresence training
 ACEN Self-Study Workshop for Administrators
- 2017:** Wisconsin League of Nursing Annual Conference
 Nurse Tim Test-Item Writing and Blueprinting Workshop
 ACEN Self-Study Workshop for Administrators
 NCLEX Workshop
 Educational Diversity Workshop
- 2016:** ATI Leadership Conference
 Blackboard 9.1: Beyond the Basics
- 2015:** Preparing to Teach Online Workshop
 Preparing to Teach Hybrid Workshop
- 2014:** Interest-Based Problem Solving (IBPS) Training Workshops
 Wisconsin Technical College System (WTCS) #58 Leadership and Supervision
 Preparing to Teach a Flipped Class
 Faculty Mentor Workshop Training Facilitator
- 2013:** Wisconsin Technical College System (WTCS) #52 Preparing to Teach Hybrid
 7 Habits of Highly Effective People Workshop
 Orion Training for Simulation
 ANOVA Analysis of Student learning Outcomes
 Faculty mentor for part-time nursing faculty members
- 2012:** Blackboard: Getting Started with Blackboard 9.1
 Blackboard 9.1: Beyond the Basics
 Adobe Acrobat X Course, Madison Area Technical College
 Basic Statistics, UW Steven's Point –3 credits
- 2010:** Wisconsin Technical College System (WTCS) #50 Technical and Adult Education
- 2009:** Wisconsin Technical College System (WTCS) #54 Educational Evaluation
 Microsoft Outlook 2007
- 2008:** ATI Leadership Conference
- 2007:** Wisconsin Technical College System (WTCS) #53 Educational Psychology
- 2006:** Wisconsin Technical College System (WTCS) #69 Educational Diversity; Modules I & II
- 2005:** National League of Nursing National Convention
 DPI School Nurse Orientation Conference
 DPI Pupil Services Conference
 State-wide Nutrition Curriculum Regional Conference
 The Heart to Successful Schools: ATODA tract
- 2004:** Wisconsin Technical College System (WTCS) # 50 Curriculum Development
 Wisconsin Technical College System (WTCS) #52 Teaching Methods
 Living Leadership Conference
 Advanced Cardiac Assessment and Diagnostics Conference
 Bridging the Generational Gap for Nurse Educators Conference
- 2003:** RESOLVE Training
 Society for the Advancement of Wound Healing Conference
- 2002:** Colorful Communication Training
- 2000:** Wound Ostomy Continence Nurse Society National Conference
 Society for the Advancement of Wound Health National Conference
- 1999:** Wound Ostomy Continence Nurse Society National Conference
- 1997:** Current Management of Diabetes and Hypertension in Pregnancy Conference
 Cultural Competency Training Conference
 Breastfeeding: Back to the Basics Certification Program

Smoking Cessation Trainer Certification
1996: CDC Surveillance of Vaccine-Preventable Diseases Conference
Child Passenger Safety Training Conference

PROFESSIONAL NURSE EDUCATOR EXPERIENCE

ASSOCIATE DEAN-NURSING

2018-PRESENT

MADISON AREA TECHNICAL COLLEGE
MADISON, WI

- Educational administrator for all nursing accreditation, and governing body regulatory agencies for all programs within the School of Nursing
- Provide all accreditation, State Board of Nursing, and governing body reporting through ongoing data analysis of programs within School of Nursing
- Lead accreditation efforts in Nursing programs through faculty mentoring and development of structures that keep faculty engaged and assure programs are accreditation-ready at all times
- Perform ongoing strategic and operational planning, outcomes assessment, and continuous quality improvement for all programming in the School of Nursing
- Vision, develop, and evaluate innovations to increase pathways into nursing programs, increase student enrollment, engage internal and external stakeholders, and meet diverse community needs
- Collaborate with multiple departments to write and successfully attain grant-funding to support program innovations and projects
- Budget manager for all nursing programs
- Develop and advance School of Nursing budget priorities at all campus locations through active engagement of faculty, staff, and program nursing leadership team
- Advance capital and facilities short- and long-term planning for the School of Nursing and College
- Hiring manager for School of Nursing with direct supervision experience of more than 100 faculty and staff
- Provide mentoring and ongoing faculty and staff development both informally and through annual professional portfolio review, professional development, and advancement opportunities

- Utilize metrics to analyze student retention, attrition, and success to lead evidence-based decision-making.
- Lead student retention efforts, collaborating with faculty, internal and external stakeholders to identify challenges and create systems that support student success
- Interface with faculty and students to facilitate resolution of student-related concerns and disputes while supporting academic integrity.

RN PROGRAM DIRECTOR

MADISON COLLEGE
MADISON, WI

2014-2018

- Ensure that accreditation requirements for Nursing Program are met through alignment of nursing program activities with accreditation guidelines
- Lead faculty in curriculum management, resources, equipment and facility planning, operating budget management and program recruitment
- Coordinate and facilitate, Nursing Program Advisory Committee Board meetings, agenda, and board participation
- Ensure Advisory Committee Board recommendations translate to programmatic change
- Develop and maintain positive relationships with college and community stakeholders, and professional associations to ensure visibility and vitality of Nursing Program
- Manage program workload assignments under the direction of the Dean
- Actively participate in the interviewing, hiring processes, on-boarding, mentor selection and mentoring of new full and part-time faculty members
- Advocate for faculty ongoing professional development needs and scholarly activities
- Counsel and advise students in admissions, transfers, advanced standing, coursework expectations, and re-entry
- Mediate faculty and student conflict situations for positive resolution
- Participate in program petition process for student program admissions. Evaluate and provide feedback on process for improvement
- Oversight of Nursing Program meeting schedule and facilitate faculty meetings
- Collaborate with Department schedulers to ensure appropriate scheduling of program courses each semester

- Collaborate with Dean to prepare required program reports
- Collaborate with IRE for successful dissemination and analysis of program Graduate Report and Employer Survey
- Direct creation and review of Nursing Program
- Provide direct student instruction of several nursing courses as lead instructor

NURSING FACULTY MEMBER**2006-2014**MADISON COLLEGE
MADISON, WI

- Lead instructor for multiple courses and programs in the School of Health Education
- Creation of new curriculum and major course revisions for multiple courses
- Implemented curricular innovations to foster success in high-attrition courses
- Successfully attained curricular grant funding for curriculum innovations
- ATI Program Director and develop innovative strategies to utilize ATI to enhance program outcomes
- Lead systematic program evaluation plan innovations to keep faculty engaged and program accreditation-ready at all times
- Serve as Madison College Blackboard LMS mentor
- Chair of multiple Nursing Program committees
- Chief writer of Nursing Program Self-Study and Follow-up Report
- Program coordination of textbooks, resources and classroom scheduling for all campus locations
- Participate in several college-wide initiatives, including Blackboard mentor, SoHE Curriculum Grant Committee, Library Board, and Madison College Scholarship Committee
- Develop Health Care Careers Exploration curriculum
- Serve as Health Care Careers Exploration dual credit advisor to 17 high school teachers throughout Madison College district
- Evaluate teaching of dual credit health faculty and provide feedback

NURSING FACULTY**2004-2006**SOUTHWEST TECHNICAL COLLEGE
FENNIMORE, WI

- Direct instruction of second year nursing students in theory and clinical coursework
- Curriculum development and re-design of nursing courses
- Re-initiation of SNA chapter at campus, and serve as SNA adviser

PROFESSIONAL CLINICAL NURSING EXPERIENCE

CLINICAL NURSE SPECIALIST

1998-2004UW HOSPITAL AND CLINICALS
MADISON, WI

- Clinician, educator, consultant, researcher and coordinator of the Wound, Ostomy Continence Nursing Department for UW Hospital and Clinics health system
- Redesigned role to incorporate advanced practice nursing foci: clinical expertise in population; case management, research, continuous quality improvement, contract negotiation and budgetary oversight
- Clinical professorships in School of Family Practice Medicine, School of Nursing, School of Radiation Oncology
- Clinical preceptor for WEB-WOC—first online school for Wound, Ostomy, Continence Nursing Certification in Midwest
- Member of multiple nursing and multidisciplinary committees including Staff Development, Nutrition, and Supply, Product and Services
- Serve as clinical investigator of therapeutic surfaces study

NURSE CASE MANAGER

1995-1998HOME HEALTH UNITED (1995-1998)
COLUMBIA COUNTY HEALTH DEPARTMENT (1996-1998)

- Provide direct care and case management of vulnerable patient populations including home-bound patients with skilled nursing needs, high risk pre-natal and post-partum, pediatric and wound care patients
- Coordination, oversight and supervision of immunization clinics
- Grant procurement and program management of both grant and state-funding programs for high risk patient populations
- Active collaboration with multidisciplinary agencies to proactively anticipate and respond to potential and actual population needs.
- Supervision of nursing assistants, scheduling, and patient visits
- Preparation of reports to key agencies
- Represented organization at local and regional meetings

STAFF NURSE**1994-1995**

DIVINE SAVIOR HOSPITAL
PORTAGE, WI

- Direct nursing care of medical-surgical patient population
- Care plan development
- Provided on-going patient education

PUBLICATIONS AND PRESENTATIONS

- ❖ **Greenwood, L.** (2020). Madison Area Technical College ACEN Candidacy Report for Initial ACEN Candidacy of Practical Nursing Program.
- ❖ **Greenwood, L.** Suchomel, S. (2019). Madison Area Technical College ACEN Accreditation Report
- ❖ **Greenwood, L.,** Gasper, P.(2018). Madison Area Technical College Faculty Mentoring Program Guidebook.
- ❖ **Greenwood, L.** (2018). "Mentoring to Support New Faculty Role Transition". Madison Area Technical College.
- ❖ **Greenwood, L.** (2017). Poster presentation: "Exploring Self-Efficacy Among Novice Faculty Members in Formal Mentoring Relationships" Wisconsin League of Nursing, annual conference
- ❖ **Greenwood, L.** Suchomel, S (2013). ACEN Follow-up Report Madison Area Technical College
- ❖ **Greenwood, L.** Suchomel, S., Grotelueschen, K (2011). NLNAC Accreditation Report Madison Area Technical College
- ❖ **Greenwood, L** (2010, 2011, 2012). "Wound Care: A Toolkit for the New Nurse" Rural Wisconsin Health Cooperative Nurse Residency Program
- ❖ **Greenwood, L** (2005). "Those Mean, Nasty, Dirty, Down-right Disgusting, But Invisible Germs!" Wisconsin Dells School District
- ❖ **Greenwood, L.** (2005). "Germs Make Me Sick: The Truth About Bacteria and Viruses" Wisconsin Dells School District
- ❖ **Greenwood, L.** (2005). "Blood Pressure: An Introduction to the Advanced Physiology Student" Wisconsin Dells School District
- ❖ Dreifuerst, K, **Greenwood, L.** (2003). "The Art and Science of Wound Care: Complex Wounds. University of Wisconsin, Department of Family Practice Medicine
- ❖ **Greenwood, L.** (2003,2002). "Ostomies and Continent Diversion: Nursing Care and Treatment of the Ostomy Patient" University of Wisconsin, School of Nursing
- ❖ **Greenwood, L.** (2003,2002,2001). "Ostomy Care: Just the Basics" University of Wisconsin Hospital and Clinics Nurse Internship Program
- ❖ **Greenwood, L.** (2004,2003,2002,2001). "Ostomy Care: An Introduction for the Health Professional" University of Wisconsin School of Radiotherapy.
- ❖ **Greenwood, L.** Dreifuerst, K. (2003,2002,2001). "Lotions, Potions, and Preventive Skin Care for the Nursing Assistant. University of Wisconsin Hospital and Clinics Nursing Assistant Senior Program

- ❖ Dreifuert, K, **Greenwood, L** (2004,2003,2002,2001) "Lotions, Potions, Sprinkles and Gadgets". University of Wisconsin Hospital and Clinics Nursing Orientation Program
- ❖ **Greenwood, L.** (2004, 2000, 1999). "Ostomies and Continent Diversions: Nursing Basics" Edgewood College School of Nursing.
- ❖ **Greenwood, L** (1998,1997). "Community Health Nursing: A Public Health Approach to Care Delivery". Madison Area Technical College Associate Degree Nursing Program.
- ❖ **Greenwood, L** (1998,1997,1996). "Prepared Childbirth Education Series: Parts 1-5 Columbia County Health Department.
- ❖ **Greenwood, L** (1998, 1997, 1996). "STD Prevention: Know the Facts" Columbia County Public Health Department.

GRANT PROCUREMENT AND INNOVATION PROJECT LEADERSHIP

2021: Innovations Grant

- Development of Personal Care Worker curriculum using alternative delivery and digital badge credentialing. Curriculum will create standardization of training in healthcare role, aligning with Governor Evers Taskforce on Caregiving recommendations.

2021: Perkins Grant

- Grant with annual renewal to improve student performance on credential attainment. Academic success coaching and supplemental instruction is directed toward high attrition courses in nursing programs and toward minority students who experience higher attrition rates in nursing program courses.

2020: Innovations Grant

- Development of three digital badge courses using alternative delivery designed for incumbent workers. The digital badge credential provides an innovation way for industry partners to recruit, hire and train career nurse aides and cross-train incumbent workers. Upon successful digital credential completion, participants are eligible to sit for the State of Wisconsin Nurse Aide Certification Exam.

2020: Workforce Development Grant

- One year, renewable grant leveraged with Innovations Grant to provide Nurse Aide Digital Badge credentialing at subsidized cost for industry partners.

2019: Workforce Development Grant

- One year grant developed to provide Nurse Medication Aide course at subsidized cost for industry partners.

2013: Curriculum Development Grant

- Grant funding to develop Nursing Remediation course series. Curriculum designed to re-integrate students into nursing curriculum following a course failure. Alternative format, incorporation of instructional technology and high-fidelity simulation. Sustainability of course format maintained to present date.

2010: Curriculum Development Grant

- Grant funding to develop online medical-surgical nursing course. Sustainability of course format maintained to present date.

2008: Curriculum Development Grant

- Grant funding to develop online nursing leadership & management course.
Sustainability of course format maintained to present date.

PROFESSIONAL MEMBERSHIPS

National League of Nursing	2004-Present
Wisconsin League of Nursing	2004-Present
Wound, Ostomy, Contenance Nurse Society	1998-Present
Wisconsin Nurses Association	1994-Present
American Nurses Association	1993-Present
Sigma Theta Tau International Honor Society	1993-Present

COMMUNITY SERVICE ORGANIZATION MEMBERSHIPS

Wisconsin Nurses Foundation Board Director	2021-Present
All Saints Board Member	2021-Present
Catholic Charities Board of Directors	2019-Present
Nightingale Tribute Foundation, Reedsburg Chapter Organizer	2017-Present
American Legion Auxiliary	2014-Present
VFW Auxiliary, Post 1916	2014-Present
Reedsburg Area Helping Hands Volunteer	2004-Present

UNIVERSITY OF WISCONSIN - MADISON TRANSCRIPT

07/05/04 PAGE 1

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BIRTHDATE 07/30/71
MATRICULATION DATE 09/02/92

Greenwood, Lisa M
INSTITUTION (S) ATTENDED: Univ of Wisconsin-Baraboo/Sauk County, Baraboo, WI

09/02/92 ENGLISH 101, ENGLISH 118, OR BASIC COMPOSITION REQUIREMENT SATISFIED

08/24/92 TRANSFER-COURSE-CREDITS

ANATOMY 428 Human Anatomy	4.000
BACT 101 General Microbiology	3.000
BACT 102 General Microbiology/lab	2.000
BIOCHEM 201 Survey of Biochemistry	3.000
CHEM 103 General Chemistry	5.000
CHEM 105 Public Speaking	3.000
ECON 103 PRINCIPLES-MAGROECONOMICS	3.000
ECON 104 PRINCIPLES-MICROECONOMICS	3.000
ENGLISH XXX (COMPOSITION)	3.000
ENGLISH XXX (CONTEMPRY LIT AFTER 1945)	3.000
FRENCH 227 Intermediate Language & Culture	3.000
GEOLOGY 201 Geologic Evolution of Earth	5.000
HISTORY 101 Amer Hist to Civil War Era	3.000
HISTORY 247 American Business History	3.000
MATH 101 Intermediate Algebra	3.000
MATH 112 Algebra	3.000
MATH 113 Trigonometry	2.000
MATH 210 Topics-Finite Mathematics	3.000
MUSIC XXX (JAZZ HIST & APPRECIATION)	3.000
PE ELECT XXX (AEROBIC DANCE)	1.000
PE PRO 117 Cardiopulmonary Resuscitatin	1.000
PHYSIOL 335 Physiology	4.000
PSYCH 202 Introduction to Psychology	3.000
PSYCH XXX (DIVERMNT PSY-LIFE SPAN)	3.000
SOC 134 Am Racial/Ethnic Minorities	3.000
SOC 210 Survey of Sociology	3.000
STAT 201 Principles of Statistics I	3.000
TOTAL CREDITS	56.000

08/24/92 OTHER CREDITS

FRENCH 101 First Semester French	4.000
FRENCH 102 Second Semester French	4.000
FRENCH 203 Third Semester French	4.000
FRENCH 204 Fourth Semester French	4.000
(APPLIED JOURNALISM)	1.000
112 Algebra	3.000
TOTAL CREDITS	16.000

Fall 1992-93 NUR 3 Nursing UG Undergrad
SESSION A1: SEP 02 - DEC 15

NURSING 212 Intro to Nursing Practice	4.000	B 12.000
NURSING 219 Clinical Nursing I	4.000	CR 0.000
NURSING 301 Hlth Hist/Patient Assessment	3.000	B 9.000
PHMCO-P 401 Survey of Pharmacology	3.000	BC 7.500
SUM: EARNED CR 14	GPA CR 10	GPA 2.850
		14.000
		28.500

09/02/92 UNIVERSITY OF WISCONSIN SYSTEM
ASSOCIATE OF ARTS AND SCIENCE DEGREE
GRANTED BY UW CENTER BARABOO/SAUK
COUNTY, JUNE 1, 1991.

Spring 1992-93 NUR 4 Nursing UG Undergrad
SESSION A1: JUN 19 - MAY 07

NURSING 405 Health Care Intradis Appr	2.000	A 8.000
NURSING 310 Psychopathology & Nursing	3.000	AB 10.500
NURSING 312 Alterations in Body Systems	4.000	B 12.000
NURSING 319 Nurs Care-Inpatient Setting	4.000	B 12.000
PATH 404 A Survey of Disease States	4.000	B 12.000
SUM: EARNED CR 17	GPA CR 17	GPA 3.205
		17.000
		54.500

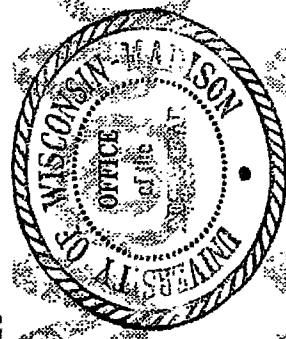
Summer 1992-93 NUR 4 Nursing UG Undergrad
SESSION A1: JUN 07 - AUG 15

NURSING 698 Directed Study in Nursing	3.000	CR 0.000
SUM: EARNED CR 3	GPA CR 0	GPA 0.000
		3.000

Fall 1993-94 NUR 4 Nursing UG Undergrad
SESSION A1: SEP 02 - DEC 15

NURSING 322 Community Health Nursing	3.000	A 12.000
NURSING 419 Clin III-Com Hlth Nurs Prac	4.000	A 16.000
NURSING 433 Essentials-Gerontol Nursing	3.000	A 12.000
NURSING 590 Contemp Practices-Nursing	2.000	A 8.000
NURSING 590 Contemp Practices-Nursing	1.000	B 3.000
NURSING 698 Directed Study in Nursing	1.000	CR 0.000
NURSING 560 CARDOTHUMON CRITICAL-CARE	10.000	DR 0.000
COURSE DROPPED 10/22/93		
SUM: EARNED CR 14	GPA CR 13	GPA 3.923
		14.000
		51.000

Spring 1993-94 NUR 4 Nursing UG Undergrad
SESSION A1: JAN 24 - MAY 13
PAGE 2 FOLLOWS



Jeanne Berg
REGISTRAR

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UNIVERSITY OF WISCONSIN - MADISON TRANSCRIPT

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Greenwood, Lisa M

COURSE	CR	PTS	GR	GPA	CR	PTS	GR	GPA
NURSING 302 Intro-Systematic Investigth	3.000	9.000	B	3.000				
NURSING 401 Legal&Social Forces-Nursing	3.000	12.000	A	4.000				
NURSING 415 Org Influence-Interdis Prac	3.000	9.000	B	3.000				
NURSING 422 Adv Concepts-Nurs Practice	3.000	12.000	A	4.000				
NURSING 449 Persons&Family/Complx Needs	4.000	16.000	A	4.000				
SUM: EARNED CR 16				3.625				
				GPA				
ADV STG CREDITS	72							
UGRAD CUM CREDITS	136							
UNDERGRAD CUM GPA CREDITS	56							
UGRAD CUM GRADE POINTS	192.0							
UNDERGRADUATE GPA	3.428							

MAJOR: Nursing
 Bachelor of Science-Nursing
 Degree Conferred May 22, 1994

UNDERGRADUATE DEGREE GPA 3.428

SESSION	CR	PTS	GR	GPA
Summer 2001	6712 GR Nursing	Graduate		
	SESSION OFF: JUN 11 - JUL 22			
NURSING 700 Nursing Research I	3.000	12.000	A	4.000
SUM: EARNED CR 3				4.000
				GPA

SESSION	CR	PTS	GR	GPA
Fall 2001-2002	G712 GR Nursing	Graduate		
	SESSION A1: SEP 04 - DEC 14			
NURSING 601 Adv Assessment-Primary Care	3.000	12.000	A	4.000
NURSING 702 Hlth Promot&Disease Prevention	3.000	10.500	AB	3.500
SUM: EARNED CR 6				3.750
				GPA

SESSION	CR	PTS	GR	GPA
Spring 2001-2002	G712 GR Nursing	Graduate		
	SESSION A1: JAN 22 - MAY 10			
NURSING 701 Interpretv Rsch-Health Care	3.000	12.000	A	4.000
	SESSION KFF: APR 01 - MAY 10			
NURSING 771 Instr Process-Nursing Educ	3.000	12.000	A	4.000
SUM: EARNED CR 6				4.000
				GPA

SESSION	CR	PTS	GR	GPA
Summer 2002	G712 GR Nursing	Graduate		
	SESSION BKH: JUN 17 - AUG 11			
NURSING 590 Cont Prac:Nursing Case Mgt	3.000	12.000	A	4.000
SUM: EARNED CR 3				4.000
				GPA

SESSION	CR	PTS	GR	GPA
Fall 2002-2003	G712 GR Nursing	Graduate		
	SESSION AHH: SEP 03 - OCT 27			
NURSING 672 Clinicl Educ-Nursing Pract	3.000	12.000	A	4.000
	SESSION A1: SEP 03 - DEC 13			
NURSING 704 Leadership-Roles, Ethics, Care	2.000	7.000	AB	3.500
SUM: EARNED CR 5				3.800
				GPA

SESSION	CR	PTS	GR	GPA
Spring 2002-2003	G712 GR Nursing	Graduate		
	SESSION A1: JAN 21 - MAY 09			
NURSING 719 Indep Field Study-Clinic Nsg	3.000	12.000	S	4.000
NURSING 798 Master's Research Practicum	3.000	12.000	S	4.000

COURSE	CR	PTS	GR	GPA
Fall 2003-2004	G712 GR Nursing	Graduate		
	SESSION A1: SEP 02 - DEC 12			
NURSING 600 Interdis Rur Prim Hlth Care	2.000	8.000	A	4.000
SUM: EARNED CR 2				4.000
				GPA
Spring 2003-2004	G712 GR Nursing	Graduate		
	SESSION A1: JAN 20 - MAY 07			
NURSING 722 Adv Med-Surgical Nursing	3.000	12.000	A	4.000
NURSING 747 Practicum-A Functional Area	4.000	16.000	S	4.000
SUM: EARNED CR 7				7.000
				GPA

MAJOR: Nursing
 Master of Science-Nursing
 Degree Conferred May 16, 2004

END OF RECORD



Jeanne Berg
 REGISTRAR

OFFICIAL COPY

Greenwood, Lisa M

	CRS	GR	PTS		EARNED CR	GPA	CR	GPA	CR	GPA	CRS	GR	PTS
NURSING 302 Intro-Systematic Investigtn	3.000	B	9.000								6.000		0.000
NURSING 401 Legal&Social Forces-Nursing	3.000	A	12.000										
NURSING 415 Org Influence-Interdis Pract	3.000	B	9.000										
NURSING 422 Adv Concepts-Nurs Practice	3.000	A	12.000										
NURSING 449 Persons&Family/Complx Needs	4.000	A	16.000										
SUM: EARNED CR 16			16.000										
			3.625										
ADV STG CREDITS			72										
UGRAD CUM CREDITS			136										
UNDERGRAD CUM GPA CREDITS			56										
UGRAD CUM GRADE POINTS			192.0										
UNDERGRADUATE GPA			3.428										

MAJOR: Nursing
 Bachelor of Science-Nursing
 Degree Conferred May 22, 1994

UNDERGRADUATE DEGREE GPA 3.428

Summer 2001

	CRS	GR	PTS
NURSING 700 Nursing Research I	3.000	A	12.000
SUM: EARNED CR 3			3.000
			4.000

Fall 2001-2002

	CRS	GR	PTS
NURSING 601 Adv Assessment-Primary Care	3.000	A	12.000
NURSING 702 Hlth Promot&Disease Prevention	3.000	AB	10.500
SUM: EARNED CR 6			6.000
			3.750

Spring 2001-2002

	CRS	GR	PTS
NURSING 701 Interpretv Rsch-Health Care	3.000	A	12.000
NURSING 771 Instr Process-Nursing Educ	3.000	A	12.000
SUM: EARNED CR 6			6.000
			4.000

Summer 2002

	CRS	GR	PTS
NURSING 590 Cont Prac:Nursing Case Mgt	3.000	A	12.000
SUM: EARNED CR 3			3.000
			4.000

Fall 2002-2003

	CRS	GR	PTS
NURSING 672 Clinical Educ-Nursing Pract	3.000	A	12.000
NURSING 704 Leadership-Roles,Ethics,Care	2.000	AB	7.000
SUM: EARNED CR 5			5.000
			3.800

Spring 2002-2003

	CRS	GR	PTS
NURSING 719 Indep Field Study-Clinic Nsg	3.000	S	0.000
NURSING 798 Master's Research Practicum	3.000	S	0.000

	CRS	GR	PTS
SUM: EARNED CR 6			6.000
			0.000

Fall 2003-2004

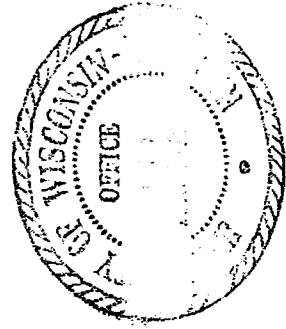
	CRS	GR	PTS
NURSING 600 Interdis Rur Prim Hlth Care	2.000	A	8.000
SUM: EARNED CR 2			2.000
			4.000

Spring 2003-2004

	CRS	GR	PTS
NURSING 721 Adv Med-Surgical Nursing	3.000	A	12.000
NURSING 747 Practicum-A Functional Area	4.000	S	0.000
SUM: EARNED CR 7			7.000
			4.000

GRAD CUM CREDITS 38
 GRADUATE CUM GPA CREDITS 28
 GRADUATE CUM GRADE POINTS 109.5
 GRADUATE GPA 3.911

MAJOR: Nursing
 Master of Science-Nursing
 Degree Conferred May 16, 2004
 END OF RECORD



Jeanne Berg
 REGISTRAR

Edgewood College Unofficial Transcript

ID : 236436

Name : Lisa M. Greenwood

Doctoral Program Division

Advisors : Mary Jane Best

Course Number	Title	CR Type	Gra Rpt	Att	Ernd	HGpa	Q.Pts	GPA
---------------	-------	---------	---------	-----	------	------	-------	-----

Academic Year 2013-2014 : Summer

ED -701H	INTRODUCTION TO DOCT	CR A		3.00	3.00	3.00	3.00	12.00
ED -715H	FACULTY, PROGRAMS AN	CR A		6.00	6.00	6.00	6.00	24.00
Honor : No Honors				9.00	9.00	9.00	9.00	36.00
Probation : Good				9.00	9.00	9.00	9.00	36.00
Term Totals :								4.0000
Career Totals :								4.0000

Academic Year 2014-2015 : Fall

ED -725H	INCLUSION & DIVERSITY	CR A		6.00	6.00	6.00	6.00	24.00
Honor : No Honors				6.00	6.00	6.00	6.00	24.00
Probation : Good				15.00	15.00	15.00	15.00	60.00
Term Totals :								4.0000
Career Totals :								4.0000

Academic Year 2014-2015 : Spring

ED -735H	LAW, MEDIA, AND MARKE	CR A		6.00	6.00	6.00	6.00	24.00
Honor : No Honors				6.00	6.00	6.00	6.00	24.00
Probation : Good				21.00	21.00	21.00	21.00	84.00
Term Totals :								4.0000
Career Totals :								4.0000

Academic Year 2014-2015 : Summer

ED -745H	FINANCE OF HIGHER EDL	CR A		6.00	6.00	6.00	6.00	24.00
Honor : No Honors				6.00	6.00	6.00	6.00	24.00
Probation : Good				27.00	27.00	27.00	27.00	108.00
Term Totals :								4.0000
Career Totals :								4.0000

Academic Year 2015-2016 : Fall

ED -755H	ETHICAL LEADERSHIP, PC	CR A		6.00	6.00	6.00	6.00	24.00
Honor : No Honors				6.00	6.00	6.00	6.00	24.00
Probation : Good				33.00	33.00	33.00	33.00	132.00
Term Totals :								4.0000
Career Totals :								4.0000

Doctoral Program Division

Advisors : Mary Jane Best

Course Number	Title	CR Type	Gra Rpt	Att	Ernd	HGpa	Q.Pts	GPA
---------------	-------	---------	---------	-----	------	------	-------	-----

Academic Year 2015-2016 : Winterim

ED -790H	PROGRAM/ASSESSMENT	CR A		3.00	3.00	3.00	3.00	12.00
Honor : No Honors				3.00	3.00	3.00	3.00	12.00
Probation : Good				36.00	36.00	36.00	36.00	144.00
Term Totals :								4.0000
Career Totals :								4.0000

Academic Year 2015-2016 : Spring

ED -801H	FOUNDATIONS OF RESE	CR A		6.00	6.00	6.00	6.00	24.00
Honor : No Honors				6.00	6.00	6.00	6.00	24.00
Probation : Good				42.00	42.00	42.00	42.00	168.00
Term Totals :								4.0000
Career Totals :								4.0000

Academic Year 2015-2016 : Summer

ED -830H	RESEARCH METHODS	CR A		6.00	6.00	6.00	6.00	24.00
Honor : No Honors				6.00	6.00	6.00	6.00	24.00
Probation : Good				48.00	48.00	48.00	48.00	192.00
Term Totals :								4.0000
Career Totals :								4.0000

Academic Year 2016-2017 : Fall

ED -920	GUIDED DISSERTATION	CR A		3.00	3.00	3.00	3.00	12.00
Honor : No Honors				3.00	3.00	3.00	3.00	12.00
Probation : Good				51.00	51.00	51.00	51.00	204.00
Term Totals :								4.0000
Career Totals :								4.0000

Academic Year 2016-2017 : Spring

ED -990	DISSERTATION DEFENSE	CR A		3.00	3.00	3.00	3.00	12.00
Honor : No Honors				3.00	3.00	3.00	3.00	12.00
Probation : Good				54.00	54.00	54.00	54.00	216.00
Term Totals :								4.0000
Career Totals :								4.0000

Degree Information :

(1) 'Doctor of Education' Date Conferred : 05/25/2017

Major(s)

Education

Concentration(s)

Educational Leadership: Higher Ed



College Associate Dean Position Description

Business Title:	
Associate Dean	
Position Effective Date :	
Employee Name:	
Department:	
Academic Affairs	
Classification Details:	
Job Profile:	300111 – Associate Dean
Classification:	D61
Employee Type:	Management
FLSA:	Exempt (Not eligible for overtime)

Summary:
<p>A member of the academic leadership team, and under broad direction of the Dean, the Associate Dean is responsible for directing, maintaining, and assessing activities associated with the operations of programs, courses, and services within the school. The position manages and supervises faculty and/or staff.</p> <p>This position advances strategic plans throughout the college and is charged with developing and implementing initiatives aligned with the College Mission, including Equity and Inclusion activities and goals.</p> <p>This position reports to the Dean of the School of XXX.</p>

Duties/Responsibilities:	%
Support, design, and oversee a student-centered approach to School business processes and practices so that School operations are efficient, effective, and meet the needs of students, faculty, and the community. Manage the day-to-day operational aspects of the School in collaboration with regional campus managers, faculty, and staff so that School operations are efficient and effective.	20%
Hire, supervise, and evaluate School faculty and staff so that College employees are trained, supported, and performing with excellence, respect, and integrity.	15%
Collaborate with the Dean and faculty to implement continuous improvement efforts and unit plans related to School operations, goals, and strategies to ensure that programs, disciplines, and services are responsive to stakeholders' needs and reflect excellence and quality.	15%
Manage the program budgets of the School to achieve financial objectives and meet School needs.	10%
Establish and maintain ongoing communication with stakeholders served by the School to identify and address stakeholders' needs.	10%
Support faculty in the development of curriculum that reflects the needs of our community, business & industry, and higher education partners and ensures students are provided flexible learning opportunities that meet their changing needs. This includes the facilitation, development, and execution of curriculum policies and course delivery strategies.	10%

Facilitate course-scheduling processes to ensure that course scheduling reflects the needs of students.	10%
Maintains a commitment to the college mission, vision and values. Complies with college policies, directives, and work rules. Engages positively with colleagues, engages in conflict directly and professionally, contributes to team discussions, collaborates and helps colleagues, assumes the best from colleagues, provides and accepts constructive feedback, follows through on commitments, and support final decisions that are made.	5%
Other duties as assigned.	5%
TOTAL	100%

Knowledge, Skills & Abilities:

Skill in communicating effectively and professionally, both orally and in writing.
Skill in relating to and working productively with populations of diverse socioeconomic statuses, races, cultures, genders, abilities, and others.
Knowledge of the principles, practices, and technologies of the programs and/or disciplines within the School.
Commitment to the principles of the Learning College.
Ability to successfully implement the principles and techniques of continuous improvement.
Ability to align institutional work with state-wide educational systems and accrediting agencies.
Commitment to Equity and Inclusion that furthers student access and success.
Knowledge of the principles of competency-based curriculum development and instructional design.
Understanding of shared governance principles, including interest-based approaches to problem-solving.
Skill at managing and resolving conflict.

Minimum Requirements		
Qualification	Minimum	Preferred (Optional)
Education Level	Master's degree from a regionally accredited college or university (or from an international institution with official degree-granting recognition by the Ministry of Education or equivalent body authorized to oversee academic tertiary institutions in the country)	
Work Experience	Leadership experience in an academic organization OR in a leadership role aligned with the requirements of the Associate Dean position.	

	-Experience managing a program or department, budgeting, and/or supervising employees. -Teaching or training experience.	
Certifications/Licenses		
Languages (if applicable)		

I have read this job description (or had it read to me) and I fully understand all my job duties and responsibilities. I am able to perform the duties and responsibilities as outlined, with or without reasonable accommodation. I understand that my job duties and responsibilities may change on a temporary or regular basis according to the needs of my location or department and if so I will be required to perform such additional duties and responsibilities. If I have any questions about job duties not specified on this description that I am asked to perform, I should discuss them with my immediate supervisor or my Human Resource Business Partner.

Employee's Signature:	Date:
Supervisor's Signature:	Date:



Madison Area Technical College

Practical Nursing Program

N1.08 (3) Faculty

**Faculty Profile Table Part 1:
Practical Nursing Program Agency Information**

Agency	Name of Agency	Full- and Part-Time Faculty Requirements
<p>The program's state regulatory agency for nursing</p>	<p>Wisconsin Board of Nursing</p>	<p>Reference: Wisconsin Administrative Code Chapter N1: Approval For Schools of Nursing https://docs.legis.wisconsin.gov/code/admin_code/n/1.pdf</p> <p>Requirements: N1.08 Standards (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 to the board. (c) Qualifications for practical nursing faculty. The qualifications for the faculty of a school of practical nursing are all of the following: 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.</p> <p>Notwithstanding subd. 2., interprofessional faculty teaching interdisciplinary courses not specific to nursing shall have expertise and a graduate degree appropriate for the content being taught. (d) <i>Faculty exceptions</i></p> <p>(5) CLINICAL LEARNING EXPERIENCES. 6(c) All faculty teaching clinical, or practicum courses shall be experienced in the clinical area of the course and maintain clinical expertise.</p>

<p>Other state agency</p>	<p>Wisconsin Technical College System (WTCS)</p>	<p>Reference: Wisconsin Administrative Code TCS 3 CERTIFICATION OF PERSONNEL REQUIREMENTS AND PROCEDURES Requirements: (WTCS continued) http://docs.legis.wisconsin.gov/code/admin_code/tcs/3.pdf</p> <p>TCS 3.03 District documentation of instructor credentials. Prior to being assigned to teach any course, a person employed by a district as an academic or occupational instructor shall provide all of the following to the district director or designee.</p> <ol style="list-style-type: none"> 1. Official transcripts of undergraduate and graduate credits from accredited postsecondary degree granting institutions to document compliance with educational requirements under this chapter. 2. Copies of professional or occupational licenses required by a state or federal agency for employment in the occupation or profession. 3. Verification from accredited postsecondary degree granting institutions of appropriate teaching experience. 4. Verification of required occupational experience for occupational instructors. <p>History: CR14-022: cr. Register June 2015 No. 174, eff. 7-1-15.</p> <p>TCS 3.04 Instructor requirements. (1) Each academic and occupational instructor shall meet applicable requirements established by the higher learning commission and federal and state licensing requirements.</p> <ol style="list-style-type: none"> a. Each occupational instructor shall have a minimum of 2 years (4,000 hours) of occupational experience in a target job for the program or programs being taught, of which at least 1 year (2,000 hours) shall be within 5 years prior to the date of appointment. One year (2,000 hours) of related occupational experience may be waived if the occupational instructor has at least 2 years of post-secondary teaching experience in the appropriate occupational field within 5 years prior to the date of appointment. <p>Published under s. 35.93, Stats. Updated on the first day of each month. Entire code is always current. The Register date on each page is the date the chapter was last published. Register June 2015 No. 714</p>
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		<p>Published under s. 35.93, Wis. Stats., by the Legislative Reference Bureau.</p> <p>TCS 3.04 WISCONSIN ADMINISTRATIVE CODE 8</p> <p>Two years of post-secondary teaching experience means 8 semesters of part-time teaching or 4 semesters of full-time teaching at an accredited post-secondary degree granting institution.</p> <p>b. An exception to the occupational experience requirements under sub. (2) may be granted by the district director or designee for any of the following:</p> <p>(a) Emergency staffing situations.</p> <p>(b) Pending credentials.</p> <p>(c) Specialized expertise or renowned qualifications of candidate.</p> <p>(d) Emerging fields.</p> <p>(e) Lack of candidate availability.</p> <p>WTCS Requirements Cont.</p> <p>(4) An occupational experience exception under sub. (3) shall only be allowed if a plan is approved by the district director or designee to ensure the occupational instructor granted the exception complies with occupational experience requirements within the time period specified pursuant to s. TCS 3.05 (2). History: CR14-022: cr. Register June 2015 No. 174, eff. 7-1-15; correction in (3) (a) to (d) made under s. 35.17 Register June 2015 No. 174.</p>
<p>The program's governing organization</p>	<p>Madison Area Technical College (Madison College)</p>	<p>Reference: Practical Nursing Job Description (Located in Workday/Public Posts)</p> <p>Requirements:</p> <p>Qualifications:</p> <ol style="list-style-type: none"> 1. Bachelor's Degree in Nursing. 2. Two years (4000 hours) of recent nursing experience. <ul style="list-style-type: none"> • One (1) year (2,000 hours) of related work experience must be within the past five (5) years. • Two (2) years of full-time equivalent teaching experience in a related area at an accredited college within the past five (5) years may be substituted for the one (1) year of related work experience within the past five (5) years. <p>Hold (or ability to obtain upon hire) a current license to practice as a Registered Nurse in the state of Wisconsin.</p>

<p>The governing organization's accrediting agency</p>	<p>Higher Learning Commission (HLC)</p>	<p>Reference: <i>Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices</i> http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf</p> <p>Requirements</p> <p>B.2. Faculty Roles and Qualifications</p> <ul style="list-style-type: none"> ● Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors... possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. ● Using Credentials as a Basis for Determining Minimally Qualified Faculty. Common expectations for faculty credentials in higher education include the following: Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield* (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. <p>Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience</p> <ul style="list-style-type: none"> ● Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the
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	<p>institution in determining whether a faculty member is qualified. Instructors... possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield.</p> <ul style="list-style-type: none"> ● Using Credentials as a Basis for Determining Minimally Qualified Faculty. Common expectations for faculty credentials in higher education include the following: Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield* (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. ● Faculty teaching in career and technical education college-level certificate and occupational associate degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience
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**Faculty Profile Table Part 2
Qualifications of Full-Time Faculty Exclusive to the Practical Nursing Program**

LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Basu, Tara	December, 2009	BSN, 2003 MSN, 2014	WI# 144736-30 02/28/2024	543-305 Health Alterations (didactic)
				543-307 Lifespan Clinical (clinical) Obstetrics mentored by Melissa Serwe, Simulation Nurse Educator & faculty
				543-306 Health Promotion (didactic) mentored by Melissa Serwe, Simulation Nurse Educator & faculty
				SoN E & I Committee SoN SoS Committee Faculty advisor
Ortiz, Ingrid	August, 2021	ADN, 2019 BSN, 2021	WI# 247895-30 02/28/2024	543-304 Introduction to Clinical Practice (clinical)
				543-308 Intro to Clinical Management (clinical)
Novotny-Sedelis, Michelle	October, 2021	BA, 1993 MSN, 2007	WI# 115842-30 02/28/2024	543-303 Nursing Pharmacology (didactic)
				543-302 Nursing Skills (lab)
				543-304 Intro to Clinical Practice (clinical)

Wisconsin Department of Safety and Professional Services

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

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Basu, Tara WI RN License #: 144736-30

School of Nursing Employed By: Madison Area Technical College, 1701 Wright St., Madison, WI 53704

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

Position: Educational Administrator Faculty

Appointment Effective Date: December, 2009

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
UW Madison	Madison, WI	May, 2014	Master's	Nursing	
Chamberlain University	Chicago, IL	May, 2003	Bachelor's	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Lisa Marie Greenwood EdD RN MSN APRN CNS WOCN

Associate Dean of Nursing

Educational Administrator

Title

Dr. Lisa Marie Greenwood

05.05.2022

Signature

Date

608 616 1058

lgreenwood@madisoncollege.edu

Telephone Number

Email Address

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BOARD OF NURSING

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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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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*): Novotny-Sedelis, Michelle WI RN License #: 115842-30

School of Nursing Employed By: Madison Area Technical College, 1701 Wright St. Madison WI 53704

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

Position: Educational Administrator Faculty

Appointment Effective Date: October, 2021

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Clarkson College	Omaha, NE	May, 2007	Master's	Nursing	
UW Madison	Madison, WI	May, 1993	Bachelor's	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Lisa Marie Greenwood, EdD RN MSN APRN CNS WOCN

Associate Dean of Nursing

Educational Administrator

Title

Dr. LisaMarie Greenwood

05.05.2022

Signature

Date

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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*): Ortiz, Ingrid WI RN License #: 247895-30

School of Nursing Employed By: Madison Area Technical College, 1701 Wright St. Madison, WI 53704

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

Position: Educational Administrator Faculty

Appointment Effective Date: August, 2021

FACULTY APPOINTMENTS (complete Section A below).

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

EDUCATIONAL PREPARATION	City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Western Governor's University	Millcreek, UT	May, 2021	Bachelor's	Nursing	
Madison Area Technical College	Madison, WI	May, 2019	Associate	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Lisa Marie Greenwood, EdD RN MSN APRN CNS WOCN

Associate Dean of Nursing

Educational Administrator

Title

Dr. Lisa Marie Greenwood

05.05.2022

Signature

Date

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Faculty Profile Table Part 3: Qualifications and Faculty Abbreviated Resumes

Faculty Name: Tara Basu, MSN, RN

- **Area(s) of expertise and experience:**

- ED/Trauma
- Triage Nurse
- Nursing Education
- Nursing Simulation

- **Clinical practice and/or teaching experience:**

BSN University of Wisconsin- Madison

MSN Chamberlain University

Mercy Health System -Janesville

- Emergency Room Nurse 10 years (triage, trauma, team lead)
 - Care for multiple patients across the lifespan
 - Acute and chronic medical surgical health issues, acute and chronic psychiatric issues, pediatrics and OB

Fort Atkinson HealthCare

- Emergency Room Nurse 6 years (triage, trauma, team lead)
 - Care for multiple patients across the lifespan
 - Acute and chronic medical surgical health issues, acute and chronic psychiatric issues, pediatrics and OB

Madison College

- Theory: Health Promotion (PN), Complex Health Alterations 1, Pharmacology (face to face and online), Fundamentals, Paramedic to AD (P2AD) Theory 1 (online), LPN to ADN Bridge Course
- Introduction to Clinical (PN), Management clinical, Lifespan Clinical and Intermediate Clinical.
- Skills/Simulation: 1st semester skills (PN) and Advanced Skills, utilized simulation and skills in the theory, clinical and skills lab, P2AD skills

- **Professional development and/or Scholarly work:**

- Breastfeed and lactation course (Spring, 2022)
- SANE certified
- QPR suicide training
- Worked within interdisciplinary team to plan and implement Emergency Incidents
- Initiated and developed simulation usage within the nursing program
- Facilitated electronic health records in the Health Simulation Center and throughout the nursing program semesters
- Developed and passed the policy and procedure on the use of simulation for clinical

- Served on the Facilities and Planning Committee to assist in developing the 10-year plan
 - Courses: Preparing to Teach Online, Preparing to Teach Hybrid, Teaching Methods & Technology, Data & Evidence Analysis, Course Design & Assessment
 - Equity and Inclusion assisting committee to establish Scholars of Color Mentoring Program
 - Instructed high school students in a bootcamp at Madison College for 2 summers
 - ATI Faculty Training Workshop
 - *Docucare* Training x6
 - IBPS training
 - Continuing education in the process of completing DNP-Leadership
-

Faculty Name: Michelle Novotny-Sedelis MSN, RN

Area(s) of expertise and experience:

- 13 years associate degree nursing faculty
- 20 years nursing practice in rural acute care hospital coordinating care across the lifespan from infant to geriatric. Experience in medical-surgical, telemetry, intermediate care, and charge nurse responsibilities.
- 6 years nursing practice experience in long-term care, skilled nursing facilities

Clinical practice and/or teaching experience:

Teaching experience

- **2021-2022 Practical Nursing Program**
543-304 Nursing Intro to Clinical Practice

543-302 Nursing Skills

543-303 Nursing Pharmacology
- **2008-2020 Associate Degree Nursing Faculty in the following courses**
543-104 Nursing Intro to Clinical Practice

543-105 Nursing Health Alterations

543-107 Nursing Clinical Across the Lifespan

543-108 Intro Clinical Care Manage

543-111 Nursing Intermediate Clinical

543-112 Nursing Advanced Skills

543-113 Complex Health Alt 2

543-115 Nursing Advanced Clinical Practice

543-116 Nursing Clinical Transition

Nursing Assistant

Clinical practice experience

- **Registered Nurse Acute Care** hospital setting pediatric to geriatric, medical-surgical, intermediate care, telemetry, supervision.
- **Registered Nurse Long-term Care** skilled nursing facilities, responsible for care of geriatric patients, supervision, admissions coordination.

Professional development and/or Scholarly work:

2019-2021 – WLDI (Worldwide Leadership Development Institute)

2021 – Equity in the College Classroom Oct 1 & 15 (Professional Development for Wisconsin Faculty & Instructors)

2021 – ACEN Nursing Education Accreditation Conference

2021 – ACEN update: Program Completion and Program Option

2021– Understanding and Applying the ACEN Standards and Criteria eCourse

2021 – Effectively Leading an ACEN Accredited Program

2021 – Nurse Tim: Clinical Assessment 1: Daily Feedback That Matters

2021 – Nurse Tim: Clinical Assessment 2: From Patient Care to Gradebook

2021 – Preparing for the Next Generation of NCLEX: Applying Clinical Judgment in the Classroom

2021- WTCS Assessment Conference (Assessing in a Virtual Environment)

2020 – Cracking the Codes: The System of Racial Inequity

2019- OB Emergencies by Dr. Kris Lahren – American Association of Critical-Care Nurses

Faculty Name: Ingrid Ortiz, BSN, RN

- **Area(s) of expertise and experience:**
Palliative & Hospice Care 2-year experience
- **Clinical practice and/or teaching experience:**
Agrace Hospice – Staff nurse (from September/2019 to July/2021)
Attic Angel Community – Staff nurse (May/2021 to August/2021)
- **Professional development and/or Scholarly work:**
Bachelor's degree – Western Governors University (June/2021)
Associate Degree Nursing – Madison College (May/2019)

**Faculty Profile Table Part 2
Qualifications of Full-Time Faculty Shared Teaching Responsibilities
in More than One Nursing Program**

LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Frie, Casi	January, 2022	BSN, 2010 MSN, 2020	WI# 144355-30 02/28/2024	543-301 Nursing Fundamentals (didactic)
				543-302 Nursing Skills (lab)
				543-108 Introduction to Clinical Management (clinical)
Gorder, Teri	August, 2007	BSN,2006 MSN,2011	WI#129633-30 02/28/2024	Practical Nursing-Program Director
				543-115 Complex Health Alterations, A.D.N Program
				A.D.N Program Director
Serwe, Melissa	August, 2006	DNP, 2014 MSN, 2004 BA, 2000	WI# 141937 02/28/2024	543-307 Lifespan Clinical in Health Simulation Center
				543-302 Nursing Skills (lab) in Health Simulation Center
				A.D.N Program Health Simulation

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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*): Frie, Casi WI RN License #: 144355-30

School of Nursing Employed By: Madison Area Technical College, 1701 Wright St. Madison WI, 53704

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

Position: Educational Administrator Faculty

Appointment Effective Date: January, 2022

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Southern Illinois University	Edwardsville, IL	December 2020	Master's	Nursing	
UW Madison	Madison, WI	May, 2010	Bachelor's	Nursing	
Madison Area Technical College	Reedsburg, WI	May, 2003	Associate Degree	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Lisa Marie Greenwood, EdD RN MSN APRN CNS WOCN

Associate Dean of Nursing

Educational Administrator

Title

Dr. Lisa Marie Greenwood

05.05.2022

Signature

Date

608 616 1058

lgreenwood@madisoncollege.edu

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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*): Gorder, Teri WI RN License #: 129633

School of Nursing Employed By: Madison Area Technical College, 1701 Wright Street Madison, WI 53704

Type of Nursing Program(s) (ADN, PN, BSN, etc.): PN--faculty program director, ADN--faculty

Position: Educational Administrator Faculty

Appointment Effective Date: August 15, 2007

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.

EDUCATIONAL PREPARATION	City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Concordia University	Mequon, WI	May, 2011	Master's	Nursing	
UW Madison	Madison, WI	May, 2006	Bachelor's	Nursing	
Madison Area Technical College	Reedsburg, WI	May, 1998	Associate's	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Lisa Marie Greenwood, EdD RN MSN APRN CNS WOCN
Educational Administrator

Dr. Lisa Marie Greenwood
Signature

608 616 1058
Telephone Number

Associate Dean of Nursing

Title

05.05.2022
Date

lgreenwood@madisoncollege.edu
Email Address

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way

Madison, WI 53705

E-Mail: dspsExaminationsOffice@wisconsin.gov

Website: dsps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Serwe, Melissa WI RN License #: 141937-30

School of Nursing Employed By: Madison Area Technical College, 1701 Wright St., Madison WI 53704

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

Position: Educational Administrator Faculty

Appointment Effective Date: August, 2006

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Concordia University	Mequon, WI	December, 2014	DNP	Nursing Leadership	
UW Madison	Madison, WI	December, 2004	MSN	Nursing	
Luther College	Decorah, IA	May, 2000	BSN	Nursing	Psychology

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Lisa Marie Greenwood, EdD RN MSN APRN CNS WOCN

Associate Dean of Nursing

Educational Administrator

Title

Dr. Lisa Marie Greenwood

05.05.2022

Signature

Date

608 616 1058

lgreenwood@madisoncollege.edu

Telephone Number

Email Address

Faculty Name: Casi Frie, MSN, RN

- **Area(s) of expertise and experience:**

- ED/Trauma
- Triage Nurse
- Nursing Education
- Infection Prevention/Employee Health
- Healthcare Quality

- **Clinical practice and/or teaching experience:**

BSN: University of Madison

MSN Nurse Educator: Southern Illinois University Edwardsville

Mile Bluff Hospital:

- Nurse Tech: 1 year (Medical/Pediatrics)
- Registered Nurse: 1 year (Medical/Pediatrics)

SSM Health:

- Emergency Room Nurse: 13 years (Triage, Trauma, Charge, Supervisor, CEN)
- Clinical Documentation Specialist: 1 year (Coding and Documentation)
- Quality: Clinical Outcomes: 2 years (Mortality, Sepsis, Readmissions, Critical Care)
- Infection Prevention/Employee Health: assisted with infection prevention practices, initiatives and COVID Surge

Madison College:

- Growth and Development: 2 Semesters
- Introduction to Clinical Care Management (ADN): 2 blocks (Fall 2021), 1 block (Spring 2022)
- PN Nursing Skills (Spring 2022)
- Nursing Fundamentals (Spring 2022)

- **Professional development and/or Scholarly work:**

- Courses: FQAS: Teaching Methods, Diversity, Equity and Inclusion, Student Success and enrolled in Curriculum and Assessment for Spring 2022.
 - Continuing education on Level 1 Simulation training (University of Washington)
 - HEARRT Book Club: Caste: The Origins of Our Discontents by Isabel Wilkerson
 - Gender Inclusive Workshop
 - SoN Equity and Inclusion Workshop
 - Courses: Bitmoji, The Dos and Don'ts of Online Teaching, Mentimeter: Behind the Curtain, Emotional Presence in Online Teaching, Using Inclusive Language to Create Affirming Learning Spaces, Introduction to Virtual Reality, Using OneDrive for Sharing and Collaborating in Your Classes
-

Teri Gorder MSN, RN
216 9th Avenue
Baraboo, WI 53913
Cell: (608) 434-2435
Email: TGorder@madisoncollege.edu

QUALIFICATIONS:

- Extremely dedicated to the education of nursing students through open communication and discussion.
- Exceptional capacity to multi-task: manage numerous, often competing priorities with ease.
- Outstanding communication skills promoting collaboration among faculty, programs, and administration.
- Working with a highly diverse student population group.
- Active participation on multiple programs, college and state-wide committees.

EXPERIENCE:

08/21-present **Madison Area Technical College**
Reedsburg, WI

Associate Degree Nursing Program Director: Program Pathways and Development

Practical Nursing Program Director (Interim)

- Student case management advising.
- Provide ongoing curriculum review and revision.
- Provide administrative program orientation information and support.
- Evaluate and implement program pathway options.
- Faculty meeting agenda creation and facilitation.
- Practical Nursing course and room scheduling, faculty workload development, and program coordination.

08/12-present **Madison Area Technical College** Reedsburg, WI

Associate Degree Nursing Instructor

- Educate diverse students in theory and clinical courses following state-wide curriculum.
- Serve on multiple program committees as an active member or leader.
- Developed Military Medic to RN curriculum (2020 completion).
- Advise students on program completion requirements and personal issues.
- Participate in community events promoting the nursing programs to potential students and instructors.

08/07-08/12 **Madison Area Technical College** Madison, WI

Practical Nursing Instructor/Program Co-Director

- Educate diverse students in theory and clinical courses following state-wide curriculum.
- Perform program duties maintaining program standards, student lists, reentry student requirements, refresher courses, and daily tasks that arise.
- Serve on multiple program committees as an active member or leader; completed participation on a college-wide committee to initiate course portfolio completion for all courses offered by the college.
- Advise students on program completion requirements and personal issues.
- Participate in community events promoting the nursing programs to potential students and instructors.

6/03-08/07 **Madison Area Technical College**
Reedsburg, WI

Nursing Assistant Instructor

- Educated students in the initial program geared toward healthcare while emphasizing individualism, compassion and maintaining the highest level of independence possible.
- Assisted staff in the reception area, answered multi-line telephone system
- Provide open communication with students through the use of discussions rather than lectures providing a realistic portrayal of healthcare.
- Exhibit motivation and dedication by providing the highest quality of education to every student.
- Clinical evaluation performed in a long-term care facility.

09/06- 05/07 **Madison Area Technical College**

Reedsburg, WI

Skills Lab Assistant

- Evaluated student abilities of skills taught in the ADN and PN programs while reinforcing previously taught material and encouraging questions to promote understanding of the purpose of why skills are completed in a particular order to ensure understanding rather than step memorization.
- Developed scenarios to evaluate student critical thinking abilities in relation to nursing skills.
- Worked closely with lab personnel to ensure continuity of education.
- Maintained equipment in clean, working condition demonstrating fiscal responsibility.

04/00-04/09 **St. Clare Hospital & Health Services**

Baraboo, WI

Staff Nurse, ICU

- Arrange conferences calls and meeting
- Emphasized the importance of teamwork and communication within the Intensive Care Unit.
- Maintained competency of other hospital departments through scheduling shifts in the Medical-Surgical, Obstetrics, and Emergency departments.
- Committee involvement to improve hospital protocols and procedures.
- Worked with a highly diverse multicultural population in a high tourism area, particularly Ho-Chunk, Hispanic, and Eastern European.

07/98-4/00 **St. Joseph's Health Services**

Hillsboro, WI

Staff Nurse/Charge Nurse

- Delivered a complete range of RN services and expertise of the acute, chronically ill and long-term patients in a rural hospital setting.
- Performed in the role as charge nurse overseeing the proper functioning of the hospital and attached nursing home.
- Commended by patients and supervisors for outstanding quality of care.
- Worked with diverse cultures in the rural setting with a high population of local Amish residents.

EDUCATION:

May 2011	Concordia University	Master's of Science in Nursing Education	Mequon, WI
May 2006	University of Wisconsin	Bachelor of Science in Nursing	Madison, WI
May 1998	Madison Area Technical College	Associate Degree in Nursing	Reedsburg, WI

COMMITTEES:

Academic Standing: (2008-2011) Practical Nursing program committee to evaluate reentry student requests, develop plans for reentry and ensure student follow through on the developed plans.

Capital Budget Team: (2000-2011) Center wide team developed to evaluate the annual capital budget needs, expenses, and distribution of capital expense item funds.

Center for Health Occupations Nursing Learner Success Team: (2008-2011) Multidisciplinary team evaluating student success in the nursing programs and implementing strategies to increase student success.

Course Portfolio Committee: (2007-2009) College wide committee formed to develop and educate faculty on the implementation of a computer-based course portfolio requirement for every course offered at the college to ensure consistency, course material availability, and increased collaboration among all campuses.

Equity and Inclusion Committee: (2019-present) Serve as a member of our Nursing Program E&I committee ensuring policies are appropriate, implementing policies to focus on all students and meeting their needs.

Learning Facilitation Committee: (2012-2016) Served on our ADN committee reviewing and developing policies related to learning facilitation related to student and faculty policies.

Practical Nursing Program Faculty Teams: (2007-2012) Campus specific and joint meetings including regional sites meet monthly to ensure consistency and open communication within the program across the three campuses where the PN program is offered. As program co-director, tasks include developing agendas, time management, information-sharing from center-wide program director meetings and ensuring completion of designated tasks.

Practical Nursing Pinning Committee: (2008-2012) Faculty advisor leading the students in the planning and implementation process of the practical nursing pinning ceremony every semester.

Program Evaluation: (2007-2011) Practical Nursing Program: Committee chair of this program centered team evaluating program standards, graduation and NCLEX student success rates, implementation of ATI testing throughout the program curriculum to evaluate student learning.

Student Success: (2016-present) Program committee dedicated to the success of the Practical Nursing students through development of a nursing success workshop prior to admission, orientation plans; and a student handbook with program policies.

WTCS Nursing Curriculum Advisory Committee (state-wide): (2008-2015) Evaluate the process and implementation of state-wide curriculum changes and planning of annual state-wide technical college nursing faculty meetings.

MELISSA ANN (JOHNSON) SERWE

Phone: (608)485-1240
Majohnson8@madisoncollege.edu

N2721 Wilson Road
Poynette, WI 53955

EDUCATION

- DNP** **Concordia University, Mequon, WI** December 2014
Nursing Leadership
Dissertation: "Take 5: A community education program to reduce the risk of developing Type 2 Diabetes"
- MSN** **University of Wisconsin Madison, Madison, WI** December 2004
Nursing Education and Clinical Nurse Specialist
- BA** **Luther College, Decorah, IA** May 2000
Graduated Magna Cum Laude
Major in Nursing Minor in Psychology

HONORS AND AWARDS

- Certified Health Simulation Educator** 2021
Certification through Society for Simulation in Healthcare
- Hero Grant** 2014
Grant through Sauk Prairie Healthcare Foundation used to fund doctorate research project.

RESEARCH EXPERIENCE

- Translational Research Project**, Concordia University, Mequon, WI 2014
Take 5: A community education program to reduce the risk of developing Type 2 Diabetes
- Developed and implemented a community-based education program through partnership with local hospital and clinic organization.
 - Followed participants for 6 months to determine risk reduction.
 - A significant number of participants reduced their risk for diabetes and eliminated the diagnosis of pre-diabetes following participation and during the follow up period.
- Research Assistant**, University of Wisconsin Madison, Madison, WI 2004
Developing an Adolescent Barriers Questionnaire
- Collected background research to support development of questionnaire
 - Assisted with development of research questionnaire using background data

WORK EXPERIENCE

- Madison College**, Reedsburg, WI 2006 to Present

Southwest Wisconsin Technical College, Fennimore, WI	2004-2006
Position: Nursing Faculty	
<ul style="list-style-type: none"> • Facilitate student clinical and skill learning in the Health Simulation Center. • Provide learning facilitation to nursing students in the clinical, classroom, skills lab, and online environments. • Academic advising • Evaluation of student performance and achievement of student learning outcomes. • Co-chair of Simulation or Skills Committee from 2017 to present. 	
Sauk Prairie Healthcare	2012-2014
Sauk County Public Health	2010-2012
<ul style="list-style-type: none"> • Pediatric vaccination clinic management • Prenatal Care Coordination program: high risk prenatal/postpartum 	
Richland Medical Center	2008-2010
<ul style="list-style-type: none"> • Obstetrics Unit • Medical/Surgical Nursing 	
Boscobel Area Medical Center	2004-2008
<ul style="list-style-type: none"> • Obstetrics Unit • Medical/Surgical Nursing 	
University of Wisconsin Hospital and Clinics	2002-2004
<ul style="list-style-type: none"> • Medical/Surgical Nursing • Post-surgical Cardiac Stepdown Unit 	
Mayo Medical Center	2000-2002
Position: Registered Nurse	
<ul style="list-style-type: none"> • Utilization of the nursing process to provide care and promote health. 	

PUBLICATIONS

Journal Publications

Ameringer S, Ward S, Serlin R, Johnson M. (2005). Developing an Adolescent Barriers Questionnaire *The Journal of Pain*. 6: S84. DOI: [10.1016/J.jpain.2005.01.331](https://doi.org/10.1016/J.jpain.2005.01.331)

Conference Papers in Review

German, K. and Serwe, M. “If you build it they will come: Scenario building for simulation”, INACSL Conference June 2022.

Serwe, M., German, K., Kupkovits, E., Labs, J., and Zobel, S. “Cooking up a professional development plan”, INACSL Conference June 2022.

PROFESSIONAL TRAINING

Advanced Cardiac Life Support Instructor Certification

Advanced Cardiac Life Support Certification

Basic Life Support Certification

Wisconsin Nursing License

Doula Certification

PROFESSIONAL AFFILIATIONS

Society for Simulation in Healthcare (SSH) 2021

International Association of Clinical and Simulation Learning (INACSL) 2021

National League of Nursing



Madison Area Technical College

Practical Nursing Program

N1.08 (4)(a) Curriculum

WTCS State Curriculum Pathway

Curriculum Development and Revision Process

Abbreviated Course Syllabi

Student Handbook



WTCS State Curriculum Pathway

Madison College Practical Nursing Program Curriculum

Derived from Madison Area Technical College website:
<https://madisoncollege.edu/academics/programs/practical-nursing#curriculum>

Program Overview +

Curriculum and Experience -

Prospective program students, the information below reflects the basic requirements for students admitted for the 2021-2022 academic year. To learn more about Madison College, [visit us](#).

Current and newly admitted program students, go directly to your [Degree Progress Report](#) to view:

- Progress toward your specific requirements
- Alternative (in lieu of) courses to meet specific requirements

If you have questions after reviewing your degree progress report (advisement report), please see [Advising Services](#).

Pre-Program Courses

Nursing Assistant 3 credits	Growth and Development 2 credits	Body Structure & Function 3 credits	Written Communication 3 credits
Speech 3 credits			

First Semester

Nursing Fundamentals 2 credits	Nursing Skills 3 credits	Nursing Pharmacology 2 credits	Nursing: Intro to Clinical Practice 2 credits
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Second Semester

Nursing Health Alterations 3 credits	Nursing Health Promotion 3 credits	Nursing: Clinical Care Across the Lifespan 2 credits	Nursing: Intro to Clinical Care Management 2 credits
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Madison College Catalog



Curriculum Development and Revision Process

Chapter 1.08(4)(a) Curriculum

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.

**documentation below derived from Accreditation Commission for Education in Nursing (ACEN) Initial Accreditation Self-Study Report*

4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

Curriculum review in the Madison College PN Program is two-fold. First, nursing faculty participate in the Wisconsin Technical College System (WTCS) statewide nursing curriculum advisory group and, therefore, participate in state curriculum review. Secondly, the School of Nursing's (SoN) Learning Facilitation Committee reviews the nursing curricula and make recommendations to faculty for changes on an annual basis. The statewide curriculum was implemented in August 2004. Since that time, regular and consistent review has been performed. "Above-the-line" curriculum evaluation and revisions are completed at the statewide level to limit isolated revisions at individual colleges and yet provide a reasonable process for curriculum updates. "Below-the-line" components, such as method of delivery, choice of textbooks, learning activities and assessment activities, can be revised as needed at each individual college's discretion.

Above-the-Line Curriculum

The WTCS Nursing Curriculum Advisory Group collaboratively designs, maintains, and revises the process for WTCS nursing curriculum evaluation. This group was developed in response to the need for faculty participation in above-the-line curriculum evaluation and revision. Each program across the State of Wisconsin has faculty representation in the group and is given one vote to approve or deny a proposal for change in any of the above-the-line curriculum elements. These elements may only be changed with input from faculty at all 16 WTCS colleges using an established process. Meetings are held up to six times during the school year. Due to the COVID 19 pandemic, these meetings are currently held virtually. Faculty proposals for curricular changes can be submitted throughout the year. All proposals are submitted two months prior to the WTCS Nursing Curriculum Advisory Group meeting.

To maintain communication regarding statewide curriculum, the state representative from the program provides updates at general nursing faculty meetings. In addition, when necessary, Madison College nursing faculty submit suggested changes to the WTCS Curriculum Advisory Group to ensure current nursing practice.

The statewide curriculum supports the achievement of EPSLOs and is consistent with professional nursing knowledge, skills, and abilities established by current professional nursing standards, guidelines, and competencies. EPSLOs are reviewed regularly by the WTCS Nursing Curriculum Advisory Group to ensure integrity, rigor, and currency. EPSLOs and course outcomes were updated to align with contemporary practices and trends in 2011-12 and implemented in 2013. In the fall 2019 semester, this group reviewed the EPSLOs again to ensure they continued to represent contemporary practice and appropriately demonstrate the point of transition for each program option. As an outcome of this work, a revised set of statewide EPSLOs were developed and approved by the WTCS in spring 2021. The revision resulted in a decrease from seven EPSLOs to five EPSLOs, which are outlined in Table 4.3a, below. Currently, mapping of all clinical courses to the revised five EPSLOs has been completed by the WTCS Nursing Curriculum Advisory Group. At the time of the writing of the program's self-study in spring 2022, this group has worked on mapping the theory and lab courses, reviewing the curriculum matrix, and reviewing curriculum alignment with external standards.

Table 4.3a Practical Nursing End-of-Program Student Learning Outcomes

Initial Implemented fall 2019 – spring 2021	Current Implemented fall 2021 - Present
1. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to caring, advocacy, and quality care while adhering to evidence-based practice. (Professionalism)	1. Integrate Practical Nursing identity reflecting integrity, responsibility, and nursing standards. (Professionalism)
2. Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts. (Communication)	2. Communicate basic information using multiple sources in nursing practice. (Communication)
3. Integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision-making. (Integration of theory into practice)	3. Utilize theoretical knowledge to participate in decision making. (Integration and Critical Thinking)
4. Provide patient centered care under supervision by participating in the nursing process across diverse populations and healthcare settings. (Patient Centered Care & Nursing Process)	4. Apply the nursing process to basic client care across diverse populations. (Nursing Process)
5. Minimize risk of harm to patients, members of the healthcare team, and self through safe individual performance and participation in system effectiveness. (Safety)	5. Function as a healthcare team member to provide safe and effective care (Safety/Collaboration)

6. Collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan. (Collaboration)	6. Has been eliminated as these concepts were incorporated into EPSLO's 2, 3, & 5
7. Use information and technology to communicate, manage data, mitigate error, and assist with decision-making. (Informatics & Technology)	7. Has been eliminated as these concepts were incorporated into EPSLO's 1 & 2

Below-the-Line Curriculum

Below-the-line curriculum includes the learning objectives and learning activities within each nursing course. There are three components for evaluation of below-the-line curriculum. First, the School of Nursing's (SoN) Learning Facilitation Committee has membership that represents each semester, including traditional face-to-face, online, laboratory, and clinical courses across all sections. The committee meets several times each semester. Its purpose is to provide oversight of the curriculum in its entirety for currency, evidence-based practice, leveling, and student progression toward achievement of learning outcomes. This committee provides direction and recommendations to faculty semester teams.

Secondly, the SoN's faculty semester teams are responsible for reviewing all courses within their respective semester for currency, evidenced-based practice, and consistency across course sections. Faculty membership on these teams is based on course assignments and workload. Workload assignments are influenced by individual faculty member practice expertise, currency, and scholarship. Faculty semester teams meet each semester and review each course's curriculum, along with textbooks, HESI implementation plan, syllabi, learning facilitation, and course implementation. During these meetings, faculty members dedicate time to share best practices in teaching, innovations, and successful applications of technology in teaching and learning that have been implemented in the classroom, laboratory, and clinical settings. Semester teams also meet annually at the end of the spring semester to collaboratively analyze Course Reports and determine if any curricular changes are needed. Prior to this analysis, individual course faculty collect and input data into Course Reports throughout the academic year.

Course reports provide a mechanism for faculty to analyze student learning outcomes through attainment of course competencies and drive curricular revision. Course report goals include the following:

- Provide a consistent framework across the PN Program for faculty to analyze student learning outcomes through attainment of course competencies and progress toward attainment of EPSLOs each semester.
- Demonstrate aligned and/or equitable course assessments and teaching

formats.

- Provide evidence used to evaluate achievement of student learning.
- Provide evidence used to evaluate the curriculum and support curricular changes.
- Facilitate faculty collaboration regarding evidence-based practice, industry expertise, scholarship, and teaching innovations.
- Identify variables that impact student learning outcomes each semester.

The Course Report includes student and grade data, course point distribution, course assessments, learning activities, student feedback and course evaluation data, and variables that impact student learning outcomes. As previously mentioned, data collection for Course Reports occurs throughout the academic year during the semester that courses are taught. The reports are analyzed annually each spring semester by PN faculty. Each course has a primary instructor who is responsible for overall course management, syllabus revision, and Course Report coordination. Course Reports assure regular and comprehensive review of student learning outcome achievement as a foundation for change in each course.

Lastly, the SoN's Program Evaluation Committee also plays an integral part in the review of the program's curriculum in terms of student performance and how these results align with expected levels of achievement of program outcomes. The committee leads the faculty in reviewing quarterly Mountain Measurement reports and data collected for the Systematic Plan of Evaluation (SPE) to evaluate the need for curricular adjustments based on expected level of achievements for the program. Recommendations from the Learning Facilitation Committee, district-wide teams, and the Program Evaluation Committee are brought to PN and ADN general faculty meetings for discussion. If there is consensus to agree with the recommendation, it is adopted.

Integrity

Developed from the WTCS nursing vision, mission, philosophy, and conceptual framework, integrity is evidenced throughout the PN curriculum. This framework, coupled with professional external standards, led to the creation of specific and measurable EPSLOs and has resulted in an organized, integrated, and clearly sequenced coursework for the program. Curricular integrity is maintained through regular review of Course Reports and EPSLO course grids by faculty in collaboration with the ADoN and Program Chair. As previously mentioned, data for course reports are collected throughout the academic year and analyzed annually every spring semester. Part of the analysis process includes faculty examination and discussion regarding student performance on assessments and learning activities and the degree to which they are

supporting student progression toward the achievement of EPSLOs. Following the review of course reports, faculty then review EPSLO course grids. This review of EPSLO course grids allows faculty to evaluate and adjust key learning activities designed to demonstrate student progress toward the achievement of EPSLOs. These practices illustrate how faculty ensure curricular integrity of the program.

Rigor

The PN Program implements internal and external measures utilized to ensure the rigor of the curriculum. Internal measures include item analysis of course exams, utilization of standardized test blueprints established by the nursing faculty, the student Clinical Evaluation Tool (CET), student course surveys, Course Report analysis, tracking student retention in each nursing course, and overall program completion. The external measures used to ensure rigor of the curriculum include standardized *HESI* assessments, NCLEX test results, Mountain Measurement reports, employer survey, and feedback from community partners. Examples of internal and external measures described further below include Course Reports, annual NCLEX results, and the Mountain Measurement report.

As previously described, data collection for Course Reports are completed by faculty at the end of each semester and analyzed annually each spring. Data is collected on test analysis, metrics on student learning outcomes, retention, and the action plans for each of the nursing courses. This tool gives faculty the ability to easily document and monitor key metrics and student learning. Faculty discuss significant findings and develop action plans if needed.

NCLEX-PN results are provided by Mountain Measurement, Inc. and the Wisconsin State Board of Nursing. Faculty review annual NCLEX pass rates from the state, and semiannual results from Mountain Measurement, Inc. Data from these reports informs student performance compared to other schools in the state of Wisconsin as well as identifies areas of strength and opportunities for improvement. The statewide curriculum is also reviewed for rigor and analyzed for trends by the WTCS Curriculum Advisory Group. This group compares the NCLEX-PN Mountain Measurement reports for each WTCS college that confers a PN degree. This statewide review provides a platform for nursing programs to identify any above-the-line statewide curricular issues that may be occurring at multiple nursing programs in the state, versus an isolated curricular issue that may occur within a single nursing program.

Currency

To maintain curriculum currency with the professional practice for the PN graduate, the SoN's Advisory Committee meets annually during the spring semester. The committee is

comprised of the SoN administration, Program Chairs, Program Directors, and faculty as well as area healthcare employers, community members, and alumni. The SoN Advisory Committee members provide feedback on local employer needs, expectations for new graduates, significant changes within the facilities, and employment outlook. The PN Program provides updates regarding the program and presents highlights from the PN Graduate Survey to the committee members. Minutes of the meeting are kept, and reports of the meeting are reviewed at the general faculty meetings. With the advent of COVID-19, Advisory Committee meetings were suspended in spring, 2020. In spring 2021, the PN and ADN programs together held a virtual advising meeting with community partners via Microsoft *Teams*. Moving forward, the PN and ADN Programs will continue to cohost an advisory committee meeting each spring.



Abbreviated Course Syllabi

Abbreviated Course Syllabi
Madison Area Technical College School of Nursing
Practical Nursing Program

End-of-Program Student Learning Outcomes (EPSLO)

End-of-Program Student Learning Outcomes (EPSLO) directly supported by program courses:

EPSLO 1: Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, caring, and advocacy and quality care. **(Professionalism)**

EPSLO 2: Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts. **(Communication)**

EPSLO 3: Integrate social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision-making. **(Integration & Critical thinking)**

EPSLO 4: Provide patient centered care under supervision by participating in the nursing process across diverse populations and health care settings. **(Patient Centered Care & Nursing Process)**

EPSLO 5: Minimize risk of harm to patients, members of the health care team and self through safe individual performance and participation in system effectiveness. **(Safety)**

EPSLO 6: Collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan. **(Collaboration)**

EPSLO 7: Use information and technology to communicate, manage data, mitigate error, and support decision-making. **(Informatics/Technology)**

***EPSLOs are currently under review with WTCS Curriculum Advisory Group for theory and skills courses.**

Theory and Skills Courses

Course Title: Nursing 543-301: Nursing Fundamentals

Credits: 2 credits; 72 contact periods

Pre-/Co-Requisites Nursing Assistant; Body Structure & Function, Growth and Development; Written Communication, Speech; Completion of the petition process and acceptance into the core Practical Nursing Program; Nursing Skills 543-302; Pharmacology 543-303

Course Description: This course focuses on basic nursing concepts that the beginning nurse will need to provide care to diverse patient populations. Current and historical issues impacting nursing will be explored within the scope of nursing practice. The nursing process will be introduced as a framework for organizing the care of patients with alterations in cognition, elimination, comfort, grief/loss, mobility, integument, and fluid/electrolyte balance.

Methods of Assessment and Evaluation: See content below after all theory and skills course information.

Course Competencies:

- 1: Differentiate scopes of practice within the nursing profession (EPSLO1, EPSLO 6)
- 2: Maintain a safe, effective care environment for all ages (EPSLO4, EPSLO5)

- 3: Use appropriate communication techniques (EPSLO2, EPSLO 7)
- 4: Use the nursing process (EPSLO4)
- 5: Adapt nursing practice to meet the needs of diverse clients in a variety of settings (EPSLO4)
- 6: Provide nursing care for clients with sleep/rest/mobility alterations (EPSLO3, EPSLO4)
- 7: Provide nursing care for clients with comfort alterations (EPSLO3, EPSLO4)
- 8: Provide nursing care for clients with nutritional, fluid and electrolyte disturbances (EPSLO3, EPSLO4)
- 9: Provide nursing care for clients with commonly occurring alterations in elimination patterns (EPSLO3, EPSLO4)
- 10: Provide nursing care for clients with integumentary disorders (EPSLO3, EPSLO4)
- 11: Provide nursing care for clients with infection (EPSLO3, EPSLO4)
- 12: Provide nursing care for clients with cognitive and sensory impairment (EPSLO3, EPSLO4)
- 13: Provide nursing care for clients and families experiencing grief and loss (EPSLO3, EPSLO4)
- 14: Provide nursing care for clients with alterations in oxygenation (EPSLO3, EPSLO4)

Nursing Fundamentals 543-301 Grading Plan

Exams	Exam Point Value
Exam 1	60
Exam 2	60
Exam 3	60
Exam 4	80
HESI	20
Final Exam	100
Total Points	380
Learning Activities	Activity Point Value
Blackboard quizzes (14)	140
Prep Packets (12)	60
Assignments/Presentations	165
Total Learning Activity Points	365

**As a reminder, there are no rounding of points. To pass the class, students must first earn an 80% average on exams and then an overall 80% in the class.*

Nursing Fundamentals 543-301 Weekly Plan and Schedule Pharmacology

Week	Competency (C)	Assignments	Exams & Quizzes
Week 1	C1: Scope of Practice	Comp. 2 Prep Packet Syllabus Quiz 1	Comp. 1 Quiz
Week 2	C2: Safe & Effective Care		Comp. 2 Quiz
Week 3	C3: Communication	Comp. 2 Prep Packet Comp. 3 Prep Packet	Comp. 3 Quiz
Week 4	Start C5: Diverse Clients		Exam 1
Week 5	C5: Diverse Clients/continue	Group Presentations Comp. 5 Prep Packet	Comp. 5 quiz
Week 6	C4: The Nursing Process	Comp. 4 Prep Packet HESI assignment	Comp. 4 Quiz
Week 7	C7: Comfort	Comp. 7 Prep Packet	Comp. 7 Quiz

Week 8	C12: Cognitive/Sensory Impairment	Comp. 12 Prep Packet	Exam 2 Comp. 12 Quiz
Week 9	C6: Sleep, Rest, and Mobility	Comp. 6 Prep Packet HESI assignment	Comp. 6 quiz
Week 10	C10: Integumentary Disorders	Marjorie Wilson Assignment Comp. 10 Prep Packet	Comp. 10 Quiz
Week 11	C11: Infection	Comp. 11 Prep Packet	Exam 3 Comp. 11 quiz
Week 12	C9: Elimination Pattern	Comp. 9 Prep Packet Docucare Assignment HESI Assignment	Comp. 9 Quiz
Week 13	C13: Grief and Loss	Comp. 13 Prep Packet EBP Group Presentation	Comp. 13 Quiz
Week 14	C8: Fluid and Electrolyte Disorders	Comp. 8 Prep Packet HESI assignment	Comp. 8 Quiz
Week 15	C14: Oxygenation	Comp. 14 Prep Packet	Exam 4 Comp. 14 Quiz
Week 16	Cumulative Final Exam	Course survey	Final Exam

**As a reminder, there are no rounding of points. To pass the class, students must first earn an 80% average on exams and then an overall 80% in the class.*

Course Title: Nursing 543-302: Nursing Skills

Credits: 3 credits; 108 contact periods

Pre-/Co-Requisites: Nursing Assistant; Body Structure & Function, Growth and Development; Written Communication, Speech; Completion of the petition process and acceptance into the core Practical Nursing Program; Nursing Fundamentals 543-301; Pharmacology 543-303

Course Description: This course focuses on development of clinical skills and physical assessment across the lifespan. Content includes mathematic calculations and conversions related to clinical skills, blood pressure assessment, aseptic technique, wound care, oxygen administration, tracheostomy care and suctioning, the management of enteral tubes, medication administration, intravenous therapy, enemas, ostomy care, and catheterization. In addition, the course includes techniques related to obtaining a health history and basic physical assessment skills using a body systems approach.

Methods of Assessment and Evaluation: See content below after all theory and skills course information.

Course Competencies:

- 1: Use aseptic techniques (EPSLO4, EPSLO5)
- 2: Perform mathematic calculations related to clinical practice and medication administration (EPSLO3)

- 3: Provide Wound Care (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 4: Measure Blood Pressure (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 5: Manage Oxygen Therapy (EPSLO3, EPSLO4, EPSLO5, EPSLO7)
- 6: Perform Tracheostomy Care and Suctioning Procedures (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 7: Demonstrate Specimen Collection (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 8: Maintain Enteral Tubes (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 9: Administer Medications Via the Enteral Route (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 10: Administer Medications Via the Parenteral Routes ((EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 11: Administer Medications Via the Topical, Transdermal, Eye, Ear, Inhalation, and Vaginal Routes (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 12: Manage Intravenous Therapy (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 13: Facilitate Alternative Methods of Elimination (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 14: Obtain a Health History (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 15: Perform a General Survey Assessment (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 16: Perform an Integumentary Assessment (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 17: Perform a Musculoskeletal Assessment (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 18: Perform a Head/Neck Assessment (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 19: Perform a Basic Eye/Ear Assessment (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 20: Perform a Basic Neurological Assessment (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 21: Perform a Basic Respiratory Assessment (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 22: Perform a Basic Cardiovascular Assessment and Perform a Basic Peripheral Vascular Assessment (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)
- 23: Perform an Abdominal Assessment (EPSLO3, EPSLO4, EPSLO5, EPSLO 7)

Nursing Skills 543-302 Grading Plan

Exams	Exam Point Value
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Final Exam	100 points
Summative	50 points
Total Exam Points	300 Points
Learning Activities	Activity Point Value
Practice Check(s)	60 points
Prep Packets-worth 5 pts each X19	95 points
Other Assignments	60 points
Total Learning Activity Points	215 Points

Nursing Skills 543-302 Weekly Plan and Schedule

Week	Competency (C)	Assignments	Practice Check/Exam
Week 1	C 14 Health Hx C 15 Gen. Survey (vital signs) C 1 Asepsis Tech	<ul style="list-style-type: none"> • Prep Packages: C14, C15, C1 • DocuCare: Scavenger Hunt • Honorlock Introduction • Submit Course Policies Agreement • Skill(s) of the week: Sterile Gloving 	
Week 2	C 4 BP C 9 Enteral Meds. C 10 Parenteral Meds.	<ul style="list-style-type: none"> • Prep Packages: C4, C9, C10, C11, C7 • DocuCare: Document BP • DDCC 	

	C 11 Alt. Route Meds. C 7 Blood Glucose	<ul style="list-style-type: none"> Skill(s) of the week: Medication Administration & BP 	
Week 3	C 18 Head/Neck C 19 Ear/Eye C 7 Sputum & Throat Culture C 20 Neuro C 17 Musculoskeletal	<ul style="list-style-type: none"> Prep Packages: C18, C19, C7, C20, C17 DDCC Skill(s) of the week: Medication Administration & Culture 	Practice Check # 1
Week 4	C 22 Cardio/ PV C 21 Respiratory C 5 Oxygen Therapy C 6 Oral/Naso Trach Care	<ul style="list-style-type: none"> Prep Packages: C22, 21, C5, C6 DDCC Skill(s) of the week: Trach Care 	Exam #1 Comp. 1,2,4,9,10,11,14,15 (7)
Week 5	C 12 IV care	<ul style="list-style-type: none"> Prep Packages: C12 DDCC Skill(s) of the week: IV Care 	Practice Check #2
Week 6	C13 Urinary Elimination C7 Urine specimen, culture	<ul style="list-style-type: none"> Prep Packages: C13, C7 DDCC Skill(s) of the week: Indwelling Catheter 	Exam #2 COMP: 17-22, 5, 6, 7 & 2 DDCC Check (Exam)
Week 7	C 3 Wound Care C 16 Integumentary	<ul style="list-style-type: none"> Prep Packages: C3, C16 Skill(s) of the week: Wound Care 	Practice Check #3
Week 8	C 23 Abdominal C 8 Enteral Tubes C 9 Enteral medications C13 Bowel Elimination	<ul style="list-style-type: none"> Prep Packages: C23, C8, C9, C13 Skill(s) of the week: Enteral Tubes & Ostomy Course Survey 	Exam #3 COMP 2. 3.7.12.13 &16
Week 9	QPR DDCC Check (retake)	<ul style="list-style-type: none"> Skill(s) Review 	Practice Check #4 Final Exam (All Competencies)
Week 10	Summative Assessment	Summative Assessment	Summative Assessment

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Course Title: Nursing 543-303: Nursing Pharmacology

Credits: 2 credits; 72 contact periods

Pre-/Co-Requisites: Nursing Assistant; Body Structure & Function, Growth and Development; Written Communication, Speech; Completion of the petition process and acceptance into the core Practical Nursing Program; Nursing Fundamentals 543-301; Nursing Skills 543-302

Course Description: This course introduces the principles of pharmacology, including drug classifications and their effects on the body. Emphasis is on the use of the components of the nursing process when administering medications.

Methods of Assessment and Evaluation: See content below after all theory and skills course information.

Course Competencies:

1. Apply basic pharmacology principles to medication management (EPSLO3, EPSLO 7)
2. Examine legal, ethical, social, and cultural issues related to medication administration (EPSLO1, EPSLO2)
3. Apply components of the nursing process to the administration of antimicrobial drugs (EPSLO3, EPSLO4, EPSLO5)

4. Apply components of the nursing process to the administration of autonomic nervous system drugs (EPSLO3, EPSLO4, EPSLO5)
5. Apply components of the nursing process to the administration of respiratory system drugs (EPSLO3, EPSLO4, EPSLO5)
6. Apply components of the nursing process to the administration of cardiovascular and renal system drugs (EPSLO3, EPSLO4, EPSLO5)
7. Apply components of the nursing process to the administration of gastrointestinal system drugs (EPSLO3, EPSLO4, EPSLO5)
8. Apply components of the nursing process to the administration of central nervous system drugs (EPSLO3, EPSLO4, EPSLO5)
9. Apply components of the nursing process to the administration of endocrine system drugs (EPSLO3, EPSLO4, EPSLO5)
10. Apply components of the nursing process to the administration of analgesic and musculoskeletal system medications (EPSLO3, EPSLO4, EPSLO5)

Nursing Pharmacology 543-301 Grading Plan

Exams	Exam Point Value
Exam 1 (Competencies: 1, 2, 4)	60 Points
Exam 2 (Competencies: 5, 7, 9)	60 Points
Exam 3 (Competencies: 6 & 10)	60 Points
Mini-Exam 4 (Competency: 8)	25 Points
HESI	20 Points
Cumulative Final & Competency 3	100 Points
Total Exam Points	325 Points
Learning Activities	Activity Point Value
Blackboard Quizzes (25 points each)	100 Points
Assignments (CourseArc, Quizzes, HESI)	224 Points
SLO Assignments	41 Points
Total Learning Activity Points	365 Points

To pass the class, students must first earn an 80% average on exams and then an overall 80% in the class.

Nursing Pharmacology 543-301 Weekly Plan and Schedule

Week	Competency (C)	Assignments	Exams & Quizzes
Week 1	C1: Basic Pharmacology	<ul style="list-style-type: none"> • CourseArc: Comp. 1 Basics 	
Week 2	C2: Legal Ethical	<ul style="list-style-type: none"> • CourseArc: Comp. 2 Legal Ethics 	
Week 3	C4: ANS (Sympathetic Drugs)	<ul style="list-style-type: none"> • CourseArc: Comp. 4 	
Week 4	C4: ANS (Parasympathetic Drugs)	<ul style="list-style-type: none"> • SLO Safety Assignment Due (10 points) 	Quiz #1 C1, C2, C4 (25 pts)
Week 5	C7: GI Drugs	<ul style="list-style-type: none"> • CourseArc: Comp. 7 GI 	Exam 1
Week 6	C7: GI Drugs cont. C5: Respiratory Drugs	<ul style="list-style-type: none"> • CourseArc: Comp. 5 Respiratory 	
Week 7	C5: Respiratory Drugs cont.	<ul style="list-style-type: none"> • CourseArc. 9 Endocrine 	

Week 8	C9: Endocrine	<ul style="list-style-type: none"> SLO Assignment Ethics Due (15 points) 	Quiz #2 C5, C7, C9 (25 points)
Week 9	C6: Renal Diuretics	<ul style="list-style-type: none"> CourseArc: Comp. 6 Renal 	Exam 2
Week 10	C6: Cardio	<ul style="list-style-type: none"> CourseArc: Comp. 6 Cardio HESI Assignment Due 	
Week 11	C6: Cardio C 10: Aanalgesics & Musculoskeletal	<ul style="list-style-type: none"> Comp. 10 Aanalgesic & MS 	Quiz #3 C6 & C10 (25 points)
Week 12	C 10: Aanalgesics & Musculoskeletal	<ul style="list-style-type: none"> CourseArc: Comp. C8 CNS HESI Assignment Due 	Exam 3
Week 13	C8: CNS	<ul style="list-style-type: none"> CourseArc: Comp 3 Antimicrobial HESI Assignment Due 	
Week 14	C3: Antimicrobial	<ul style="list-style-type: none"> SLO Community Med. Assignment Due (15 points) 	Exam 4 (25 points)
Week 15	Review for Final	<ul style="list-style-type: none"> HESI Assignment Due 	Quiz #4 Cumulative (25 points)
Week 16	Comprehensive Final (100 pts) HESI EXAM	<ul style="list-style-type: none"> Course Survey 	Cumulative Final + C3

***As a reminder, there are no rounding of points. To pass the class, students must first earn an 80% average on exams and then an overall 80% in the class.**

Course Title: Nursing 543-305: Nursing Health Alterations

Credits: 3 credits; 108 contact periods

Pre-/Co-Requisites: Nursing Assistant; Body Structure & Function, Growth and Development; Written Communication, Speech; Completion of the petition process and acceptance into the core Practical Nursing Program; Nursing Fundamentals 543-301; Pharmacology 543-303; Nursing Skills 543-302; Introduction to Clinical Practice 543-304; Nursing Health Promotion 543-306

Course Description: This course elaborates upon the basic concepts of health and illness as presented in Nursing Fundamentals. It applies theories of nursing in the care of clients through the lifespan, utilizing problem solving and critical thinking. This course will provide an opportunity to study conditions affecting different body systems and apply therapeutic nursing interventions. It will also introduce concepts of leadership, team building, and scope of practice.

Methods of Assessment and Evaluation: See content below after all theory and skills course information.

Course Competencies:

- 1: Provide nursing care for clients undergoing surgery (peri-operative) (EPSLO3, EPSLO4)
- 2: Provide nursing care for clients with alterations in the musculo-skeletal system (EPSLO3, EPSLO4)
- 3: Provide nursing care for clients with alterations in the cardiovascular system (EPSLO3, EPSLO4)
- 4: Provide nursing care for clients with alterations in the respiratory system (EPSLO3, EPSLO4)
- 5: Provide nursing care for clients with alterations with autoimmune and malignancy disorders (EPSLO3, EPSLO4)
- 6: Provide nursing care for clients with alterations of the hematologic system (EPSLO3, EPSLO4)

- 7: Provide nursing care for clients with alterations in the neurological system (EPSLO3, EPSLO4)
- 8: Provide nursing care for clients with alterations of endocrine system (EPSLO3, EPSLO4)
- 9: Provide nursing care for clients with alterations of the gastrointestinal system (EPSLO3, EPSLO4)
- 10: Provide nursing care for clients with alterations of the renal/urinary system (EPSLO3, EPSLO4)
- 11: Develop a plan for making the transition from student to practicing nurse (EPSLO3, EPSLO4)
- 12: Apply leadership principles (EPSLO3, EPSLO4)
- 13: Manage care for a group of clients per the Nurse Practice Act (EPSLO3, EPSLO4)

Nursing Health Alterations 543-305 Grading Plan

Exams	Exam Point Value
Exam 1 (Competencies 1,2,13)	60 points
Exam 2 (Competency 3)	30 points
Exam 3 (Competency 10)	50 points
Exam 4 (Competencies 8)	50 points
Exam 5 (Competencies 4,7)	60 points
Exam 6 (Competencies 5,6)	60 points
Exam 7 (Competency 9,11,12)	50 points
HESI	20 points
Cumulative Final	90 points
Total Exam Points	470 Points (376 MINIMUM points required for 80%)
Learning Activities	Activity Point Value
Blackboard Quizzes	50 points
Assignments (Course Arc, SLO, HESI, etc.)	760 points
Total Learning Activity Points	810 Points (648 points MINIMUM needed overall after 80% met)

Nursing Health Alterations 543-305 Weekly Plan and Schedule

Week	Competency (C)	Assignments	Exams & Quizzes
Week 1	Competency 13: Management Competency 1: Perioperative	<ul style="list-style-type: none"> • CourseArc: Comp. 13 • CourseArc: Comp. 1 • CourseArc: Comp. 2 	
Week 2	Competency 1: Perioperative Competency 2: Musculo-skeletal	<ul style="list-style-type: none"> • SLO Assignment: Pain 	
Week 3	Review Comp 1,2,13	<ul style="list-style-type: none"> • CourseArc: Comp. 3 • HESI Adaptive Quizzing 	Quiz #1 C1, C2, C13 (25 pts)
Week 4	Competency 3: Cardiac	<ul style="list-style-type: none"> • SLO Case Study Cardio 	Exam 1 (60 points)
Week 5	Competency 3: Cardiac	<ul style="list-style-type: none"> • CourseArc: Comp. 10 	
Week 6	Competency 10: Renal/Urinary	<ul style="list-style-type: none"> • CourseArc: Comp. 8 • HESI Adaptive Quizzing 	Exam 2 (30 points)
Week 7	Competency 8: Endocrine	<ul style="list-style-type: none"> • CourseArc: Comp. 4 	Exam 3 (50 points)
Week 8	Competency 4: Respiratory	<ul style="list-style-type: none"> • CourseArc: Comp. 7 	Exam 4 (50 points)

Week 9	Competency 7: Neurological	<ul style="list-style-type: none"> • CourseArc. Comp. 5 • HESI Adaptive Quizzing 	
Week 10	Competency 5: Autoimmune	<ul style="list-style-type: none"> • CourseArc. Comp. 6 	Exam 5 (60 points)
Week 11	Competency 6: Hematology		
Week 12	Review Comp. 5 & 6	<ul style="list-style-type: none"> • CourseArc. Comp. 9 • HESI Adaptive Quizzing 	
Week 13	Competency 9: Gastrointestinal	<ul style="list-style-type: none"> • CourseArc. Comp. 11 • CourseArc. Comp. 12 	Exam 6 (60 points)
Week 14	Competency 11: Transition Competency 12: Leadership	<ul style="list-style-type: none"> • Resume Cover Letter Due 	Quiz #2 Cumulative (25 points)
Week 15	Review for Final	<ul style="list-style-type: none"> • Course Survey 	Exam 7 (50 points)
Week 16	Comprehensive Final HESI EXAM		Final (90 points) HESI (20 points)

**As a reminder, there are no rounding of points. To pass the class, students must first earn an 80% average on exams and then an overall 80% in the class.*

Course Title: Nursing 543-306: Nursing Health Promotion

Credits: 3 credits; 108 contact periods

Pre-/Co-Requisites: Nursing Assistant; Body Structure & Function, Growth and Development; Written Communication, Speech; Completion of the petition process and acceptance into the core Practical Nursing Program; Nursing Fundamentals 543-301; Pharmacology 543-303 Nursing Skills 543-302; Introduction to Clinical Practice 543-304; Nursing Health Promotion 543-306

Course Description: This course will cover topics related to health promotion in the context of the family. We will cover nursing care of the developing family, which includes reproductive issues, pregnancy, labor and delivery, post-partum, the newborn, and the well and ill child. Recognizing the spectrum of healthy families, we will discern patterns associated with adaptive and maladaptive behaviors applying mental health principles. An emphasis is placed on teaching and supporting healthy lifestyle choices. Nutrition, exercise, stress management, empowerment, and risk reduction practices are highlighted. Study of the family will cover dynamics, functions, discipline styles, and stages of development.

Methods of Assessment and Evaluation: See content below after all theory and skills course information.

Course Competencies:

- 1: Use principles of teaching/learning when reinforcing teaching situation (EPSLO2)
- 2: Apply principles of family dynamics to nursing care (EPSLO4)
- 3: Adapt nursing interventions for maladaptive patterns of behavior (EPSLO1, EPSLO3)
- 4: Provide nursing care for patients with reproductive issues (EPSLO3, EPSLO4)
- 5: Provide nursing care for a healthy pregnant woman (EPSLO3, EPSLO4)
- 6: Provide nursing care during uncomplicated labor and delivery (EPSLO3, EPSLO4)

- 7: Provide nursing care for the healthy newborn (EPSLO3, EPSLO4)
- 8: Provide nursing care for the postpartum patient (EPSLO3, EPSLO4)
- 9: Adapt nursing care for the developing child (EPSLO4, EPSLO5)
- 10: Plan nursing care for the ill child (EPSLO3, EPSLO4)
- 11. Plan a healthy diet for a well patient (EPSLO4)
- 12: Encourage healthy lifestyle behaviors in patients (EPSLO4, EPSLO5)
- 13: Promote safety/accident prevention across the lifespan (EPSLO5)
- 14: Promote healthy coping in acute and chronic illness (EPSLO4, EPSLO5)

Nursing Health Promotion 543-306 Grading Plan

Exams	Exam Point Value
Exam 1	50
Exam 2	50
Exam 3	50
Exam 4	50
Exam 5	50
Exam 6	50
HESI	20
Final Exam	100
Total Points	420
Learning Activities	Activity Point Value
Prep Packs	35
Quizzes	140
Discussion Board	20
Adaptive Quizzing	40
Assignments/Presentations	155
Total Learning Activity Points	390

**As a reminder, there are no rounding of points. To pass the class, students must first earn an 80% average on exams and then an overall 80% in the class.*

Nursing Health Promotion 543-306 Weekly Plan and Schedule

Week	Competency (C)	Assignments	Exams & Quizzes
Week 1	Orientation to Course Competency 1: Teaching/Learning	Course Policies & Contract Blog Introductions Prep-Pac Name of TV Family Assignment	Competency 1 Quiz
Week 2	Competency 2: Family Dynamics	Family dynamics assignment	Competency 2 Quiz
Week 3	Competency 4: Reproductive Issues	Prep Pack	Exam 1 Competency 4 Quiz
Week 4	Competency 5: Healthy Pregnancy	Prep Pack Adaptive quizzing week 4	Competency 5 Quiz
Week 5	Competency 6: Uncomplicated Labor and Delivery	Prep Pack	Exam 2 Competency 6 Quiz
Week 6	Competency 8: Postpartum	Prep Pack	Competency 8 Quiz

Week 7	Competency 7: Healthy Newborn	Prep Pack	Competency 7 Quiz
Week 8	Competency 9: Developing Child	Book Ch 1-4 Discussion Post	Exam 3 Competency 9 Quiz
Week 9	Competency 10: Ill Child	Book Ch 5-8 Discussion Post	Competency 10 Quiz
Week 10	Competency 13: Safety Accident Prevention	Prep Pack	Competency 13 Quiz
Week 11	Competency 12: Healthy Lifestyle	Book Ch 9-12 Discussion Post	Exam 4 Competency 12 Quiz
Week 12	Competency 11: Healthy Diet	Book Ch 13-16 Discussion Post	Competency 11 Quiz
Week 13	Competency 14: Healthy Coping	Book Ch 17-20 Discussion Post	Exam 5 Competency 14 Quiz
Week 14	Competency 3: Maladaptive Behaviors	Prep Pack Patient teaching Presentation	Competency 3 Quiz
Week 15	Final Exam Review	Review activity Book: Reflective Paper	Exam 6
Week 16	Cumulative Final Exam		Proctored HESI Exam Final Exam

**As a reminder, there are no rounding of points. To pass the class, students must first earn an 80% average on exams and then an overall 80% in the class.*

Summary: Methods of Evaluation for all Theory and Skills Courses

Methods of Evaluation Used for all Theory courses

Exam questions for each content area. Quizzes for each content area
 Simulated experiences and Case studies
 Group work, presentations
 HESI practice and proctored exams, adaptive quizzing

Methods of Evaluation Used in Skills course:

Exam and Quizzes questions for each content area
 Simulated experiences and case studies
 Group work
 Practice labs and Practical skills performance assessments (formative and summative)

Assessment Methods used by all Theory and Skills courses:

Successful participation in this course involves completion of a variety of required course assignments and all examinations. Course assignments may or may not be given points toward the final course grade. A course grade of "B" (80%) on exams or better is required. After the student achieves an 80% exam average, the total number of all course points must also be at 80% or higher in order to successfully complete the course. Information

identifying the points for each activity, course point distribution and the course grading scale will be distributed to each student at the start of the course.

End of Program Student Learning Outcomes for Clinical Courses*

1. Integrate Practical Nursing identity reflecting integrity, responsibility, and nursing standards. **(Professionalism)**
2. Communicate basic information using multiple sources in nursing practice. **(Communication)**
3. Utilize theoretical knowledge to participate in decision making. **(Integration of theory into practice)**
4. Apply the nursing process to basic client care across diverse populations. **(Nursing Process)**
5. Function as a healthcare team member to provide safe and effective care **(Safety/Collaboration)**

***WTCS modified the original 7 EPSLOs to 5 EPSLOs for clinical courses effective fall 2021**

Clinical Courses Pre-/Co-Requisites: Students must also have completed or be simultaneously enrolled in the semester's theory courses in order to take the clinical courses. If it is identified at any time during the semester that a student is not enrolled in, nor has completed the semester's theory courses, the student must immediately withdraw from the clinical course(s). If the student withdraws from a theory course during the semester, prior to the completion of the clinical course, the student must also withdraw from the clinical course at that time.

Methods of Evaluation used by all Clinical courses:

Drug dosage exam

Patient care experiences/assignments

Specialized assignments related to the clinical unit patient population, care setting and student role (ex: team leading)

Individual and group work regarding patient care, care planning and patient teaching

Communications assignments, EHR/Unit Documentation– according to the clinical site

Medication passes, and Clinical simulations

Successful participation in this course involves completion of a variety of required course assignments and a course grade of pass or "P". To obtain a clinical grade of "P" the student must achieve a satisfactory rating in each competency for the clinical course. A satisfactory rating is achieved when students meet all the performance criteria for each clinical course competency as described in the clinical evaluation tool. A student cannot receive a grade of satisfactory in any competency if they are unsatisfactory in any performance criteria for that competency. All first semester students must achieve a minimum of a level 1 ("assisted") on each competency. All second semester students must achieve a minimum of a level 2 ("supervised") on each competency. In addition, students are required to maintain satisfactory performance of all previous clinical course competencies in order to receive a satisfactory grade in subsequent clinical courses. The student must pass a drug dosage calculation exam at 85% or higher in the clinical course. Up to two (2) retakes of the drug dosage calculation exam are offered for those that are unsuccessful on the first attempt.

Course Title: Nursing 543-304: Nursing Introduction to Clinical Practice

Credits: 2 credits; 108 contact periods

Course Description: This introductory clinical course emphasizes basic nursing skills and application of the nursing process in meeting the needs of diverse clients. Emphasis is placed on performing basic nursing skills, the formation of nurse-client relationships, communication, data collection, documentation and medication administration.

Course Title: Nursing 543-307: Nursing Care Across the Lifespan Clinical

Credits: 2 credits; 108 contact periods

Course Description: This clinical experience applies nursing concepts and therapeutic interventions to clients across the lifespan. It also introduces concepts of teaching and learning. Extending care to include the family is emphasized.

Course Competencies and Performance Criteria: Listed below for all clinical courses

Course Title: Nursing 543-308: Nursing Introduction into Clinical Care Management

Credits: 2 credits; 108 contact periods

Course Description: This clinical experience applies nursing concepts and therapeutic nursing interventions to groups of clients. It also introduces leadership, management, and team building concepts.

Course Competencies and Performance Criteria: Listed below for all clinical courses

PN EPSLO #1 Integrate Practical Nursing identity reflecting integrity, responsibility, and nursing standards.		
Intro to Clinical Practice (PC)	Clinical Care Across the Lifespan (PC)	Clinical Care Management (PC)
Practice within agency and school policies, state laws, industry standards and the ethical frameworks of nursing	Practice within agency and school policies, state laws, industry standards and the ethical frameworks of nursing	Practice within agency and school policies, state laws, industry standards and the ethical frameworks of nursing.
Protect client rights and treat all individuals with dignity and respect	Protect client rights and treat all individuals with dignity and respect	Protect client rights and treat all individuals with dignity and respect.
Demonstrate professional behaviors	Practice professional behaviors	Practice professional behaviors
Recognize responsibility for learning and client care	Demonstrate accountability for learning and client care	Demonstrate accountability for learning and client care
Identify practices consistent with evidence-based standards, policies, and procedures	Examine practices consistent with evidence-based standards, policies, and procedures	Examine practices consistent with evidence-based standards, policies, and procedures.

PN EPSLO #2 Communicate basic information using multiple sources in nursing practice.		
Intro to Clinical Practice (PC)	Clinical Care Across the Lifespan (PC)	Clinical Care Management (PC)
Participate in basic verbal, non-verbal, and therapeutic communication strategies in basic client situations	Demonstrate appropriate verbal, non-verbal, and therapeutic communication strategies in basic client situations	Demonstrate appropriate verbal, non-verbal, and therapeutic communication strategies within a team
Participate in communication strategies based on clients' age, developmental level, disability and/or culture under supervision	Demonstrate communication strategies based on clients' age, developmental level, disability and/or culture	Demonstrate communication strategies based on clients' age, developmental level, disability and/or culture and team characteristics
Collect basic data from health record and a variety of professional sources to provide client care under direction	Collect relevant data from health record and a variety of professional sources to provide client care	Collect relevant data from health record and a variety of professional sources to provide client care
Provide basic and accurate information under direction to stable clients, instructor, and health care team	Provide accurate information to clients, instructor, and health care team	Provide accurate information to clients, families, peers, instructor, and health care team
Document basic and accurate information in a timely manner using electronic or agency standard documentation systems	Document accurate, pertinent information in a timely manner using electronic or agency standard documentation systems	Document accurate, pertinent information in a timely manner using electronic or agency standard documentation systems

Identify appropriate terminology, spelling, and grammar in all communications with guidance	Use appropriate terminology, spelling, and grammar in all communications independently	Use appropriate terminology, spelling, and grammar in all communications Independently
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PN EPSLO #3 Utilize theoretical knowledge to participate in decision making.		
Intro to Clinical Practice (PC)	Clinical Care Across the Lifespan (PC)	Clinical Care Management (PC)
Describe basic theoretical knowledge when caring for clients.	Apply theoretical knowledge to assist in the care of clients and families	Apply theoretical knowledge to assist in the management of clients
Demonstrate a questioning and open mind	Maintain a questioning and open mind while providing care across the lifespan	Maintain a questioning and open mind while providing client care as part of a team
Identify quality improvement concepts	Explore quality improvement strategies in the healthcare environment	Participate in quality improvement strategies to decrease risk of adverse outcomes in the management of client care
Explain client medication information including classification, indication, action, dosage, side effects, interactions, compatibilities, and nursing implications	Associate clients' health status to assessment findings, medications, laboratory and diagnostic test results, pathophysiology, medical and nursing interventions	Relate clients' health status to assessment findings, medications, laboratory and diagnostic test results, pathophysiology medical and nursing interventions

PN EPSLO #4 Apply the nursing process to basic client care across diverse populations.		
Intro to Clinical Practice (PC)	Clinical Care Across the Lifespan (PC)	Clinical Care Management (PC)
Collect client assessment data using correct techniques	Collect client assessment data, including risk factors	Collect client assessment data as part of a team
Identify abnormal data and changes in client condition	Differentiate between relevant and irrelevant data to identify potential etiologies	Differentiate between relevant and irrelevant data to identify potential etiologies with the team
Participate in care plan development based on diverse client needs	Develop a plan of care based on client diversity and analysis of client data, including strategies for health promotion and risk reduction	Develop a plan of care based on client diversity and analysis of data
Perform identified nursing interventions in the client plan of care under supervision	Implement nursing interventions based on individual client needs under supervision	Implement nursing interventions based on individual client needs within the team under supervision

Identify the achievement of client outcomes with the supervisor	Assess achievement of client outcomes in collaboration with the supervisor	Evaluate achievement of client outcomes in collaboration with supervisor
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PN EPSLO #5 Function as a healthcare team member to provide safe and effective care.		
Intro to Clinical Practice (PC)	Clinical Care Across the Lifespan (PC)	Clinical Care Management (PC)
Adhere to safety measures in protecting client, self and others from injury, infection, and harm	Identify and report real and potential safety concerns across the lifespan in a timely manner	Identify and report real and potential safety concerns in a timely manner
Identify your role within the healthcare team	Contribute to creating a cohesive work environment	Plan actions that contribute to collaboration and conflict resolution
Participate in client care activities developed by the healthcare team	Demonstrate flexibility in carrying out client care activities	Organize and prioritize client care activities
Identify guidelines of delegation	Implement principles of delegation to meet client needs	Implement principles of delegation to meet client needs



Student Handbook



MADISON COLLEGE
**SCHOOL OF
NURSING**

School of Nursing Student Handbook

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FORWARD

Welcome to the School of Nursing at Madison College. The *School of Nursing Student Handbook* has been prepared to provide you with important information that you will need as you progress through your program of study in the School of Nursing. In this handbook, you will find specific policies and procedures that apply to nursing students. You should read through this handbook carefully as you begin your nursing studies and keep the handbook for future reference as you progress through your program.

In addition to this handbook, the Madison College website ([Madison College](#)) is an important reference. Policies that apply to all students in the college will not be found in the *School of Nursing Student Handbook*, but rather are found on the website. For those policies that are specific to School of Nursing students, you will find a reference in the *School of Nursing Student Handbook* to help you find the policy on the Madison College Website.

The nursing faculty believes that although learning is primarily the student's responsibility, the instructors will assist the student in developing talents, aptitude, and the ability to participate as an effective member of the health team. The faculty welcomes you to what promises to be one of the most demanding, yet satisfying, experiences of your life.

Welcome to the world of nursing!

SCHOOL OF NURSING MISSION AND VISION STATEMENTS

Mission Statement

In partnership with our communities, the Madison College School of Nursing serves all with excellence, honor, respect, and integrity toward the achievement of health and economic equity.

Vision Statement

The Madison College School of Nursing will be the college of choice for the establishment of an essential, exceptional, and diverse nursing workforce.

Equity and Inclusion Mission Statement

To be engaged in the learning process, one must feel included, valued, and respected. Diversity, Equity, and Inclusion are more than just words to us- the students, faculty and staff who study, teach, and offer support in the Madison College Nursing Program. We embrace these principles. Our mission is to continually build and nurture a culture based on equity and inclusion. These principles guide how we build our teams, manage our classroom and clinical experiences, and cultivate future nurses.

We desire to: 1) reflect our patient and community demographics within our college and program community and, 2) embody a deep sense of pride, passion and belonging that transcends any learner status, or faculty and staff role, position or title held. Encouraging, supporting, liberating, and celebrating diverse voices shapes our goals and mission. Through experiences that represent collaborative ideas and multiple perspectives from a community comprised of all backgrounds and abilities, we strive to create unique, inclusive learning experiences and environments that will deliver impactful, real-world oriented nursing graduates to our communities.

Learn about the [Wisconsin Technical College System's Mission and Vision](#).

Learn about the [Madison College Mission, Vision, and Values](#).

NURSING CURRICULUM

Philosophy

This philosophy incorporates Wisconsin Technical College System (WTCS) faculty beliefs regarding nursing education as shaped by the WTCS nursing mission statement.

Nursing is the dynamic interpersonal goal-directed process that seeks to promote optimal health within the context of individuals, family, community, and society. The concepts of caring and integrity are central to nursing and communicated through both attitude and action. Nursing uses the nursing process, a problem-solving approach to provide holistic, patient centered care to individuals, families, and groups. Nurses assess health and make clinical decisions to manage and provide safe and effective nursing care according to standards of practice within the legal, ethical, and regulatory frameworks. Nursing is based on knowledge and science and is demonstrated by evidence-based practice. Through collaboration with other health care professionals, nursing is responsive to the needs of the community across the health-illness and lifespan continuum.

Individuals, families, and groups are diverse, complex living beings, in which physical, psychological, cultural, and spiritual health processes are in constant interaction. This constant interaction provides the capacity for change. Individuals have inherent worth, dignity and autonomy in health care decisions.

Nursing education facilitates the development of knowledge, attitudes, and skills appropriate to the learner's level of nursing practice. Nursing education integrates concepts from nursing and other disciplines and takes place in institutions of higher learning. As a practice discipline, nursing education requires the use of performance-based instruction with measurable competencies. Faculty and learners create a safe, cooperative environment, which stimulates the spirit of inquiry, clinical reasoning, and self-directed life-long learning. Excellence in nursing education is achieved by providing students with a rigorous and dynamic curriculum using technology, partnerships, and resources. Graduates are prepared to meet community specific healthcare needs as entry-level practitioners.

The WTCS System-wide curriculum for nursing programs provides a seamless curriculum, which is flexible and accessible for learners on a statewide basis. Prior learning, experience and career mobility are valued, and efforts are aimed at facilitating articulation between levels of nursing. Information gathering within the community network that includes advisory committees, employers, and health care consumers enhances curriculum review and revision.

Nursing Conceptual Framework

The conceptual framework of the Nursing statewide curriculum is derived from the mission and philosophy of the nursing program. This conceptual model is a visualization of the interrelationships between the nursing students, the values of the program, and main concepts that are threaded throughout the program outcomes and competencies.

The compass symbolizes the direction of the student's growth throughout the program as well as their future endeavors. The star focuses on the program itself, the customers and student resources. The outer circle depicts the environment where nursing care is provided, and student learning develops. Eight core values defined in the mission are noted in the middle circle. The inner circle describes the threads of the nursing program, necessary for growth and direction for the student. The threads add structure to the content and attainment of program outcomes.

Three major concepts are integrated into this conceptual framework. The first concept is the tradition of nursing care in a holistic, patient-centered environment. The second concept is the Nursing Process and the integration of the process into every nursing course. The third concept is the outcomes that are woven throughout the program, which help to organize the course content.

The program outcomes are also the framework for evaluation of student progress, direction, and performance. All the concepts utilize evidenced-based practice and information from the sciences, technology, and humanities.

WTCS 2013

Nursing Compass

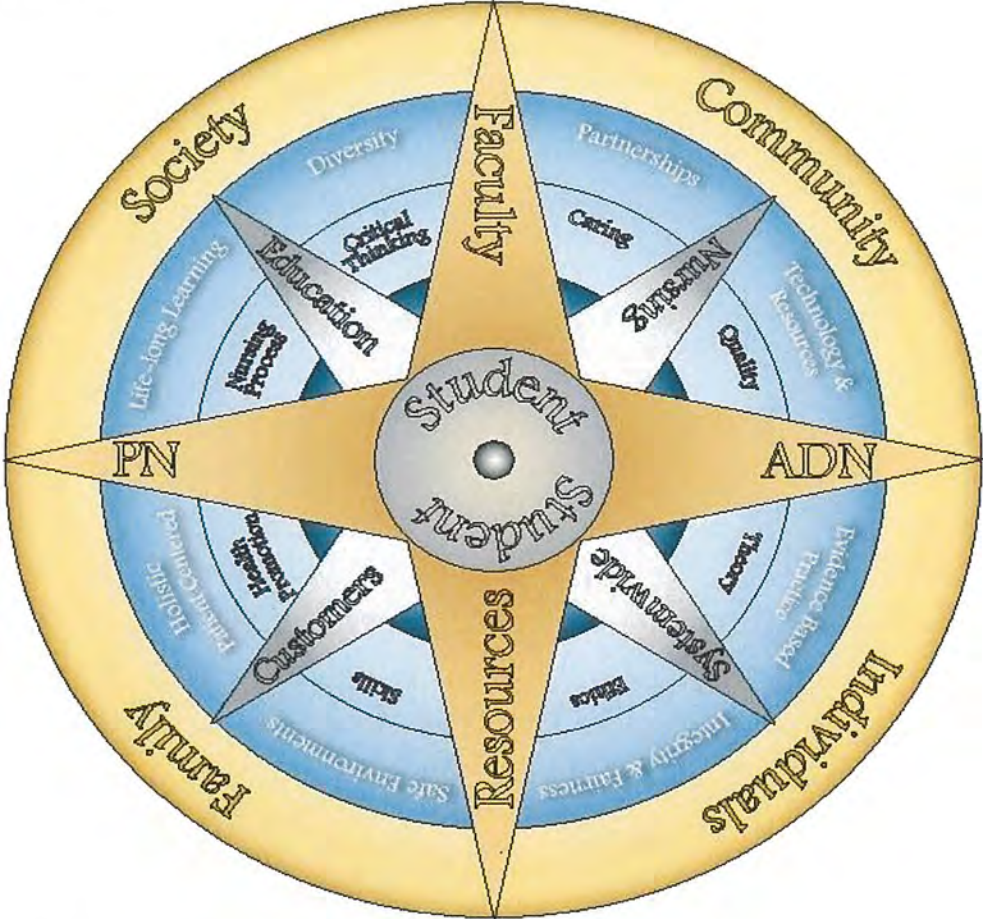


Figure 1: The Conceptual Framework of statewide curriculum

End-of-Program Student Learning Outcomes

- #1 – Integrate professional nursing identity reflecting integrity, responsibility, and nursing standards. **(Professionalism)**
- #2 – Communicate comprehensive information using multiple sources in nursing practice. **(Communication)**
- #3 – Integrate theoretical knowledge to support decision making. **(Integration of Theory into Practice)**
- #4 – Integrate the nursing process into client care across diverse populations. **(Nursing Process)**
- #5 – Function as a healthcare team member to provide safe and effective care. **(Safety/Collaboration)**

PROGRAM REQUIREMENTS

Upon entering the program, students enrolled in Madison College nursing programs should be able to meet the established Functional Abilities identified below with or without reasonable accommodation. The Functional Abilities for the nursing programs are representative of those found in the nursing profession.

	Standard	Examples (not a complete list)
Physical Skills	<p>The student should demonstrate:</p> <ul style="list-style-type: none"> • Fine motor ability for data collection/assessment and to promote a safe care environment. • Gross motor ability for data collection/assessment and to promote a safe care environment. • Stamina sufficient to maintain physical activity for a period of a typical clinical shift. • Ability to tolerate working in confined areas. 	<ul style="list-style-type: none"> • The ability to grasp, twist, squeeze, pinch, and manipulate equipment (e.g., operate fire extinguishers, use a manual blood pressure cuff, word process on a keyboard). • The ability to move in confined spaces; move body from one side to the other; reach below the waist and to the front or the side of the body to the level of the top of head (e.g., adjust overhead lights, plug electrical appliance into wall outlet). • The ability to push, pull, stabilize, and freely move to allow movement of an object or transfer of a client from one place to another. • The ability to squat or execute a modified squat; move quickly in case of emergency situations.
Sensory Skills	<p>The student should demonstrate:</p> <ul style="list-style-type: none"> • Tactile, auditory, visual, and olfactory ability for data collection/assessment and to promote a safe care environment. • Ability to tolerate heat and humidity. • Ability to tolerate exposure to odors and common allergens. 	<ul style="list-style-type: none"> • Tactile examples include ability to distinguish subtle vibrations through the skin (e.g., assess a pulse), identify the subtle difference in surface characteristics (e.g., feel a raised rash), and detect temperature (e.g., Skin, liquids, environment). • olfactory examples include the ability to detect differences in body and environmental odors. • The ability to understand voices or other means of communication at any volume or distance. • Identify dangerous objects and client situations within the client room (e.g., shower and spa rooms). • Placement in a latex or allergen free environment cannot be guaranteed.
Communication Skills	<p>The student should demonstrate:</p> <ul style="list-style-type: none"> • Effective communication with clients, client families, and other members of the health care team. • Ability to understand text. 	<ul style="list-style-type: none"> • Ability to interact and support clients during times of stress and emotional upset o ability to cope with strong emotions and physical outbursts of clients while remaining in a reasonable state of calm. • Ability to focus attention on client needs despite interruptions and multiple demands o ability to apply knowledge gained in the classroom to

	<ul style="list-style-type: none"> • Ability to understand charts, graphs and worksheets. • Ability to read and understand digital and computer displays, as well as enter data in a computerized client record. • Emotional stability. • Interpersonal skills. 	<p>establish appropriate relationships with clients, families, and co-workers.</p> <ul style="list-style-type: none"> • Ability to interact as a member of the healthcare team. • Ability to show respect for diversity in culture, religion, sexual orientation, marital status, socioeconomic status and abilities/disabilities.
Safety Skills	<p>The student must:</p> <ul style="list-style-type: none"> • Apply knowledge, skills, and experience to provide a safe work environment. 	<ul style="list-style-type: none"> • Work in an environment with potentially infectious materials. • Demonstrate adherence to safety guidelines and regulations. • Recognize potentially hazardous conditions and take appropriate actions. • Maintain immunization and health care requirements. • Utilize personal protective equipment (gloves, masks, eyewear, gown). • Operate equipment, adhering to safety standards. • Identify and resolve unsafe situations. • Be familiar with and follow emergency procedures.
Critical Thinking Skills	<p>The student should demonstrate:</p> <ul style="list-style-type: none"> • Ability to count and understand the meaning of numbers. • Problem solve and make decisions. • Apply knowledge, skills and experience. 	<ul style="list-style-type: none"> • Addition, subtraction, multiplication, and division with or without the use of a calculator. • Measure length by reading a tape measure or ruler, and the ability to tell time on a clock. • Recognizes the need to consult with healthcare professionals. • Prioritizes patient care duties • Problem solve complex situations while maintaining a professional demeanor.
Professionalism	<p>The student should demonstrate:</p> <ul style="list-style-type: none"> • Ability to accept constructive feedback. • Accept responsibility for own actions. • Ability to adapt to changing situations and emergency conditions while maintaining emotional control. 	<ul style="list-style-type: none"> • Exhibit positive interpersonal skills. • Maintains confidentiality. • Demonstrate ability to work as a team member. • Adhere to attendance, dress code, and personal hygiene policies. • Respond to challenging situations while maintaining composure and professionalism.

If a student believes that they may need accommodations to assist them in performing the Essential Functions, please contact the Program Director/Program Chair for their specific nursing program. They may also contact the [Disability Resource Services \(DRS\)](#) office at 608.246.6716 or 800.322.6282, ext. 6716 or email DRS at drs@madisoncollege.edu prior to the semester they begin their nursing program.

Caregiver Background Check Information and Statement of Understanding

In compliance with the Wisconsin Caregiver Law (1197 WISCONSIN ACT 27, HFS 12), caregiver background checks are completed on all students entering designated programs in the Wisconsin Technical College System (WTCS). The completion of a caregiver background check includes the review of criminal records for convictions of serious crimes or a history of improper behavior.

Madison College School of Nursing students are required to have background checks at the state and national levels including out-of-state criminal history search, tribal court criminal history search, check of relevant military records, and check of county or local records prior to entering the clinical agencies that will host the clinical component of the program.

A completed background check as prescribed under Wisconsin's law includes all the following:

- Completed self-disclosure background information (BID form) - updated yearly.
- Electronic status check of professional licenses and credentials through the Department of Safety and Professional Services.
- Electronic criminal history search from the Wisconsin Department of Justice.
- Electronic review of records kept by the Department of Health and Family Services for any substantiated findings of abuse or neglect, and license restrictions or denials.

The legal contract (“affiliation”) between the clinical agency and Madison College requires that Madison College provide background check findings for all students assigned to clinical experiences in their facility. In addition, clinical sites require documentation including the criminal complaint and disposition or judgment documents of any convictions. Based on this information, the clinical agency can deny the student access to their facility. It is completely up to the clinical agency – Madison College has no recourse in the clinical agency’s decision.

Contact the Clinical Coordinator or Program Director for the specific program to discuss past charges and convictions and their implications on program progression and/or licensure. While there is a list of charges/convictions that would never be accepted, there are also charges/convictions that may be accepted under certain circumstances (e.g., the offense occurred many years ago). This potential denial list is also subject to change – again, it is up to the clinical agency to make this decision. See the [Department of Health Services website](#) for a list of commonly considered convictions. All personal information related to caregiver background checks will remain confidential and is shared only between appropriate members of the School of Nursing leadership team and the student’s clinical site(s).

Wisconsin law requires caregivers (i.e., nursing students) to notify the entity (i.e., Program Director/Program Chair) as soon as possible, but no later than the person's next working day (scheduled class day) when any of the following occurs:

- The person has been convicted of any crime.
- The person has been or is being investigated by any governmental agency for any other act, offense, or omission, including an investigation, related to the abuse or neglect, or threat of abuse or neglect, to a child or other client, or any investigation related to misappropriation of a client's property.
- The person has a governmental finding substantiated against them of abuse or neglect of a client or of misappropriation of a client's property.
- In the case of a position for which the person must be credentialed by the department of regulation and licensing, the person has been denied a license, or the person's license has been restricted or otherwise limited.

As stated before, the clinical site determines whether to accept a student at the clinical facility; Madison College School of Nursing leadership does not make this decision. The Clinical Coordinator will notify the student if clinical placement is denied related to the results of the criminal background check.

A complete Caregiver Background Check (which includes a Background Information Disclosure) must be completed prior to beginning first semester clinical nursing courses.

Completion of a BID (Background Information Disclosure) form is required at the beginning of the program and prior to beginning third semester nursing courses.

Students need to complete this requirement using the platform, [CastleBranch](#).

More information on this process can be found on the program's Blackboard site. For remaining questions, please contact the Clinical Coordinator for assistance.

If the applicant believes the background check is inaccurate, they may appeal the decision and request a review with the Associate Dean, School of Nursing. It is the applicant's responsibility to produce substantial evidence that proves the disqualifying criminal conviction record is inaccurate.

Caregiver background check information may affect eligibility to obtain state licensure. Graduation from the nursing program does not ensure the state will give approval to sit for NCLEX. More information can be obtained at the Department of Safety and Professional Services website ([DSPS](#)). **Knowingly providing false information or omitting information will result in dismissal from the program.**

Student Health, CPR and Health/Accident Insurance Requirements

All health history and immunization information, CPR certification requirements, TB screening and health/accident insurance requirements must be on file in the student's account with [CastleBranch](#). The student will receive electronic updates when information needs to be renewed or added to their account. The account information must be complete and current prior to beginning clinical experiences in the nursing program each semester.

More information can be found on the [Health Sciences and Nursing Programs Forms and Policies](#) webpage.

Latex Allergy

Refer to [Forms and Policies](#) webpage.

Smallpox Vaccine

Students who are contemplating receiving a smallpox vaccine should consult with faculty prior to receiving the vaccine. A smallpox vaccine may affect the student's ability to participate in clinical experiences for the identified time-period per CDC guidelines.

TB Screening

TB screening is required annually and must be current during the duration of each clinical experience.

CPR for Health Care Providers

Students are required to maintain current certification in CPR for Health Care Providers. This must be an American Heart Association **BLS** Healthcare Provider course OR the American Red Cross **BLS** Healthcare Provider course. This certification includes training in the care of infants, children, and adults, and includes AED training. This must be current during the duration of each clinical experience. Online-only courses do not include hands-on skills testing and will not meet this requirement.

Influenza Vaccination

Most clinical sites used in the School of Nursing require evidence of current influenza vaccination for students assigned to those sites. All clinical students will be required to obtain the influenza vaccine prior to attending clinical. Students unable to receive the vaccination for influenza must notify the Clinical Coordinator, complete a declination form, and submit the completed declination form to their CastleBranch account. Inability to meet this requirement may affect the student's ability to attend clinical and complete a clinical course satisfactorily.

COVID-19 Vaccination

As of Fall 2021, being fully vaccinated against Covid-19 is a new health-requirement and immediately effective for all School of Nursing faculty and students in all programs. The vaccine is required to attend all courses within the programs. This requirement is needed to protect the health and safety of the vulnerable populations the School of Nursing proudly serves during this pandemic. Students unable to receive the vaccination for COVID must notify the Clinical Coordinator to complete declination and waiver forms.

Health/Accident Insurance

All School of Nursing programs require students to have basic health/accident insurance for clinical participation. With their signature on the Health Screen form, students are indicating that they agree to maintain coverage throughout the duration of their clinical experience(s) in the nursing program and that they understand Madison College cannot assume any liability or financial obligation for students' health care. Students can purchase accident insurance through Madison College each semester if they do not have their own health insurance. This can be purchased by accessing the website:

<https://madisoncollege.edu/academics/areas-of-study/health-sciences/health-education-policies>. This insurance is acceptable for clinical requirements. Evidence of the student's insurance must be submitted to their CastleBranch account.

Drug Screening

Clinical sites may require students to provide evidence of recent drug screen results prior to attending clinical at the facility. Students will be notified prior to the start of the clinical to complete this requirement. The student is responsible for any costs associated with processing and evaluation of the drug screen. Any student who refuses to complete a required drug screen or has a positive drug screen result that is NOT cleared by medical review will be required to meet with the Clinical Coordinator. Drug screens are completed through the student's CastleBranch account directions. AODA resources are available through [Madison College's Counseling Department](#).

Nursing students wishing to or currently using CBD oil are advised to have a discussion with healthcare providers prior to initiation. Drug screening panels measure the by-product of THC breakdown and CBD oil has low or no THC, therefore it is unlikely a student would test positive.

With their signature on the Student Handbook Sign off form, the student gives permission to the College to release pertinent caregiver background check (which may include social security number), drug screen and health information to the clinical agency upon request.

ENROLLMENT POLICIES AND PROCEDURES

Associate Degree Nursing Course Registration Procedure

Associate Degree Nursing registration has a different timeline than the rest of Madison College. Classes will be published on the website and registration will begin after week 11 of the semester. All registration dates and instructions will be posted to the program's BlackBoard site prior to open enrollment.

Courses will be available for viewing approximately two weeks prior to the registration date. Students will register for the upcoming semester courses on a first come, first serve basis per Madison College policy.

NOTE: Students will not be able to use the 'Validation' feature prior to open enrollment. Students should make sure to choose classes that are designated to the student's "home" campus or Online. Prior to registration, validation of a class will result in the error "Instructor Consent required," however, the instructor does not have the ability to offer consent for registration until after the enrollment window has opened.

Students must register for all clinical courses on their designated "home" campus, with the exception of the Transitions course sections, 543-116, which are open to all district students for selection. Failure to register at the student's home campus without Program Director permission may lead to removal from those courses.

Designation of clinical courses at particular clinical sites is tentative, is based on site availability, and may change without notice.

Prior to the beginning of the upcoming semester, course registration for **skills/lab** and **clinical** courses will be closed so that the program may provide the clinical sites with required background checks, health information and onboarding requirements. During this time, a student requesting a change in a clinical course selection will need to contact the instructor and Program Director to see if this is possible. There is no guarantee that a change can occur after the courses are closed.

Madison College has a policy for switching sections of a course ([Madison College Section Change Policy](#)) which must be followed for nursing **theory** courses. This includes switching sections between day and evening course offerings, as well as online, hybrid and face-to-face offerings. Per Madison College policy, the section change may occur within the first week of the course without needing instructor permission. After the first week, the student must obtain signatures from both instructors. In addition, no switch can be made once a course exam had been given.

If the student is re-enrolling into a course (had withdrawn or previously failed), the student must be granted permission from the Program Director by submitting a [Re-enrollment Request Form](#) (Appendix 1). Failure to follow this policy may lead to removal from that course.

Practical Nursing Course Registration Procedure

Practical Nursing students will follow the Madison College-wide registration process and timeline. For more information about registration, please visit [Madison College Registration](#).

Online Nursing Course Policy

While Face-to-Face and Hybrid classes require a student to register for their “home” campus, Online Live, Online, and Classroom Live class are open to any nursing student in the district. Online exams are proctored through Honorlock.

A student who enrolls in an online or online live nursing course is responsible for obtaining access to computers, the internet and required software. Technology-related issues are not an excuse for being late with or missing assignments, quizzes, and tests/examinations. Inadequate computer or internet access, or unavailability of required software will not be an acceptable excuse for failure to meet course requirements. The student must have an activated Blackboard account. Keep in mind that all Online Live courses require a webcam, microphone and internet connection that allows video streaming.

Other WTCS School Course Enrollment Policy

To enroll in an online nursing course from another WTCS district, a student must adhere to the following:

- Students are responsible for finding an out of district course to take.
- Obtain permission from the Program Director to enroll in the course. Complete the [Out of District Course Request form](#) (Appendix 2) and return it to the Program Director.
- Program Director will give the student permission to take the course and communicate this with the college where the student is registering.
- Enroll in a course which requires an instructor-approved proctor for all course exams. Proctors must meet the out-of-district college proctor requirements as well as Madison College nursing program requirements for proctors.
- A student who has taken an online course from another WTCS district is responsible for submitting an unofficial transcript which demonstrates a passing grade to the Program Director prior to starting the next semester’s nursing courses.
- The student must have an official transcript sent to Madison College, so that transfer credit can be obtained to meet program and graduation requirements.

All current Madison College and nursing program policies related to registration, course progression, reentry, withdrawal, transfer, dismissal and readmission apply to students taking online courses from other WTCS districts.

A student in the Madison College nursing programs can take no more than 25% of the program’s core nursing courses from other WTCS districts.

Summer Course Enrollment Policy (Online, Online Live, Hybrid or Face-to-Face):

All general policies for Online, Online Live, Hybrid or Face-to-Face nursing courses and Online, Online Live, Hybrid or Face-to-Face course enrollment policies from other WTCS districts apply to courses taken during the summer.

If the nursing course is available in the summer at Madison College, the student *must* take the course at Madison College. It is recommended that students take only one theory course per summer. However, students may have the option of taking two theory classes per summer but must meet with their Program Director prior to registering. One of the two theory classes *must* be taken at Madison College.

If the course is not available at Madison College, and the student wants to take the course from another WTCS district, the following must occur:

- The student is responsible for locating a course to take.
- The student must complete the [Out of District Course Request Form](#) (Appendix 2) and submit this to the Program Director.
- The student must be in good standing (must have a GPA of 2.0 or better).
- The out-of-district online course policy requires ALL exams to be proctored by an approved proctor.
- Upon completion of the course, the student must provide a copy of the unofficial transcript to the Program Director.
- The student must have an official transcript sent to Madison College, so that transfer credit can be obtained to meet program and graduation requirements.
- Any core nursing course taken outside of Madison College is subject to the School of Nursing Re-enrollment policy and Course Failure/Withdrawal Policy.
- All fourth semester courses must be taken through Madison College.

Transfer to a Different Campus

Students are encouraged to petition to the campus where they are most likely to remain for the entire program. If a transfer between campuses is desired or becomes necessary, the student must contact the Program Director. Requests are considered on a space-available basis and allowed after campus-specific needs are fulfilled. The student must complete the [Campus Transfer Request Form](#) (Appendix 3) and return it to the Program Director. The Program Director will contact the student if transfer is possible.

ACADEMIC POLICIES AND PROCEDURES

Academic and Professional Integrity

Adherence to the standards of academic honesty and integrity are an absolute expectation in the nursing program. It is therefore important that students are familiar with the rules and consequences of academic misconduct. Students can visit [Madison College Academic Integrity](#) to read the college's description of academic integrity as well as what constitutes academic misconduct and its consequences. In addition, students can ask nursing faculty any questions concerning the standards of academic honesty and integrity.

Nursing Code of Ethics

As a student in the School of Nursing, the student is expected to comply with all the guidelines present in the [American Nurses Association Code of Ethics for Nurses](#) (Appendix 4) and the [National Student Nurses' Association of Code of Ethics, Part II: Code of Academic and Clinical Conduct](#) (Appendix 5). Failure to comply with the Code of Ethics will result in disciplinary action deemed appropriate by nursing program faculty, Program Director, Associate Dean and the Dean of the School of Nursing. Disciplinary action may be in the form of a verbal warning, written warning or dismissal based on the severity of the breach of nursing ethics. The full version of the Student Nurses Code of Ethics can be accessed from the [Student Nurses' Association](#).

Madison College School of Nursing Anti-Discrimination Expectations

Discrimination in any form is harmful to society as a whole and in opposition to the values and ethical code of the nursing profession, which directs the nurse to "...respect the inherent dignity, worth, unique attributes, and human rights of all individuals" (ANA, 2015, p.17). ANA recommends implementation of the following activities: *Intentional or blatant discriminatory practices must not be tolerated and must be immediately addressed* (American Nurses Association Code of Ethics for Nurses American Nurses Association (ANA), <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>). The School of Nursing complies with the [Madison College's Equal Opportunity and Nondiscrimination Policy](#). Madison College does not permit any form of discrimination or harassment on any basis prohibited by law. Failure to comply with the Madison College Equal Opportunity, Harassment and Nondiscrimination Policy may result in disciplinary action including course failure, program suspension or program expulsion. Misconduct procedures and sanctions are managed by the Dean of Students. Procedures are outlined in the Madison College link above.

In addition, School of Nursing students must comply with Madison College Student Code of Conduct and the National Nursing Student Code of Ethics related to anti-discrimination:

Per the Madison College Student Code of Conduct (madisoncollege.edu/student-rights-responsibilities), "Students are **responsible** to take no action, which could be defined as discrimination. Discrimination is defined as: an unfairness or prejudice based on a person's age,

race, creed/religion, color, disability, marital status, sex, national origin, ancestry, sexual orientation, gender identity/expression, conviction record, parental status or pregnancy or protected veteran status in its educational programs, admissions, activities or employment practices. Students **have the right** to be treated with respect and dignity, free from harassment and/or discrimination”.

Per the National Student Nurses’ Association (NSNA) Code of Ethics <https://www.nсна.org/nsna-code-of-ethics.html>. Nursing students, *“affirm and support diversity and inclusion by refusing to engage in or condone unjust discrimination on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes.*

If a student is the recipient of discrimination or harassment, the student and witnesses should follow Madison College’s [equal opportunity and non-discrimination process](#). Students may also contact the [Dean of Students](#) or the School of Nursing (SoN) Faculty Director for Equity and Inclusion for support and guidance. If the SoN Faculty Director for Equity and Inclusion is unavailable, please contact the Dean of the SoN. Links to emails are provided below. Information about how to contact the Dean of Students is also listed. Students may also call the School of Nursing office at the phone number listed below for assistance in contacting individuals.

Contact information:

- Dean of Students Office, (608) 246-4555
- School of Nursing Office: 608-246-6780
- Lisa Cappelli, RN MS, Faculty Director for Equity and Inclusion lcappelli@madisoncollege.edu
- Dr. Ernise Williams, Dean of the School of Nursing ewilliams21@madisoncollege.edu
- Kerri Kliminski, Program Chair, ADN and PN Programs kkliminski@madisoncollege.edu
- Marie Dusio, Program Chair, Nursing Assistant Program mdusio@madisoncollege.edu

Electronic Devices in the Classroom

Co-creation of an environment that is free from distraction will support the student’s ability to focus. Faculty may decide to utilize personal electronic devices for various learning activities. Students may not replicate or disperse any videos, audios, pictures, or taped materials obtained during simulation, face-to-face courses, hybrid courses, or online or online live Blackboard courses. The student must request permission prior to each class session to use recording devices. There are times when recording is inappropriate (e.g., when guests are interviewed, when anecdotes are shared).

Use of Social Media

The National Council of the State Board of Nursing recommends policy and procedure for the use of social media in academic and health care settings. Social media in this context is defined as web-based and mobile platforms for user-generated content that create interactive and highly accessible, often

public, dialogues. Social media platforms may include (but are not limited to) the following: Facebook, Twitter, Instagram, blogging, LinkedIn, YouTube, electronic media, social networking sites, video sites, online chat rooms and forums. Nursing students must have a responsibility to understand the benefits and consequences of participating in social media. Guidelines for participating in social media as a student in the School of Nursing at Madison College include:

- No pictures or comments about academic or clinical experiences may be made on any form of social media (this includes but is not limited to comments pertaining to Madison College, the School of Nursing, program faculty and staff, peers, patients, clinical facilities, and clinical facility staff).
- Students should not post content or speak on behalf of Madison College, the School of Nursing or any other student associations unless authorized to do so.
- Students must not transmit or place online individually identifiable patient information.
- Students must observe ethically prescribed professional patient-nurse boundaries.
- Students should understand that patients, peers, institutions (including staff) and employers may view social media postings.
- Students should take advantage of privacy settings and seek to separate personal and professional information online.
- Students should bring content that may harm a patient's privacy, rights, or welfare to the attention of the Associate Dean.
- Failure to adhere to social media guidelines may result in immediate and permanent dismissal from the nursing program.

References:

1. *American Nurses Association (2011, September). Principles for Social Networking and the Nurse. Silver Spring, MD: Author.*
2. *National Council of State Boards of Nursing (2018, August). Brochure: A Nurse's Guide to the Use of Social Media. Chicago, IL: Author.*

Madison College Email

All current Madison College students are required to use their Madison College email for all correspondence with nursing faculty.

Advanced Standing

Experiential Learning

Advanced standing for experiential learning is not granted for core nursing courses in the School of Nursing programs.

Advanced Standing for Core Nursing Courses

Advanced standing for core nursing courses in the School of Nursing is approved only by the Program Chair/Program Director of the nursing program. Students must make an appointment with the Program Chair/Program Director to request advanced standing for any core nursing course. For a course to be considered for advanced standing, it must be successfully completed with a grade equivalent to a “B” or better in the Madison College nursing program and within two (2) years of when the student would be enrolled in the equivalent program core nursing course. Advanced standing requests will not be considered from students who fail to follow this policy.

Attendance

Refer to Madison College Website for more information on [Enrollment Policies](#) and [Attendance](#).

School of Nursing Attendance Policy:

It is recommended that students attend every class period to enhance learning and success in the course. It is understood that every student wants to attend class and arrive on time. Unfortunately, unforeseen events occur that result in being late for class. If this occurs, students should come in quietly and get settled without disrupting the flow of the class. It is particularly important that students plan their schedules to arrive early on days when there is an exam. This will allow time to settle before the exam begins. If there is a known ongoing issue with arriving to class on time, students should contact the instructor to set up a time to meet to discuss individual situations, as faculty support the success of all students.

Cell phones and other electronic devices must be turned off during class to minimize distraction unless the instructor makes an exception. Students should speak with the instructor if there is a known family emergency concern. If disruptive behavior occurs, the student will be asked to leave the classroom. Students should be respectful of each other during class. When someone is speaking, students should make the effort to listen. It is encouraged to share any questions or comments with the entire class to help facilitate everyone’s learning. Students and instructors can all learn from one another – each brings life experiences that contribute to learning and individualized nursing philosophy. If the course offers Class Activity Points, points will not be awarded if the student is not in class on that day.

Policy on visitors in the classroom: <https://madisoncollege.edu/classroom-policies>

Note that Madison College has a policy regarding children in the classroom: The policy is children are not to be brought to class. In rare circumstances, instructors may allow students to bring children, but it would have to be an exception and not frequent occurrence.

Classroom/Skills Lab

Consistent attendance has proven to promote student success in courses. In the event of absence, it is the responsibility of the student to obtain materials/information presented.

Clinical

Absence from clinical requires that the student notify the appropriate person(s) prior to the assigned clinical time. Clinical instructors will describe the procedure for specific institutions or clinical units within each clinical course. In case of absence, make-up assignments will be determined by the clinical

instructor. Alternate learning experiences may be assigned. Absence from orientation to the clinical unit may result in failure from the clinical course, and absence from clinical could result in the student being unable to achieve the clinical objectives. A “no call, no show” absence from clinical may result in failure from the clinical course. A student who experiences an infectious disease, hospitalization, or performance limitation (i.e., weight restriction for lifting) will be required to submit a medical statement from the student’s licensed health care provider stating the ability to attend clinical.

Examinations

In case of absence, the student is responsible for notifying the appropriate instructor before the scheduled exam and for making arrangements to take the missed exam. A “no call, no show” absence from the scheduled exam time may result in failure of the exam. The student should be prepared to take the missed exam on the first day they return to school unless other arrangements are made with the instructor. A student who misses a scheduled exam or who does not follow the missed exam policy for that course may receive a 5% deduction from the exam score.

Achievement Testing (ATI)

Completing ATI (Assessment Technologies Institute) performance assessments provide Associate Degree Nursing students the opportunity to take standardized assessments in a format similar to the national licensure exam for registered nurses (NCLEX-RN). When included as a part of course requirements, students are required to take ATI assessments at the scheduled times.

Grading in the Nursing Program

The grading scale for nursing courses that require a grade of “B” or better is as follows:

93.00 - 100%	=	A
88.00 – 92.99%	=	AB
80.00 - 87.99%	=	B
70.00 - 79.99%	=	D
0 - 69.99%	=	F

**NOTE: Grades will not be rounded. Information identifying course point distribution for a specific nursing course is distributed to students at the start of each course.*

Grade appeal

The student has the right to appeal any grade. The student should be aware that the appeal process may delay the student’s progress in nursing core coursework, until the appeal process is completed, and a final decision has been made. Further information about the grade appeal process is found on the [Madison College Grades webpage](#).

Student Records

Student records pertinent to the nursing program are on file in the School of Nursing office. Records are maintained after graduation for four years.

Refer to [Madison College Student Records](#) for information on Student Educational Records kept in the Enrollment Center.

Progression in the Nursing Program

To progress and subsequently graduate from the ADN and PN nursing programs, a student must obtain a grade of “B” or better (“CR” in clinical courses) in each nursing course. To enroll in a nursing course, all pre-requisite nursing courses and nursing courses from the preceding semester must be completed successfully with a grade of “B” or better (“CR” in clinical courses). Course competencies from preceding semesters must be maintained throughout subsequent semesters.

For nursing courses that require a course grade of “B” or better to progress, the nursing program has a two-tier progression/grading policy. To successfully pass these nursing courses, the student must first obtain an 80.00% average on total written and skill performance exam points. If an 80.00% average on exam points is not achieved, the student will not pass the course. When the 80.00% course exam point average is achieved, all other course points are then included, and students must achieve an overall average of 80.00% on total course points to pass the course.

Course sequence (semester 1): In the first semester of the ADN and PN programs, it is expected that students have completed or be simultaneously enrolled in the semester’s theory courses while taking the intro to skills and clinical courses. Students are required to complete the intro to skills course successfully before progressing to the clinical course in the 1st semester. If the student is not successful in the Intro to Skills course, the student must withdraw from the clinical course. The student should contact the Program Director to discuss course progression prior to withdrawal.

Course sequence (semester 2-4): In the ADN and PN programs, theory and clinical courses may be simultaneously or back-to-back or in separate semesters starting with theory courses. Success or failure in one course does not affect success or failure in the other course. It is expected that students have completed or be simultaneously enrolled in the semester’s theory courses while taking the clinical courses.

Student Success Support Plan

When a student’s academic or clinical performance does not meet course competencies, course faculty address this concern in conjunction with the student in the form of a [Student Success Support Plan](#) (Appendix 6). The Student Success Support Plan is shared and discussed with the student and faculty member. The Student Success Support Plan initiated by the faculty member will identify areas for student improvement and will suggest strategies as well as outcomes for student success. Course faculty will assist the student in developing a learning plan to facilitate meeting their course competencies or performance criteria. The Student Success Support Plan is shared with the student,

faculty, student's faculty advisor, and School of Nursing administrative staff and is part of the student's academic file.

Graduate Surveys

Graduates of nursing programs will receive a survey from the college seeking their feedback regarding their educational experience at Madison College and in the nursing program. Graduates are strongly encouraged to complete and return any graduate survey sent by Madison College and/or the nursing program.

Part-time Program Policies

Program Description

Students have the option of attending as a part-time student. Part-time is defined as taking less than three nursing courses in a semester. Students attend class, lab and clinical practicum but take two courses each semester. Part-time students may take up to eight semesters to complete the program coursework.

Requirements for Starting Part-time

Part-time students must complete all required pre-requisites prior to entry into the nursing program. Students must petition to enter the nursing program through the same process as students preferring the full-time. A student wishing to register as part-time must indicate this on the petition form.

All part-time students follow the same program and course policies that full-time students follow.

As with the full-time nursing program, students taking classes part-time must take all skills/clinical courses at Madison College; all theory courses that are offered by Madison College (either online, hybrid or face to face) must be taken through Madison College.

The part-time student may be required to take clinical courses at a campus other than the student's home campus, depending on space availability.

A student wishing to attend part-time is committing to a full year (two consecutive semesters) of part-time. After this, the student can either continue part-time or may request to move into full-time. Please see Appendix 7 for [Part-time/Full-time Change Request Form](#).

Part-time Track Course Sequence

Courses must be taken in this order:

Year One

Semester 1

543-101 Nursing Fundamentals

543-103 Pharmacology

If a student is unsuccessful in both Part-time Semester 1 courses the student cannot move to Part-time Semester 2. If the student passes one Semester 1 course, they will have the option to move forward to Semester 2 but must retake the unsuccessful course concurrently with the other Semester 2 courses.

Semester 2

543-102 Nursing Skills

543-104 Introduction to Clinical Practice

All Year One courses must be completed before the student is eligible to enroll in Year Two courses.

By the end of week 8 in Semester 2, the student must notify the Program Director in writing of the desire to switch to full-time. **To be eligible to switch to full-time, the [Part-time/Full-time Change Request Form \(Appendix 7\)](#) must be received by the Program Director by 4:00 pm Friday of week 8.**

Year Two

Semester 3

543-106 Health Alterations

543-108 Introduction to Clinical Management

If a student is unsuccessful in both Part-time Semester 3 courses the student cannot move to semester 4. If the student passes one Part-time Semester 3 course, they will have the option to move forward to Semester 4 but must retake the unsuccessful course concurrently with the other Semester 4 courses.

Semester 4

543-105 Health Promotion

543-107 Lifespan Clinical

All Year Two courses must be completed before the student is eligible to enroll in Year Three courses.

By the end of week 8, in Semester 4 the student must notify the Program Director in writing of the desire to switch to full-time. **To be eligible to switch to full-time, the [Part-time/Full-time Change Request Form \(Appendix 7\)](#) must be received by the Program Director by 4:00 pm Friday of week 8.**

Year Three

Semester 5

543-109 Complex Health Alterations I

543-110 Mental Health

If a student is unsuccessful in both Part-time Semester 5 courses the student cannot move to semester 6. If the student passes one Part-time Semester 5 course, they will have the option to

move forward to Semester 6 but must retake the unsuccessful course concurrently with the other Semester 6 courses.

Semester 6

543-111 Intermediate Clinical

543-112 Advanced Skills

All Year Three courses must be completed before the student is eligible to enroll in Year Four courses.

By the end of week 8, in Semester 6 the student must notify the Program Director or Associate Dean in writing of the desire to switch to full-time. **To be eligible to switch to full-time, the [Part-time/Full-time Change Request Form](#) (Appendix 7) must be received by the Program Director by 4:00 pm Friday of week 8.**

Year Four

Semester 7:

543-113 Complex Health Alterations 2

543-115 Advanced Clinical

If a student is unsuccessful in both Part-time Semester 7 courses the student cannot move to semester 8. If the student passes one Part-time Semester 7 course, they will have the option to move forward to Semester 8 but must retake the unsuccessful course concurrently with the other Semester 8 courses.

Semester 8:

543-114 Nursing Management Concepts

543-116 Transition to Clinical Practice

Movement from Part-time to Full-time

A meeting with the student's assigned nursing faculty advisor or Program Director is required to discuss program progression and movement from part-time to full-time. A student wishing to move to the full-time track of nursing courses must make this request to the Program Director via the [Part-time/Full-time Change Request Form](#) (Appendix 7). The student must make the request to change to the full-time track in writing by the last business day in Week 8 of the semester. **Requests not received by the 4:00 pm Friday in Week 8 will be denied.** The student may not register for the full-time track until permission to do so has been given.

Movement from Full-time to Part-time

A meeting with the student's assigned nursing faculty advisor or Program Director is required to discuss program progression and movement from full-time to parttime. A student wishing to move to part-time must make this request to the Program Director by the end of Week 8 in writing by completing the [Part-time/Full-time Change Request Form](#) (Appendix 7). If in the future the student

wishes to return to a full-time track of courses, the student must make this request to the Program Director or Associate Dean via the [Part-time/Full-time Change Request Form](#) (Appendix 7). **Requests not received by the 4:00 pm Friday in Week 8 will be denied.** The student may not register for part-time until permission to do so has been given.

Per the program re-enrollment policy, a student who fails a nursing course or withdraws while the course is in progress may re-enroll that course only once. If a full-time student withdraws from a class to enter the part-time program after week 3 of the semester, the first time in that class will count as an attempt.

Mandated movement to Part-Time coursework

Any full-time student who has failed two or more individual nursing courses within one semester will be placed in the part-time sequence for a minimum of one semester.

CLINICAL, SKILLS/LAB AND SIMULATION POLICIES AND PROCEDURES

School of Nursing Special Academic Policy

A student may be withdrawn from the clinical component of a nursing course at any time there is a failure to provide a “standard of care” as established by course objectives, basic competencies, affiliating agency agreements or rules established by State of Wisconsin licensing or regulating agencies. This withdrawal may result in failure of the course and is reviewed by the Dean of the School of Nursing.

Please see the program’s clinical syllabus for more information about the clinical courses.

Simulation Experiences

Madison College and the School of Nursing policies for simulation experiences are adhered to in all nursing programs. In addition, students must follow course policy as it applies to simulation experiences offered in all courses. A simulation syllabus, which contains specific simulation policies, is provided to all nursing students.

Electronic Devices in Clinical, Skills/Lab and Simulation

Faculty will decide what electronic devices are appropriate for the clinical, lab and simulation settings. Personal electronic devices (e.g., cell phones, pagers, personal digital assistants [PDA]) must be turned off during clinical, skills/lab and simulations sessions. Students must obtain permission from the instructor prior to the use of electronic devices in clinical, skills/lab and simulation settings. Students must demonstrate academic and professional integrity when using social media as a student nurse in the nursing program at Madison College (see [Use of Social Media](#)).

HIPAA

HIPAA is the abbreviation for the “Health Insurance Portability and Accountability Act of 1996.” To protect an individual’s medical privacy, the HIPAA rules required that an act be established to protect a person’s health information. With the rapid advancement of technology, there is a real potential to globally distribute anyone’s private medical information at the click of a button.

HIPAA is usually referring to the HIPAA Privacy Rule. Some examples of how this applies to students during clinical include the following.

- Close all charts and records when finished reading them.
- Return all charts and records to appropriate place when finished using.
- Do not photocopy records.
- Do not remove anything with patient identification from the clinical site.
- De-identify all class/clinical paperwork.
- Use lower voice when talking about patients on the nursing unit so that confidential information is not overheard.

- Do not discuss patient information in public areas.
- Only “authorized” personnel can view records and information is on a “need to know” basis.
- Sign on computers using own name and remember to logoff when leaving a terminal.
- Confidential information will be discarded in appropriate receptacles in the healthcare institution.
- Wear Madison College name badge.

Failure to follow clinical site policies related to HIPAA Guidelines may result in sanctions up to dismissal from the nursing program.

Dress Code for Clinical and Simulation Experiences

Students are expected to maintain a well-groomed professional appearance for clinical experiences and wear the required uniform. The uniform is to be worn during clinical and simulation experiences only.

1. In addition to the required uniform (described below), professional dress includes a Madison College name badge, watch with second hand, stethoscope, and a black ink pen for charting. Name badges are ordered through the [Madison College Storefront](#).

Associate Degree Nursing Uniform:

- Uniform top (designated navy or “indigo”) and matching uniform pant (designated navy or “indigo”). Students will purchase a Madison College Nursing patch from the bookstore and securely sew this to the left shoulder (deltoid area) of the uniform top (no pinning or taping; must be neatly sewn all the way around the patch).
- Scrub jacket (designated navy or “indigo”) is optional and requires a Madison College Nursing patch sewn on the left shoulder (deltoid area).
- Shoes are to be clean, with closed toes and closed backs (no sandals). No platform shoes. Shoes must have a slip-resistant sole.
- Business casual dress or the nursing uniform is required for data collection days. Uniforms are required for patient care days.

Practical Nursing Uniform:

- Uniform top (designated teal) and matching uniform pant (designated dark grey or “pewter”).
 - Shoes are to be clean, with closed toes and closed backs (no sandals). No platform shoes. Shoes must have a slip-resistant sole.
 - Business casual dress or the nursing uniform is required for data collection days. Uniforms are required for skills lab and patient care days.
2. Uniform is to be clean and wrinkle-free. Pants should be hemmed appropriately and not drag on the ground.

3. A solid-colored short-sleeved or long-sleeved shirt may be worn under the uniform top; long sleeves must be pushed above the elbow for direct patient care.
4. Clinical site identification tag should be worn per instructor direction and agency's policy.
5. Hair is to be contained and worn away from the face and off the shoulders. Facial hair must be clean and neatly trimmed.
6. Fingernails are to be short, clean, and neat. Nail polish, gel nails and artificial nails are not allowed.
7. No strong perfume or other scents; use cosmetics in moderation.
8. A wedding band/engagement ring that can be used with a glove is acceptable, but no other rings are allowed. Ear gauges (tunnels) worn during clinical must be solid plugs that are clear or natural-colored. Facial or visible body piercing jewelry must be removed if possible or covered.
9. Visible tattoos covered when possible.
10. No gum chewing.
11. Smoking, vaping, or drinking of alcoholic beverages while in uniform is not allowed.
12. Students must adhere to more restrictive policies of the clinical site. Exceptions to dress code may be required at some clinical sites (e.g., mental health units).

SCHOOL OF NURSING COURSE FAILURE/WITHDRAWAL POLICY

The student will have two attempts to successfully pass a core nursing course. If a student withdraws from or fails a core nursing course, each is considered one attempt at the course. **This course failure/withdrawal policy applies to any out of district core nursing courses taken. This policy also applies to transfer students and previous nursing courses taken at other colleges.**

Process for failure/withdrawal on 1st attempt

1. Discuss with instructor and faculty advisor.
2. Contact Program Director.
3. Complete [Re-enrollment Request Form](#) (Appendix 1) and return form to Program Director by the last day of finals week.
4. Once approved by Program Director, enroll in course for the next semester. Note: Re-enrollment in courses will be assigned on a space available basis by the Program Director. Re-enrolling in a course without permission from the Program Director will result in *removal from the course*. Home campus space availability is not guaranteed when re-enrolling in a course.

Process for failure/withdrawal on 2nd attempt

Failure from the same core nursing course twice will result in [dismissal](#) from the nursing program. To request readmission:

1. Contact Program Director.
2. Student must request readmission through "[Student Readmission Application](#)." (Appendix 9)
3. *If readmitted, failure to obtain permission from the Program Director prior to registering for the course may result in removal from the course.*

Process for failure/withdrawal on three (3) total nursing courses

Failure/withdrawal from a **total of three** core nursing courses will result in [dismissal](#) from the nursing program.

If a student does not participate in a clinical class for two (2) or more sequential semesters, they are required to complete an individualized skill refresher before they are able to begin their next clinical course. The Program Director will contact the student regarding fulfilling this requirement.

If a student is considering withdrawing from a course, they are encouraged to first talk to the instructor of the course and a Program Director prior to withdrawing.

RE-ENTERING NURSING PROGRAMS

Re-entry after Extended Leave

If a student in good standing steps out of the nursing program for a period of longer than one semester and desires to re-enter at a later date, the student should follow the re-entry process below.

Re-entry After Leave of Two (2) to Three (3) Semesters of Passing Previous Nursing Course(s)

- Students on leave from the nursing program, but are in good academic standing, have three (3) semesters from the last date of attendance in a core nursing course to return to the program to complete core courses. Upon returning, the students will complete the required core nursing courses leading to degree completion.
- Students will need to complete “[Student Re-entry Application](#) (Appendix 8)” and submit to the Program Director. Re-entry is awarded based on space availability.
- After re-entry is granted, students are required to complete an individualized refresher before they can restart their program. Registration and successful completion of Remediation course Nursing 543-165 and/or other activities may be required, as needed. The Nursing Remediation course can be taken only once. The Program Chair, Program Director and nursing faculty will determine additional individualized refresher activities as needed. A student who is not successful in the remediation course Nursing 543-165 and/or additional required refresher activities will be dismissed from the nursing program.

Re-entry After Being Out Four (4) or More Semesters of Passing Previous Nursing Course(s)

- Students on program leave for four (4) or more semesters from the last date of attendance in a core nursing course will be required to repeat all core nursing courses, to attain the most current nursing information available.
- Reapplication and repetition for entry into the nursing program is required. NOTE: If a student has received their PN license and is wishing to re-enter into 3rd semester of the Associate Degree Nursing program, they may apply and petition for the Nursing Completion LPN to ADN program.

DISMISSAL FROM NURSING PROGRAMS

A student is dismissed from their nursing program if the criteria noted in the Progression, Failure/Withdrawal, Re-entry, and Re-admission policies are not met. Once dismissed, the student is required to withdraw from any nursing courses the student has enrolled in for the upcoming semester and meet with the Program Director or Program Chair to discuss academic status.

Program Ineligibility

A dismissed student who is program ineligible is not able to apply for re-admission to their nursing program. When a student becomes “program ineligible,” their program code will be discontinued, and they must withdraw from any program courses they are registered for but are no longer eligible to take. Program ineligible students will not be eligible to receive a Letter of Good Standing from the School of Nursing.

Program ineligibility includes those whom:

- Re-admission application has been denied.
- Have been previously re-admitted to their nursing program and dismissed for a second time.
- Violate safety and/or professional standards
- Breach in Madison College’s policies on [academic integrity](#), Madison College [student conduct](#), and/or a breach of the [American Nurses Association Code of Ethics for Nurses](#) or [National Student Nurses Association Code of Ethics](#).

READMISSION INTO NURSING PROGRAMS

Once dismissed from their nursing program, the student can request readmission to their nursing program. The readmission process is as follows:

1. Student must contact the Program Director.
2. Student must request readmission through submission of the [Student Readmission Application](#) (Appendix 9). Nursing Readmission Application must be submitted by email to the Program Director by the last day of finals week for consideration for the following semester start pending space availability. Decisions are made in May for the Fall semester readmission and in January for Spring semester readmission. Students will receive written (email) notification of the decision from the Program Director.
3. Readmission Committee evaluates submitted information.
 - a. Readmission granted: If readmission granted, students can re-enroll into failed course on space available basis. Students must comply with recommendations from committee.
 - b. Readmission denied: If students are not re-admitted to program, they become program ineligible and may not apply again for re-admission.
4. Students may only apply once for re-admission to the same program.

The scheduled time for the formal review will be obtained from the Program Director. A completed Readmission Application does not guarantee the student will be approved for readmission that allows progression in the nursing program. Once the application and all required documentation are reviewed the following occurs:

- A School of Nursing Readmission Committee including the Dean, Associate Dean, Program Chair, Program Director(s), Faculty Director of Equity and Inclusion, and Faculty Chair or faculty designee of Student Success Committee will evaluate the student application for readmission and grant or deny readmission according to the [Readmission Rubric](#) (Appendix 10).
- Students granted an exception (granted readmission) will receive written criteria for readmission that must be completed successfully by the due date identified.
- All decisions on program readmission are final.

After Readmission

If the student fails a core nursing course after being granted readmission, the student will be dismissed as program ineligible from the nursing program.

LICENSING INFORMATION

Licensed Practical Nurse

Wisconsin Statutes and Administrative Code Relating to the Practice of Nursing; Chapter 441.10 identifies the prerequisites for examination as a licensed practical nurse.

“A person who is 18 years of age or older, does not have an arrest or conviction record, subject to ss. 111.321, 111.322 and 111.335, has completed 2 years of high school or its equivalent as determined by the board and holds a diploma of graduation from a school for licensed practical nurses approved by that board, may apply to the board for licensing as a licensed practical nurse, and, upon payment of the examination fee specified in s. 440.05(1), shall be entitled to take an examination. Any school for licensed practical nurses, in order to be accredited, must offer a course of not less than 9 months.”

Registered Nurse

Wisconsin Statutes and Administrative Code Relating to the Practice of Nursing; Chapter 441.04 identifies the requisites for examination as a registered nurse.

“Any person who has graduated from a high school or its equivalent as determined by the board, does not have an arrest or conviction record, subject to ss. 111.321, 111.322 and 111.335, holds a diploma of graduation from an accredited school of nursing and, if the school is located outside this state, submits evidence of general and professional educational qualifications comparable to those required in this state at the time of graduation may apply to the department for licensure by the board as a registered nurse, and upon payment of the fee specified under s. 440.05(1) shall be entitled to examination.”

All of the above information is provided to the Board of Nursing at the time the individual applies for the examination/licensure. Pursuant to [2017 Wisconsin Act 278](#), beginning August 1, 2018, prior to submitting an application for a credential, an individual may apply to the Department for a determination of whether the individual would be disqualified from obtaining the credential due to their conviction record. To apply for a predetermination, please fill out [Form #3085](#) and submit all required documentation specified on the form. Pursuant to [Wis. Stat. § 111.335\(4\)\(e\)](#), the offenses or kinds of offenses that may result in a refusal, bar, or termination of licensure are published under Additional Resources on the DSPS website. (Department of Safety and Professional Services [DSPS](#)) 4822 Madison Yards Way, Madison, WI 53705).

Licensing: Application and Testing Process: PN-NCLEX and RN-NCLEX

Application for Licensure and Testing

The potential graduate (PN and ADN) submits two online applications at the same time (**NOTE: Madison College nursing graduates must complete the application process *online* – no paper applications should be completed**). One application is for licensure, and one application is for testing. Both application for licensure and registration for NCLEX must be complete before the graduate nurse can be

made eligible to take the NCLEX exam. The cost for licensure application is \$90.00 and the NCLEX application is \$200.00.

- o Application for State licensure is available at
 - <https://dsps.wi.gov/Pages/Professions/RN/Default.aspx>
 - License Information
 - **OLAS (Online Licensure Application System)**
- o Students need to read:
 - OLAS (Online Licensure Application System)
 - Information for RN Licensure by Examination
- o Students MUST complete and submit:
 - Application for RN through OLAS - *online application ONLY*.
 - An application for NCLEX Examination (direct link from DSPS site)
 - Read the entire NCLEX Candidate Bulletin

Information needed for application:

Graduation dates - December 16, 2021 or May 13, 2022

Business Name and Address:

MATC
Madison Area Technical College
1701 Wright Street
Madison, WI 53704

Type of Program: Associate Degree Nursing (ADN)

Program Code: MATC Associate Degree Nursing at Madison: US50407900

Type of Program: Practical Nursing (LPN)

Program Code: MATC Practical Nursing at Madison: US50105600

Statement of Graduation (Form 259) - The Madison College School of Nursing verifies graduation electronically on the State website through OLAS following completion of coursework at the end of the semester when final grades are posted. Please do not call the Nursing Office requesting this information.

An application for a temporary permit is optional (Form 2434) and costs \$10.00. The temporary permit allows the applicant to practice nursing under the direct supervision of a registered nurse until a credential is granted.

- The exam can be taken without a temporary permit.
- Applicants must apply for and be granted a temporary permit if they wish to work as a Graduate Nurse-GN prior to passing NCLEX.
- Applicants must have a secure job offer and a RN supervisor to be granted a temporary permit.
- Temporary permit is good for 90 days only. It may be renewed once for additional three-month period.

- Note that a temporary permit must be returned to the DSPS immediately if the applicant does not pass the NCLEX.

Request for testing accommodations: A request for testing accommodations can be completed at <https://dsps.wi.gov/Pages/Professions/RN/Exams.aspx>

If an applicant has a diagnosed need for testing accommodations, the Board of Nursing makes a determination for NCLEX accommodation eligibility. Madison College does not have a role in this process.

Convictions and pending charges (Form 2252) - as needed.

As part of the application process, applicants will be asked about any convictions or pending charges against them.

- Minor offenses such as parking tickets or speeding convictions do not need to be reported.
- DWI/OWI/OUI; Driving/operating while intoxicated or under the influence MUST be reported.
- Failure to disclose information may constitute fraud or false representation and could prevent licensure.

PLEASE NOTE: Pursuant to [2017 Wisconsin Act 278](#), beginning August 1, 2018, prior to submitting an application for a credential, an individual may apply to the Department for a determination of whether the individual would be disqualified from obtaining the credential due to his or her conviction record. To apply for a predetermination, please fill out [Form #3085](#) and submit all required documentation specified on the form. Pursuant to [Wis. Stat. § 111.335\(4\)\(e\)](#), the offenses or kinds of offenses that may result in a refusal, bar, or termination of licensure are published under Additional Resources on the DSPS website. (Department of Safety and Professional Services [DSPS](#)) 4822 Madison Yards Way, Madison, WI 53705).

Next Steps

Once students have applied for licensure and testing, and final grades have been posted, the School of Nursing will verify a student's graduation to the Department of Safety and Professional Services (DSPS) for PN and RN licensure. *The student must have applied for licensure for this to occur.* The DSPS then finishes processing licensure applications. If the student has applied for a temporary license, the department verifies that the student has registered to take the NCLEX and sends the student a temporary license.

When the licensing process is complete, DSPS notifies NCLEX (through Pearson Vue) of the candidates eligible to take the licensing examination. After receiving notification of eligibility to test, NCLEX sends the student an Authorization to Test (ATT) via email. The ATT letter contains the student's test authorization number, candidate identification number, and an expiration date (one year for the State of Wisconsin).

When the student receives the ATT, the student should use the web or call to schedule an appointment to take the NCLEX examination as soon as possible. The NCLEX exam may be taken at any Pearson Professional Center. A list of centers will be included with the ATT. The Pearson Professional Center should accommodate the request to test within a 30-day time period.

If a student has not received a confirmation of registration within four weeks of submitting the registration form, call NCLEX Candidate Services. DO NOT submit another registration form (or fee) before calling. There is NO REFUND of registration fees (not even duplicate fees). The registration is good for 365 days after eligibility is determined.

General Information

NCLEX is a national exam. The student may test in any state and the results will be valid in any state. Once the student has passed NCLEX, it does not need to be taken again even if the license is transferred to another state (licensure by endorsement). The closest test centers to this area are Madison, Brookfield (Milwaukee area), Kenosha, Eau Claire, Schaumburg, IL, and Rochester, MN.

The student must plan for the maximum test duration of 6 hours when scheduling the exam and other life activities.

Failure to test on the day scheduled will result in forfeiture of all fees. The test center must be notified a minimum of 24 hours ahead of time if the student needs to reschedule. The reschedule process is outlined in the Candidate Bulletin.

A license holder is responsible to notify the State Board of Nursing (SBoN) of any address changes within 30 days of moving to a new address.

Licenses in Wisconsin are renewed every two years- odd numbered years for PN and even numbered years for RN. "Forgetting to renew" the license and continuing to practice as an RN or LPN constitutes fraud. The individual is subject to discipline, fines, and potential salary repayment to the employer.

Read the NCLEX Examination Candidate Bulletin carefully for information regarding scheduling the actual NCLEX-RN Examination and identification requirements when arriving at the exam location. Two forms of ID will be required, along with the Authorization to Test (ATT) letter. One form of ID must be a current photo ID with the student's signature, the other form of ID must have the student's signature as well. A photo, fingerprint, Palm Vein Print and signature are taken on the test day, at the test site, before the examination. For questions pertaining to the NCLEX exam, please call the NCSBN Pearson Candidate Services Department at 1-866-496-2539 or the local Pearson Professional Center.

The information on the application must be the same as the information on the candidate's photo ID.

About the Test

Read the NCLEX Examination Candidate Bulletin to find out information about the actual examination.

Some highlights are:

- The exam may be a minimum of 85 questions or a maximum of 205 questions for the PN exam and a minimum of 75 questions or a maximum of 265 questions for the RN exam (15 questions will be pre-test questions that are not scored).
- It may take up to six hours to take the exam.

- The length of time it takes to complete the exam is not an indication of success/failure on the exam.
- Candidates must select an answer before proceeding to the next test item. There is no backtracking to previous questions once they are answered and confirmed.
- The NCLEX exam is composed of a variety of item formats. These may include, but are not limited to, multiple-choice items that require more than one response, math calculations, and fill-in-the-blank items. Newer formats may also include charts, tables, or graphic images. Most items that are available to be administered to candidates will remain the standard, four-option, multiple-choice items. Samples of the alternate item formats can be seen on the NCLEX website.
- Candidates are monitored while taking the exam (in person, on video and audio).
- Candidates must apply for and be granted special accommodations for testing with the Department of Safety and Professional Services (DSPS).
- If a candidate fails the NCLEX, there must be at least 45 days between the first and second exam attempt.
- If a candidate fails the NCLEX, and was issued a temporary license, it is no longer valid.
- For up-to-date information about the entire testing process, please go to <https://portal.ncsbn.org/>

For general questions pertaining to the NCLEX application process, contact:

Sonja Noble, Associate Degree Nursing Co-Program Director
 1-800-322-6282 ext. 4570 or 1-608-243-4570
srnoble@madisoncollege.edu

NCLEX-RN Early Testing Information

Students who meet the following program qualifications may apply to take the NCLEX-RN prior to graduation:

- May request testing no sooner than 8 weeks prior to graduation.
- Must be achieving 85% or better in each 4th semester theory course.
- Must be passing or have passed *both* 4th semester clinical courses.
- Must demonstrate consistent progression in performance as indicated by the absence of any Student Success Support Plans during the semester.
- Complete in full and submit the early testing application: [DHS form 3049](#). Submit a current Degree Progress Report.
- Students must provide documentation of all the above and submit to the Associate Dean of Nursing in a single email.
- There are generally NO exceptions to these requirements. If required, only the Dean of Nursing may consider granting waivers.

For questions regarding the NCLEX Early Testing process, contact:

Joanna Williams, Senior Administrative Coordinator
 School of Nursing Office, Rm 103
JMWilliams3@madisoncollege.edu

RESOURCES

The [Madison College Website](#) provides an overview of Madison College and contains information regarding academic opportunities, services for students and other important information.

Americans with Disabilities Act

Madison College welcomes students with disabilities into the College's educational programs. Every Madison College campus has Disability Resource Services available for students with disabilities. The [Disability Resource Services](#) website provides specific information related to accommodations for disability-related barriers. For further information, please visit the website, call 608-246-6716 (Students who are deaf should use relay) or email DRStransition@madisoncollege.edu

To receive consideration for reasonable accommodations for a disability, the student must contact the Disability Resource Services office at the campus where they are officially enrolled. If approved for accommodations, Disability Resource Services will provide the student with an accommodation plan.

The student should share the accommodation plan with their instructors and discuss the approved accommodations as early in the class as possible. If the student feels that their accommodation needs are not being met, they should inform the instructor or Disability Resource Services as early as possible. It is best to request these accommodations at the beginning, if not before class, so there is ample time to make the accommodations.

Faculty Advising

Introduction to Faculty Advising:

Faculty advising is a formal part of the School of Nursing's ADN and PN programs. The purpose of faculty advising is to assist students in clarifying their educational goals and facilitating the development of learning plans for the realization of these goals.

Faculty advising aims to:

- Facilitate the academic success of Associate Degree and Practical Nursing students.
- Foster responsibility in students for their academic success.
- Provide a system of support for all nursing students.
- Act as a bridge between students and Madison College resources.

Each student will be assigned one faculty advisor who will follow them throughout their nursing program. That advisor will be a full-time faculty member who teaches in the nursing program. The faculty advisor will initiate and facilitate meeting with the student advisee during each semester the student is enrolled in the nursing program.

Faculty Advisor Responsibilities:

- Adherence to FERPA guidelines.
- Monitor student academic performance and progress (Including ATI results & grade audit).
- Schedule a meeting with students a minimum of once a semester.

- Review student access to and awareness of Madison College policies, procedures, and resources.
- Maintain documentation on advisee's progress in the program.

Student Responsibilities:

- Become familiar with Madison College resources.
- Attend faculty advising meetings a minimum of once per semester.
- Schedule appointments as needed (i.e., personal program changes) and be prepared for meetings (i.e., have required materials).
- Develop educational goals and learning plans and follow through with learning plan actions to achieve goals.
- Consult with an academic advisor if having academic difficulty or considering making changes in program of study.

PERSONAL SAFETY FOR NURSING STUDENTS

Nursing students need to be aware of the risks they may encounter in simulation, clinical and lab. It is important to know appropriate safety measures. The following introductory information is provided to help familiarize students with the risks of bloodborne pathogens and other occupational hazards and methods to protect themselves.

Blood borne Pathogens:

What does blood borne pathogen mean?

Blood refers to human blood, human blood components and products made from blood. Pathogen refers to a specific organism capable of causing disease. Pathogens are potentially present in blood and all other body fluids, secretions, and excretions. Exposure to pathogens in blood and other body fluids is an occupational hazard in nursing.

What are some examples of these pathogens?

Examples include (but are not limited to): hepatitis B virus (HBV), hepatitis C virus (HCV), hepatitis D (HDV), syphilis, malaria, and human immunodeficiency virus (HIV).

Are there vaccines that protect against these diseases?

A HBV vaccine is available and assists in the prevention (not the cure) of HBV. All nursing students are required to be vaccinated against HBV prior to entering the nursing program. There is no vaccine currently commercially available to prevent HIV. In general, vaccines are not available to protect against other blood-borne diseases.

What are symptoms of these diseases?

An individual affected with bloodborne diseases may be asymptomatic (show no symptoms). However, the individual may be a carrier of the disease and transmit the disease to others. The greatest risk of exposure occurs while caring for individuals who do not have a documented disease.

If symptoms exist, they may include:

- HBV: Mild “flu-like” symptoms (e.g., fever, headaches, muscle aches, fatigue, loss of appetite, vomiting and diarrhea). Jaundice (a yellowing of the skin and whites of the eyes). Urine may become darker in color.
- HCV: Loss of appetite, fatigue, nausea and vomiting, vague stomach pain and jaundice (a yellowing of the skin and whites of the eyes).
- HIV: Mild “flu-like” symptoms, persistent low-grade fever, sore throat, nausea, diarrhea, increased fatigue, weakness, unexplained weight loss, enlarged lymph nodes and difficulty swallowing, a dry cough, sores, rashes, and headaches. In most cases, contracting HIV ultimately leads to the development of Acquired Immunodeficiency Syndrome (AIDS).

How are these pathogens transmitted?

Pathogens are spread by direct exposure (eye, mouth, mucous membrane, non-intact skin) to blood, body fluids or other potentially infectious materials. Among the general public, a high percentage of bloodborne transmission occurs from the use of shared needles during drug abuse and from sexual contact. Occupational related transmissions typically occur by percutaneous exposures (puncture or cut injuries), but also occur from exposures to infectious materials via mucous membrane, non-intact skin, existing cuts, acne, etc. According to the Center for Disease Control (CDC), approximately 80-90% of the workplace seroconversions for diseases result from needle sticks. The risk of contracting HBV in the workplace is significantly greater than the risk of contracting HIV. Wearing gloves significantly reduces the risk of exposure to pathogens in the blood and other body fluids should a needle stick occur.

What tasks will a student do which could result in an occupational exposure to pathogens?*

- Touching open wounds or other moist body surfaces
- Handling human body fluids (e.g., blood, urine, emesis)
- Cleaning up (e.g., spills, drainage) human body fluids
- Assisting in first aid situations
- Working with actually or potentially contaminated equipment
- Handling intravenous catheters, surgical drainage tubes
- Using needles and other sharps (e.g., administering injections)
- Handling contaminated linens

*Note: This is not an all-inclusive list.

What is considered an exposure incident?

An exposure incident is defined by Occupational Health and Safety Administration (OSHA) as a specific eye, mouth or other mucous membrane, non-intact skin (cuts, abrasions, sores) or parenteral (penetrating the skin) contact with blood or other potentially infectious material that may or can occur during a simulation, clinical or lab experiences.

How can students protect themselves from occupational hazards of these pathogens in clinical and lab?

- a) Students should employ Standard Precautions when working with clients during simulation, clinical and lab experiences (specific information on Standard Precautions can be found elsewhere in this handbook).
- b) Definitions:
 1. Sharps – objects that can pierce, puncture, or cut the skin (e.g., needles, scalpels, broken glass, broken capillary tubes, exposed ends of dental wires).
 2. Contaminated – touched by body fluids or tissues that have the potential to contain infectious agents (e.g., HIV or HBV).
 3. Non-sterile – not sterile but not contaminated with body fluids or tissues.

- c) Efforts are focused on prevention. All students must adhere to the following procedures to work safely in the simulation, clinical and lab settings:
1. Extreme caution should be used when handling sharps to prevent accidental puncture of the skin.
 - Treat all sharps as a potential source of injury.
 - Store sharps properly.
 - Needles that are being reused for simulated practice must have a protective cap on at all times when not in actual use. The protective cap should be applied using the one-handed scoop method or a passive recapping device. Recapping of needles using two hands is prohibited.
 2. Broken glassware (contaminated or not) should be cleaned up using a mechanical means (e.g., brush, dustpan, tongs, forceps); do not pick up directly with hands.
 3. Sharps need to be disposed of in an appropriate container (puncture resistant, leak proof, labeled). Containers should be replaced by lab personnel when two-thirds full. If a disposal container is more than two thirds full, do not use and notify lab personnel. Under no circumstances should a sharp be forced into a disposal container or fingers inserted into the opening of the sharps container.
 4. The student may be given a box (identified with the student's name) containing a supply of various needles, syringes, and venipuncture equipment to be used during the program. They should use only the supplies in their box when practicing and testing related skills. These boxes must remain in the lab when not in use.
- d) Prior to the first simulation, clinical or lab experience, the student will receive instruction on how to protect themselves from exposure to bloodborne pathogens and other occupational hazards. Instruction may include classroom presentation, discussion, videotapes, or readings.

During orientation to each clinical site the instructor will show students the location of the unit/department infection control manual, personal protective equipment (e.g., gowns, gloves, masks, and goggles) and sharps disposal boxes.

What actions are necessary if an exposure occurs?

- a) If a puncture, laceration, or other broken skin occurs:
 1. dispose of the sharp immediately in sharps box.
 2. squeeze or apply pressure to the puncture or open area to induce bleeding.
 3. cleanse the wound thoroughly with soap and water. The wound may be further cleansed with 10% povidone-iodine.
- b) If a mucous membrane exposure or conjunctival (eye) exposure occurs:
 1. irrigate the affected area immediately with large amounts of water or normal saline.
- c) For any exposure follow these steps:
 1. apply first aid.
 2. notify the instructor or lab personnel.
 3. complete a Madison College Accident/Incident Report form with instructor or lab personnel.

4. Complete any institutional incident report form that is required by the facility.
5. obtain medical evaluation immediately or within 24 hours from personal health care provider (at student's cost).

Other Occupational Hazards:

Are there other occupational hazards students should be aware of?

There are other materials that represent a potential hazard in the health care setting. Chemicals such as cleaning solvents, anesthetics and other substances may be hazardous. Material Safety Data Sheets (MSDS) are available on each clinical unit that provide information about:

- specific hazards present on that clinical unit.
- procedures for incomplete or missing labels.
- mixing of substances.
- disposal of substances.
- first aid to give in an emergency.

During orientation to each clinical site the instructor will show students the location of this information in the MSDS binder on the unit. They should know where the binder is located on the unit and should ask questions if they do not understand the information.

Standard Precautions:

Standard Precautions are designed to reduce the risk of transmission of bloodborne pathogens, especially to health care workers, and to reduce the risk of transmission of all pathogens from moist body substances. Standard Precautions apply to (1) blood; (2) all body fluids, secretions, and excretions (except sweat), regardless of whether or not they contain visible blood; (3) non-intact skin; and (4) mucous membranes. Standard Precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection in health care facilities.

Use Standard Precautions, or the equivalent, for the care of all patients:

a) Hand Hygiene

1. Implement hand hygiene (i.e., hand washing or the use of an alcohol-based hand rub) after touching blood, body fluids, secretions, excretions, and contaminated items, whether or not gloves are worn. Implement hand hygiene immediately after gloves are removed, between patient contacts, and when otherwise indicated to avoid transfer of microorganisms to other patients or environments. Hand hygiene may be necessary between tasks and procedures on the same patient to prevent cross-contamination of different body sites.
2. Use a plain (non-antimicrobial) soap for routine hand washing.
3. Use an antimicrobial agent or a waterless antiseptic agent for specific circumstances (e.g., control of outbreaks or hyperendemic infections) as defined by the infection control program.
4. Use alcohol-based hand rubs by applying to the palm of one hand, rubbing hands together (covering all surfaces of hands and fingers) and rubbing until dry.

5. Avoid the use of artificial nails-these are not allowed per the dress code policy found in this handbook.

b) Gloves

Wear clean non-sterile gloves when touching blood, body fluids, secretions, excretions and contaminated items. Put on clean gloves just before touching mucous membranes and non-intact skin. Change gloves between tasks and procedures on the same patient after contact with material that may contain a high concentration of microorganisms. Remove gloves promptly after use (before touching non-contaminated items or environmental surfaces and before contact with another patient); implement hand hygiene immediately to avoid transfer of microorganisms to other patients or environments.

c) Mask, Eye Protection, Face Shield

Wear a mask and eye protection or a face shield to protect mucous membranes of the eyes, nose and mouth during procedures and patient-care activities that are likely to generate splashes or sprays of blood, body fluids, secretions or excretions.

d) Gown

Wear a clean non-sterile gown to protect skin and to prevent soiling of clothing during procedures and patient-care activities that are likely to generate splashes or sprays of blood, body fluid, secretions or excretions. Select a gown that is appropriate for the activity and amount of fluid likely to be encountered. Remove a soiled gown as promptly as possible and implement hand hygiene to avoid transfer of microorganisms to other patients or environments.

e) Patient-Care Equipment

Handle used patient-care equipment soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing and transfer of microorganisms to other patients and environments. Ensure that reusable equipment is not used for the care of another patient until it has been cleaned and reprocessed appropriately. Ensure that single-use items are discarded properly.

f) Environmental Control

Ensure that the hospital has adequate procedures for the routine care, cleaning and disinfecting of environmental surfaces, beds, bed rails, bedside equipment and other frequently touched surfaces and ensure that these procedures are being followed.

g) Linen

Handle, transport, and process used linen soiled with blood, body fluids, secretions and excretions in a manner that prevents skin and mucous membrane exposure and contamination of clothing and that avoids transfer of microorganisms to other patients and environments.

h) Occupational Health and Bloodborne Pathogens

1. Take care to prevent injuries when: (1) using or handling needles, scalpels, and other sharp instruments or devices; (2) handling sharp instruments after procedures; (3) cleaning used

instruments; and (4) disposing of used sharps. Never recap used needles or manipulate them using both hands. Do not use any other technique that involves directing the point of a needle toward any part of the body. Use a one-handed “scoop” technique or a passive recapping device. Do not remove used needles from disposable syringes by hand and do not bend, break, or otherwise manipulate used needles by hand. Place used disposable syringes/needles and other sharps in appropriate puncture-resistant containers that are located as close as practical to the area in which the items were used.

2. Use mouthpieces, resuscitation bags or other ventilation devices as an alternative to mouth-to-mouth resuscitation methods in areas where the need for resuscitation is predictable.

i) Patient Placement

Place a patient who contaminates the environment or who does not (or cannot be expected to) assist in maintaining appropriate hygiene or environmental control in a private room. If a private room is not available, consult with infection control professionals regarding patient placement or other alternatives.

APPENDIX 1: NURSING PROGRAM RE-ENROLLMENT REQUEST FORM

RE-ENROLLMENT REQUEST FORM

Instructions: This form is to be submitted by the student to request permission to re-enroll in a nursing class previously failed or withdrawn from after their first attempt. Students who have failed or withdrawn from a nursing class on their second attempt should not use this form and instead submit a Readmission Application.

Date: _____

Student Name: _____

Student ID: _____

Email Address: _____

Phone: _____

NOTE: It is the student's responsibility to maintain current address/telephone number with Madison College

Current Campus: _____

Course(s) requesting
re-enrollment: _____

ALL REQUESTS FOR RE-ENROLLMENT ARE ON A SPACE-AVAILABLE BASIS

Student Signature & Agreement

By signing, I certify that all of the above information and statements are true to the best of my knowledge. I understand that: submission of this form is a formal request to re-enroll into a previously failed or withdrawn course, and submission of this form does not guarantee re-enrollment into the course in the subsequent semester. I understand that requests are granted on a space available basis and may require me to enroll into a course at a different campus location than the campus deemed my "home campus."

Student Signature _____ Date _____

Submission Instructions

Please submit your completed form to:

ADN: Sonja Noble, Program Director, at SRNoble@madisoncollege.edu

PN: Meghan Sweeney, Program Director, at MSweeney3@madisoncollege.edu

Questions? For further assistance, visit the School of Nursing office or call (608) 246-6780.

APPENDIX 2: NURSING PROGRAM OUT OF DISTRICT COURSE REQUEST FORM

Out of District Course Request Form

Instructions: This form is to be submitted by the student to request permission to register for a nursing class outside of the Madison College district to be counted as credit and meet the requirement for course progression at Madison College.

Date: _____

Student Name: _____

Student ID: _____

Campus: _____

Request Semester: Summer Fall Spring

Course Name: _____

Course Format: Online Face to Face Hybrid

Program Semester: First Second Third

Out of District College: _____

Out of District College Email Contact: _____

**Out of district and online course policies should be reviewed in the ADN Student Handbook.*

***All online exams must be proctored per the Madison College Nursing Program policy as well as the out of district college.*

Student Signature & Agreement

By signing, I certify that all of the above information and statements are true to the best of my knowledge. I understand that: submission of this form is a formal request to receive credit towards program progression from an out of district nursing program course, and submission of this form does not guarantee approval of credit from the Program Director.

Student Signature _____ Date _____

Submission Instructions

Please submit your completed form to:

ADN: Sonja Noble, Program Director, at SRNoble@madisoncollege.edu

PN: Meghan Sweeney, Program Director, at MSweeney3@madisoncollege.edu

Questions? For further assistance, visit the School of Nursing office or call (608) 246-6780.

APPENDIX 3: MADISON COLLEGE NURSING PROGRAM REQUEST FOR CAMPUS TRANSFER

REQUEST FOR CAMPUS TRANSFER

Instructions: This form is to be submitted by the student to request permission to transfer home campuses in the Associate Degree Nursing program.

Student Name: _____

Student ID: _____

Current Campus: _____

Program Semester:

First

Second

Third

Campus requesting to transfer to: _____

Student Signature & Agreement

By signing, I certify that all of the above information and statements are true to the best of my knowledge. I understand that: submission of this form is a formal request to transfer home campuses for the nursing program and submission of this form does not guarantee approval of transfer from the Program Director.

Student Signature _____ Date _____

Submission Instructions

Please sign and submit your completed form to Sonja Noble, Program Director, at:

Email (preferred): SRNoble@madisoncollege.edu

In-person: School of Nursing Office – Truax Campus, Room 103

Questions? For further assistance, visit the School of Nursing office or call (608) 246-6780.

Office Use Only: Date Received _____ Approved Denied
If approved, request sent to Admissions for Student Program/Plan update

APPENDIX 4: AMERICAN NURSES' ASSOCIATION CODE OF ETHICS FOR NURSES

The Code of Ethics for Nurses with Interpretive Statements (The Code) was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession. The ANA's Code of Ethics for Nurses can be reviewed in its entirety on the ANA's website at [Nursing Code of Ethics](#).

The nine *Provisions of the Code of Ethics for Nurses* include the following:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Adapted from the *ANA Code of Ethics for Nurses with Interpretive Statements*, American Nurses' Association, Silver Spring, Maryland, 2015.

APPENDIX 5: NATIONAL STUDENT NURSES' ASSOCIATE, INC. CODE OF ACADEMIC AND CLINICAL CONDUCT

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development.

Therefore, within these environments, we:

1. Advocate for the rights of all clients
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others. 14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
14. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

15. Strive to achieve and maintain an optimal level of personal health.
16. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
17. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ.

Retrieved from [NSNA Code of Ethics](#)

APPENDIX 6: NURSING PROGRAM STUDENT SUCCESS SUPPORT PLAN

Nursing Program Student Success Support Plan

The School of Nursing faculty is committed to the success of all students in the Nursing programs. This document provides feedback and a clear plan for students who need additional support and guidance to meet course objectives. The goal of this document is to provide you and your instructor with information to work together for your success. We want to stress this document is meant as an extension of help and support.

Student: Click or tap here to enter text.

Date: Click or tap to enter a date.

Term: Semester: Spring

Fall

Semester: Choose an item.

1. You do not meet the required standards for the following course:

Select Course: Choose an item.

2. Due to the following reasons:

a. Attendance/Timeliness

b. Expected Standard of Performance

Passing grade is 80%. Your grade is: Click or tap here to enter text.

c. College, Program or Course Policy: Click or tap here to enter text.

d. Other: Click or tap here to enter text.

3. Provide a detailed explanation of the situation: Click or tap here to enter text.

4. Comments/Recommendations/Action(s) Taken:

Early Alert Referral initiated

ATI test taking skills module(s) in Achieve

Mandatory ATI Modules related to course content as listed here

(Instructor selects and assigns specific ATI module (s) according to student need)

Study skills workshop/Student Achievement Center Referral

Student's developed plan for improvement

Required review of exams with course faculty

Meet with Student Success Coach, Anna Morgan: Contact Anna at ACMorgan@madisoncollege.edu

Other: Click or tap here to enter text.

Instructor Comments: Click or tap here to enter text.

Instructor Signature _____ Date _____

Student Signature _____ Date _____

Office Use: Electronic Copies to: Student Advisor Other Paper Copy to Student File

Submission Instructions: Please submit your completed form to

ADN: Sonja Noble, Program Director, at SRNoble@madisoncollege.edu

PN: Meghan Sweeney, Program Director, at MSweeney3@madisoncollege.edu

APPENDIX 7: NURSING PROGRAM PART-TIME/FULL-TIME CHANGE REQUEST FORM

Part-time/Full-time Change Request Form

Instructions: This form is to be submitted by the student to request permissions to change from the part-time/full-time track.

Date: _____
Student Name: _____
Student ID: _____
Phone: _____
Campus: _____

Please check one of the following:

Request change from full-time to part-time coursework.
Policy: A nursing student wishing to move to the part-time nursing courses must make this request in writing to the Program Director by 4pm on Friday of week 8 of the semester by completing this form. If in the future the student wishes to return to fulltime coursework, the student must make a NEW request to the Program Director by completing this form again (see below). The student may not register for part-time until permission to do so has been given. In selecting this option, the student is committing to two (2) consecutive semesters of part-time study before any consideration of a change back to full-time.

Request change from part-time to full-time coursework.
Policy: A nursing student wishing to move to the full-time nursing courses must make this request in writing to the Program Director by 4pm on Friday of week 8 of the semester by completing this form. If in the future the student wishes to return to part-time coursework, the student must make a NEW request to the Program Director by completing this form again. The student may not register for full-time coursework until permission to do so has been given and is on a space available basis.

Student Signature & Agreement

By signing, I certify that all of the above information and statements are true to the best of my knowledge. I understand that: submission of this form is a formal request to change from program track and submission of this form does not guarantee track change approval from the Program Director.

Student Signature _____ Date _____

Submission Instructions

Please sign and submit your completed form to Sonja Noble, Program Director, at:

Email (preferred): SRNoble@madisoncollege.edu

In-person: School of Nursing Office – Truax Campus, Room 103

Questions? For further assistance, visit the School of Nursing office or call (608) 246-6780.

APPENDIX 8: NURSING STUDENT RE-ENTRY APPLICATION

RE-ENTRY REQUEST FORM

Instructions: This form is to be submitted by the student to request permission to re-enter a nursing program after an extended leave of two (2) to three (3) semesters. Students who have been on leave for four (4) or more semesters must request readmission by submitting a Readmission Application.

Date: _____
Student Name: _____
Student ID: _____
Email Address: _____
Phone: _____

NOTE: It is the student's responsibility to maintain current address/telephone number with Madison College

Semester requesting re-entry: _____
Campus requesting re-entry: _____

When did you complete your most recent nursing class?

Were you in good academic standing during your last completed semester (i.e. did not receive a failure or withdrawal)?

ALL REQUESTS FOR RE-ENTRY ARE ON A SPACE-AVAILABLE BASIS

Student Signature & Agreement

By signing, I certify that all of the above information and statements are true to the best of my knowledge. I understand that: submission of this form is a formal request to re-enter into the nursing program, and submission of this form does not guarantee re-entry in the subsequent semester. I understand that requests are granted on a space available basis and may require me to enroll into courses at a different campus location than the campus previously deemed my "home campus." If granted re-entry, I understand that I will need to successfully complete individualized refresher training prior to participating in program courses.

Student Signature _____ Date _____

Submission Instructions

Please submit your completed form to:

ADN: Sonja Noble, Program Director, at SRNoble@madisoncollege.edu

PN: Meghan Sweeney, Program Director, at MSweeney3@madisoncollege.edu

Questions? For further assistance, visit the School of Nursing office or call (608) 246-6780.

APPENDIX 10: SCHOOL OF NURSING READMISSION RUBRIC

Student: _____

Nursing course faculty: _____

Faculty Advisor: _____

Program Director: _____

Criteria:	Yes	No
A “Yes” response is required for each row below to be considered for readmission.		
Does the student demonstrate accountability for their learning and retaining of material?		
Were circumstances that affected the student’s success articulated?		
Does the student have a specific and realistic plan for success if readmitted? Includes recommendations from faculty (if applicable)?		
Does the student describe their personal strengths and how they will use them for their success?		
Does the student identify available resources (if applicable)?		
A “No” response is required for each row below to be considered for readmission.		
Has the student previously been readmitted in the ADN or PN programs?		
Is the student requesting readmission based on a reason that is deemed as an automatic disqualification from our nursing program? (<i>Violation of safety and/or professional standards, a breach of MC policies on academic integrity and/or student conduct, and/or a breach of the ANA Code of Ethics for Nurses or National SNA Code of Ethics.</i>)		

Outcome of Readmission Committee:

_____ Student is readmitted without condition.

_____ Student is readmitted with the following condition(s):

_____ Student is denied readmission based on the following reason(s):

Recommendations from the committee for the student upon readmission:

- Scheduled meetings with their advisor to check in on success and needs.
- Scheduled meetings with the Academic Coach.

- Scheduled math tutoring.
- Meeting with DRS regarding accommodations.
- Enrollment in the Nursing Success course.
- Exam reviews with course instructors.
- _____
- _____

Date Reviewed: _____

School of Nursing Reviewers:

Dean _____

ADoN _____

Faculty Director, Equity and Inclusion _____

Program Chair _____

Program Director _____

Student Success Committee Chair(s) or Faculty Member _____

APPENDIX 11: ASSOCIATE DEGREE NURSING: PROGRAM OF STUDY

General Education Courses		Credits
30-543-300	Nursing Assistant	3
10-801-195	Written Communication OR	3
20-801-201	English Comp 1	3
10-801-198	Speech OR	3
10-801-196	Oral/Interpersonal Communicators OR	3
20-810-201	Fundamentals of Speech	3
20-806-207	Anatomy and Physiology 1	4
20-806-208	Anatomy and Physiology 2	4
20-806-273	Microbiology OR	5
20-806-274	Microbiology (UW Madison transfer req)	5
20-809-203	Intro to Sociology OR	3
10-809-197	Contemporary American Society	3
20-809-231	Intro to Psychology	3
20-809-233	Developmental Psychology	3
	Total	31
FIRST YEAR		
First Semester		Credits
10-543-101	Nursing Fundamentals	2
10-543-102	Nursing Skills	3
10-543-103	Nursing Pharmacology	2
10-543-104	Nursing: Intro to Clinical Practice	2
	Semester Total	9
Second Semester		Credits
10-543-105	Nursing Health Alterations	3
10-543-106	Nursing Health Promotions	3
10-543-107	Nursing Clinical Care across the Lifespan	2
10-543-108	Nursing: Intro to Clinical Management	2
	Semester Total	10
SECOND YEAR		
First Semester		Credits
10-543-109	Nursing Complex Health Alterations 1	3
10-543-110	Nursing Mental Health Comm. Concepts	2
10-543-111	Nursing Intermediate Clinical Practice	3
10-543-112	Nursing Advanced Skills	1
	Semester Total	9
Second Semester		Credits
10-543-113	Nursing Complex Health Alterations 2	3
10-543-114	Nursing Management Concepts	2
10-543-115	Nursing Advanced Clinical Practice	3
10-543-116	Nursing Clinical Transition	2
	Semester Total	10

After successful completion of the first year, students are eligible to sit for the NCLEX-PN and continue with the second year of the ADN program. They may also choose to graduate as a practical nurse and exit the program. Please note that completion of the Speech is required to be eligible to test.

Later, the individual may reapply to the ADN program as an LPN-to-RN student; entry into third semester is considered on a space-available basis. A student who chooses this option must contact the ADN Program Director to complete an exit interview and to discuss reentry options.

A student must pay licensing and NCLEX-PN fees to be eligible for credentials as an LPN; the student must pay separate licensing and NCLEX-RN fees after completing the ADN Program to be eligible for credentials as a RN. The examination and licensure fee is approximately \$300 for each credential.

APPENDIX 12: PRACTICAL NURSING: PROGRAM OF STUDY

Pre-program Courses		Credits
30-543-3003	Nursing Assistant	3
31-543-356	Growth and Development	2
10-501-153	Body Structure & Function	3
10-801-195	Written Communication	3
10-801-198	Speech	3
	Semester Total	14
First Semester		Credits
31-543-301	Nursing Fundamentals	2
31-543-302	Nursing Skills	3
31-543-303	Nursing Pharmacology	2
31-543-304	Nursing: Intro to Clinical Practice	2
	Semester Total	9
Second Semester		Credits
31-543-305	Nursing Health Alterations	3
31-543-306	Nursing Health Promotion	3
31-543-307	Nursing: Clinical Care Across the Lifespan	2
31-543-308	Nursing: Intro to Clinical Care Management	2
	Semester Total	10

APPENDIX 13: ARTICULATION

The nursing programs at Madison College are designed to facilitate articulation from one level of nursing education to the next.

Licensed Practical Nursing to Associate Degree Nursing Completion Program

The Associate Degree Nursing Completion Program is available to currently licensed Practical Nurses choosing to advance their educational preparation to become Registered Nurses. Candidates may petition once per year. Students take 543-164 Orientation to Associate Degree Nursing the semester prior to starting core nursing courses. In addition to the information in the School of Nursing Handbook, the following apply to this student cohort:

- The number of students admitted to the Associate Degree Nursing Completion Program is variable each semester and determined by the Associate Dean of Nursing. Students may be admitted to Eastern Region, Reedsburg, or the Madison Truax campus.
- Applicants must successfully complete Nursing 543-164: Orientation to Associate Degree Nursing prior to starting core nursing courses. This class is generally offered the last eight (8) weeks of Fall semester prior to entering core nursing courses.
- Students may be admitted to the 543-164 course and concurrently be enrolled in their last ADN pre-requisite course.
- Progression to core nursing courses is dependent on successful completion of the 543-164 class and all prerequisite courses.
- The 543-164 course is valid for one year. If a student is unable to proceed to core nursing courses the semester after its completion, they will be allowed into core courses the following semester as an alternate. Students who do not enter core nursing courses within a year of completing the 543-164 course will be required to reapply to the program and take the course again.
- Students may be accepted into the 543-164 course as an alternate. This means they are guaranteed a space in core nursing theory classes the following semester but not clinicals unless student attrition occurs.
- Students are entitled to a one-time deferment when offered admission into the 543-164 class. Students who refuse admission a second time are removed from the waitlist and will need to re-apply to the program when they are ready.
- A student who fails or withdraws from the 543-164 class while the course is in progress may re-enroll in that course only once. If unsuccessful a second time, students should consider health or career advising to determine future educational goals.
- Students may only re-enter the Associate Degree Nursing Completion Program once.

Associate Degree Nursing to Baccalaureate of Science Degree in Nursing

The ADN Program has formal articulation agreements with several colleges and universities. Students who would like further information about these agreements should contact the Program Director, Program Chair, or their faculty advisor to discuss educational plans and goals.

In addition to the colleges with formal articulation agreements, various colleges and universities have special programs for RNs with associate degrees who wish to complete a baccalaureate degree in nursing. Students who are interested in a specific college should contact that institution to find out about admission requirements and policies regarding transfer of credit.

The complete list of RN to Baccalaureate programs and RN to MSN programs may be found on the [AACN website](#).

Specific information regarding BSN completion at a particular school can also found on the Madison College website under [Transfer Opportunities](#).

APPENDIX 14: STUDENT INVOLVEMENT OPPORTUNITIES

Student Nursing Association (SNA)

SNA membership is an opportunity available to all Associate Degree Nursing program students who would like to develop their nursing role/career. Truax, Eastern Region and Reedsburg campuses have active SNA chapters. SNA offers member benefits related to professional development in general and specialty areas, leadership opportunities, developing the student's voice, career building, networking with professional role models, policy development, community outreach, and more. Students may hold local, state and/or national membership. Dues are prorated to reflect the level of membership.

Along with the National Student Nurses Association, the preprofessional organization for nursing students, SNA provides benefits to student learning and career development. Students should talk to a current Board Member, Student Representative, or check out SNA on *The Link* for more details.

Scholars of Color Mentoring Program

The Scholars of Color Mentoring Program (SCMP) for nursing offers pre-program and current nursing students of color the opportunity to form valuable connections with mentors who are Madison College staff and faculty, and nurses in the community. Mentors provide Scholars with guidance on academic, career, and personal goals. In addition, SCMP offers an opportunity to form community with fellow Nursing Scholars of Color. For more information, please visit [Madison College Scholars of Coloring Mentoring Program](#) online.

Madison College Honors Program

The Madison College Honors Program is a college-wide, project-based program. Qualified students work with an honors supervising faculty member over the course of a semester to develop an honors project within the faculty member's discipline. The student and faculty member complete an Honors Program Learning Contract and determine the learning objectives, meeting schedule, required resources and criteria for grading the honors project. Please visit the [Madison College Honors](#) webpage for more information.

Student Representatives

The School of Nursing has several student representative opportunities to sit on internal committees focused on student success and program improvement. If a student is interested in being a student representative, they should reach out to their Program Director or faculty advisor for more information.

HANDBOOK SIGN OFF FORM

I understand that the policies and procedures provided in the *School of Nursing Student Handbook* are in effect throughout the program. I understand that additional policies and procedures are contained on the College website. I agree to abide by all of the policies and procedures provided in the *School of Nursing Student Handbook* and contained on the Madison College Website.

Name of Student (please print)

Signature of Student

Date



Madison Area Technical College

Practical Nursing Program

N1.08 (5) Clinical Learning Experience

Clinical Learning Experience

Clinical Evaluation Tool



Clinical Learning

Chapter N 1.08(5) Clinical Learning Experiences

**documentation below derived from Accreditation Commission for Education in Nursing (ACEN) Initial Accreditation Self-Study Report*

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.

Students achieve clinical learning and meet course competencies, End-of-Program-Student-Learning-Outcomes (EPSLOs), and program outcomes through a variety of learning activities. These learning experiences occur across many settings, including community-based clinical facilities, the Tommy G. Thompson Simulation Center at the Madison College Truax campus, and the PN Skills Lab and classrooms and the simulation center at Goodman South Campus. These clinical experiences and practice learning environments are sufficient to support the achievement of the end-of-program student learning outcomes.

Clinical Facilities

There are a variety of clinical experiences available to Practical Nursing students, as Madison College is located in a large urban area with a diverse population. There are four major health systems serving the Madison area including systems specific to children and veterans, as well as one system that is a university-based, academic medical center and research facility. There are 28 long-term care facilities in the Madison metropolitan area, three hospice facilities, and more than 100 outpatient clinics with multiple specialty areas. Multiple nursing and health programs at Madison College as well as other nursing schools in Madison utilize these agencies, as do other schools of nursing across the state. Madison College nursing programs have enjoyed a long and robust history with clinical partners and community stakeholders as a highly respected school of nursing for producing graduates at every level of inquiry, (nursing assistant, practical nursing, and associate degree nursing). As such, the PN Program has established strong partnerships for student clinical learning experiences across these health systems and levels of patient care. The PN Program currently utilizes long-term care facilities and inpatient hospice facilities as well as multi-specialty ambulatory clinics. Currently, these sites are utilized one time per academic year, as the program admits new students on an annual basis. Capacity exists at each clinical site currently utilized by the PN Program to provide these same clinical site experiences every semester when student enrollment is increased in spring 2022 to admit a new cohort of students every semester.

Diverse clinical experiences are aligned to meet the EPSLOs and clinical practice environments where practical nurses are commonly employed in industry. As the expected levels of clinical performance progress from “assisted” to “supervised” practice, the clinical sites are selected for each semester to match this progression. The tables below (4.9a, 4.9b, and 4.9c) outline the type of clinical sites selected for each semester of the program, student learning opportunities and alignment with the EPSLOS the PN Program.

**Table 4.9a Semester 1 Clinical Sites
Introduction to Clinical Practice (304)**

Updated Information

Facility	Type of Facility	Unit Characteristics	Learning Opportunities	EPSLO Alignment
Agrace Hospice 5395 E. Cheryl Parkway Madison, WI 53711	50 bed facility Non-profit, community-supported health care organization National Partnership of Hospice Innovation Member Provides nursing hospice care, palliative care, personal and supportive care to patients who are experiencing chronic illness and at end of life	In patient hospice unit, 38 beds	Stable client population with multiple needs for basic nursing care: assessment, alterations in comfort, skin integrity, mobility, elimination, cognitive/sensory functions	#1 Professional nursing role/identity
		In patient memory care unit, 12 beds		#3 Integration and critical thinking
		Students assigned to patients in both units	Patients experiencing end of life care needs, death and grieving	#3 Integration and critical thinking
		Nursing staffing model includes RNs, LPNs, and CNAs	Medication administration	#3 Integration and critical thinking #5 Safety
			Basic therapeutic communication with residents	#2 Communication
			Data collection and participating in nursing care planning and documentation	#2 Communication #4 Integrate nursing process #7 Informatics and Technology
			Interprofessional collaboration opportunities with multi-disciplinary team	#2 Communication #5 Safety #6 Collaboration

Capital Lakes 333 Main St. Madison, WI 53703	State-approved non-profit 85 bed, multi-level care facility providing skilled nursing, assisted living memory care, physical therapy and rehabilitation services, and independent living options	2nd floor long term care skilled unit 40 bed unit Patient population post-hospitalization and long-term care rehabilitation care Nursing staffing model includes RNs, LPNs, CNAs, and medication aides	Stable client population with multiple needs for basic nursing care: assessment, alterations in comfort, skin integrity, mobility, elimination, cognitive/sensory functions	#1 Professional nursing role/identity #3 Integration and critical thinking
			Medication administration	#3 Integration and critical thinking #5 Safety
			Basic therapeutic communication with residents	#2 Communication
			Data collection and participating in nursing care planning and documentation	#2 Communication #4 Integrate the nursing process #7 Informatics and Technology
			Interprofessional collaboration opportunities with multi-disciplinary team	#2 Communication #5 Safety #6 Collaboration

**Table 4.9b Semester 2 Clinical Sites
Clinical Care Across the Life Span (307)**

Facility	Type of Facility	Unit Characteristics	Student Learning Opportunities	EPSLO Alignment
SSM Health East Clinic 1821 Stoughton Rd Madison WI 53716	Outpatient Clinic Low acuity Catholic, non-profit health care organization 33 specialty clinics within facility	Clinics utilized for student experiences: Orthopedics, ENT, Urgent Care, Pediatrics, Internal Medicine, Podiatry	Interprofessional collaboration opportunities with multi-disciplinary team	#2 Communication #5 Safety #6 Collaboration
	Focus on basic care needs of specialized patients across the lifespan from maternal-child- geriatrics		#1 Professional nursing role/identity #3 Integration and critical thinking #5 Safety	
	Data collection, and reinforce teaching		#2 Communication #4 Integrate the nursing process #7 Informatics and Technology	

			Implement communication strategies tailored to patient age and developmental stage	#2 Communication
			Prioritization of multiple tasks	#3 Integration and critical thinking #5 Safety
			Perform basic nursing skills for specialized patient populations	#4 Integrate the nursing process

**Table 4.9c Semester 2 Clinical Sites
Introduction to Clinical Care Management (308)**

Facility	Type of Facility	Unit Characteristics	Student Learning Opportunities	EPSLO Alignment
Oakwood West 6205 Mineral Point Rd Madison, WI 53705	State-approved 80 bed, multi-level care facility providing independent living, assisted living, skilled nursing, assisted living memory care, physical therapy and rehabilitation services	2 nd floor Hebron 36 bed skilled nursing and rehabilitation unit Providing care for long-term care, hospice and post-hospitalized rehab patients Staff model includes RNs, LPNs and CNAs	Stable client population with chronic health conditions, post-hospitalization rehabilitation, and multiple needs for basic nursing care	#1 Professional nursing role/identity #3 Integration and critical thinking
			Students experience team nursing and team leading	#1 Professional nursing role/identity #2 Communication #5 Safety #6 Collaboration
			A focus is placed on prioritization of multiple residents and tasks	#3 Integration and critical thinking
			Nursing care planning and documentation	#4 Integrate the nursing process #7 Informatics and Technology
			Multiple Medication administration	#3 Integration and critical thinking #5 Safety
			Interprofessional collaboration opportunities with multi-disciplinary team	#2 Communication

				#6 Collaboration
			Therapeutic communication strategies based on patient age, developmental level, disability and/or culture	#2 Communication #5 Safety

***For purposes of this self-study, the original seven EPSLOs are referred to in these tables.**

The Program Director and faculty, in collaboration with the clinical coordinator, perform on-site evaluations of prospective and established clinical sites. The PN Program utilizes a facility assessment tool when performing these evaluations. This assessment tool aligns with program EPSLOs and adheres to clinical learning experiences outlined in the Wisconsin State Board of Nursing Administrative Code N1, N 1.08 (5). During the onsite evaluation process, the PN Program representative meets with clinical facility leadership, tours the site, and uses the assessment tool to evaluate all areas that students and faculty will be accessing. This evaluation process ensures clinical sites are safe, appropriate, and leveled for student clinical experiences. This process also ensures that clinical site selection and student placements in the PN Program are designed to meet the course objectives in progressively more complex situations and provide smooth transition from one clinical to the next, leading to achievement of the EPSLOs by the final clinical experience. Additional considerations to clinical site selection include accreditation or certification of the facility, diversity of patient populations, patient census, acuity levels, staffing ratios and mix, specialty practice, location, and learning opportunities for students (for example, performance of skills, specialty experiences, interprofessional collaboration, etc.). Once a site has been approved, a contract is signed by the clinical agency and the Madison College PN Program. After the first semester of utilization, a clinical site is re-evaluated by faculty to ensure standards are met while established clinical sites are formally re-evaluated at least every five years, or with a significant change at the clinical site. Faculty discuss clinical sites and student learning experiences as part of the Course Reports performed annually every spring semester.

At the end of each clinical rotation, students are asked to complete an evaluation of the clinical experience through a course survey. Results of these surveys are documented in the Course Report by the faculty member and may be provided to the clinical site after the rotation is completed. Evaluative information is used for quality improvement of future clinical experiences. Continued placement of students at clinical sites will be based upon the availability

of the clinical site, patient census and acuity, agency maintenance of state and federal standards, and student location.

Clinical facilities used by the PN Program utilize contemporary nursing and health care practices that are in compliance with nationally established patient health and safety goals. Clinical facilities maintain accreditation by The Joint Commission, the State of Wisconsin, Centers for Medicare and Medicaid Services (CMS), and other accrediting bodies that monitor the agencies based on their standards for quality and safety. All clinical agencies maintain policies for HIPAA, FERPA, and OSHA compliance. Students are introduced to HIPAA and OSHA standards in the first semester of the PN Program prior to attending the first clinical or laboratory experience. Students review these policies with faculty at each new clinical site in the program as part of their clinical orientation. Compliance with these policies is a component of the student clinical evaluation tool and students comply with program requirements that include a caregiver background check, health insurance, immunization requirements, and CPR certification. These documents are collected and maintained in Castlebranch, a repository for all student health documents. Many clinical sites require additional student onboarding to learn about facility policies, electronic health records, safety and infection control, and specific facility requirements. Madison College PN Program faculty accept responsibility for student clinical experiences and learning in the practice setting.

During clinical instruction, faculty directly supervise the care students are providing. Careful consideration and planning occur as faculty develop student assignments. This provides the student with patient care experiences that allow the integration of classroom knowledge and skills in the clinical setting. As the instructor-to-student ratio is not more than 1:8, faculty have the ability to provide ongoing constructive feedback regarding student performance with clinical outcomes and student progress with EPSLOs. Madison College is well respected in the community, and the PN clinical faculty have strong partnerships with nursing staff. This has resulted in a supportive learning environment and a high level of collaboration between nursing faculty and staff to provide students with evidence-based, contemporary patient care experiences. This clinical experience reflects contemporary practice and is based on nationally established patient health and safety goals. It also supports the achievement of the end-of-program student learning outcomes.

Practice Lab and Simulation Environments

The practice lab environment, open lab time, and high-fidelity simulation supports student achievement of EPSLOs. While current spaces meet student and faculty needs, college-approved facilities expansion projects and capital equipment projects were approved in spring

2021. These projects were initiated in summer 2021 with completion in fall 2021 to meet future learning needs of increased student enrollment.

Based on the National Council for State Boards of Nursing article in 2014 supporting simulation as a substitute for clinical experience, and the PN Program policy, "Substitution of Clinical Experience with Simulation-Based Learning Experience", students may have up to 25 percent of their required hours in any clinical course occur in a simulation lab setting. Clinical simulation scenarios are leveled by the faculty for use with each clinical and theory course. Simulation scenarios are selected from National League for Nursing (NLN) options or are developed by clinical faculty in direct relation to the clinical course's student learning outcomes. Students practice and apply their clinical knowledge and skills in a simulated health care environment to meet clinical course EPSLOs.

Practice Lab Environment

Low fidelity skills practice labs located on the second floor of the GSC building. These rooms are dedicated exclusively to the SoN and are open to all enrolled PN students. Currently, open lab hours for student practice are incorporated into the timeframe surrounding the scheduled skills class. Prior to COVID-19, open skills lab hours were available throughout the week and were staffed by the PN lab coordinator. During open lab hours, students had access to lab supplies and equipment. During the pandemic, opportunities for open lab practice are not consistently available. However, the PN Program was able to provide take-home skills practice kits through CARES funding. This brought the lab to the students and practice opportunities for students. The PN faculty continue to monitor the impact of COVID-19 and impact on open lab. The PN Program continues to provide skills lab take home kits to augment student learning in the Skills course. A future goal is to return to providing open lab hours that occurred prior to the pandemic. Students may also schedule individualized lab practice times with faculty by appointment so that faculty may provide assistance with skill development and give constructive feedback to students.

Simulation

Goodman South Campus (GSC) has a simulation lab facility that is set up to resemble a clinical setting, including electronic charting and information retrieval, so students may practice in a realistic environment. In addition, PN students and faculty also have access to and utilize the Tommy G. Thompson Simulation Center at the Madison College Truax campus, which is a larger high-fidelity simulation center. All Madison College health simulation labs operate under health and safety standards documented in the Student Simulation Policy and Procedure Guide.

These standards are aligned with the health and safety standards of clinical sites currently utilized in the program for clinical educational opportunities.

Currently, the use of simulation is first introduced to PN students in the first semester, primarily in the Nursing Skills course (302). In the second semester, the use of simulation is expanded upon and implemented to augment clinical learning experiences in the Lifespan (307) and Introduction to Clinical Management (308) courses. As students progress through the program, simulation scenarios become increasingly complex by adding skills, conditions, and psychosocial issues to the scenarios.

First Semester Simulation

In the first semester, students focus on accurate physical assessment skills, performing safely using medical asepsis and safety principles, and practicing professional and therapeutic communication skills. One example of how this is demonstrated is by an in-class activity where three high-fidelity manikins are brought to the skills lab, including an infant, pediatric, and an adult patient, all with respiratory assessment needs. During this activity, students practice and demonstrate their respiratory assessment skills across the lifespan as well as their therapeutic communication skills with different age groups. A second example includes formative skill assessments scheduled in the Simulation lab throughout the Skills course. These formative assessments allow faculty to evaluate students' ability to perform basic nursing care prior to entering clinical.

Second Semester Simulation

In the second semester, one high-fidelity simulation experience is included with each clinical course. In the Lifespan clinical course (307), the simulation experience reflects an inpatient labor and delivery unit and aligns with concepts taught in the Health Promotions course (306). Students have the opportunity to provide basic care for diverse patients experiencing uncomplicated labor and delivery, assist in the provision of stable postpartum and newborn care, and reinforce patient teaching to diverse patient and family situations. Further, students are able to demonstrate data collection skills, utilize therapeutic communication techniques, patient teaching strategies, and perform skills safely while functioning as a collaborative member of the healthcare team. In the Management clinical course (308), the simulation experience reflects a medical-surgical inpatient hospital unit. Students demonstrate their ability to collect data, demonstrate therapeutic communication with patients, perform skills, maintain safety, and prioritize patient care to a diverse population of patients experiencing a variety of chronic and low acuity health issues. Selected patient health issues align with concepts taught in the Health Alterations course (305). Examples of these health issues include chronic heart

failure, diabetes, arthritis, COPD, post-surgical care, and delegation skills. In each of the simulated clinical experiences mentioned above, students participate in debriefing, utilizing the Debriefing for Meaningful Learning (DML) Model. Using this model as a framework, faculty guide students to reflect on their student experiences of thinking in action, collaboratively share their reflections so they may be thinking on action, and foster student critical thinking skills. Like any other clinical experience, students participate in pre-work, perform documentation throughout the clinical experience, and are evaluated by faculty utilizing the Clinical Evaluation Tool (CET). As part of the CET, students also provide a self-reflection on each EPSLO for these experiences.

At this point in time, PN Program students participate in these clinical experiences at the Tommy G. Thompson Simulation Center at the Madison College Truax campus, which is located 11 miles from the GSC. With the expansion of the GSC simulation lab, there will be sufficient space to hold these high-fidelity clinical experiences right at the GSC. The increase in physical resources will also allow faculty to integrate high-fidelity simulation into the Health Alterations course (305). As such, students will have further opportunities to demonstrate their ability to provide patient care, recognize condition changes, and intervene appropriately in a controlled environment. This allows students the opportunity to apply concepts learned in a kinesthetic way.



Clinical Evaluation Tool



**Madison College - Practical Nursing Program
CLINICAL EVALUATION TOOL**

Student: _____ Campus: _____
Clinical Agency: _____ Dates: _____
Clinical Course: _____ Days Absent: _____
Instructor: _____ Grade S (Pass): _____ U (Fail): _____

Scoring Rating Criteria:

A course grade of pass or "P" is required. To obtain a clinical grade of "P" the student must achieve a satisfactory rating in each competency for the clinical course. A satisfactory rating is achieved when students meet all the performance criteria for each clinical course competency as described in the clinical evaluation tool. A student cannot receive a grade of satisfactory in any competency if they are unsatisfactory in any performance criteria for that competency. Semester based criteria to achieve a satisfactory rating are as follows:

Semester One: Satisfactory is defined as achieving a minimum of "Assisted (1)" in each competency.

Semester Two: Satisfactory is defined as achieving a minimum of "Supervised (2)" in each competency.

Independent 3 = The student consistently demonstrates knowledge and application of principles. The student displays self-confidence and initiative and needs rare supportive cues. The student exhibits consistent progress in organizing nursing care that is safe, accurate and within an efficient time frame.

Supervised 2 = The student consistently demonstrates application of knowledge and principles. The student displays self-confidence in providing nursing care and needs only occasional supportive cues. The student shows some growth and is responsive to instructor feedback. The student organizes nursing care that is safe, accurate and within a reasonable time frame.

Assisted 1 = The student has demonstrated inconsistent knowledge or application of principles. Needs frequent directions and supportive cues. The student sometimes lacks organization and skill. Student provides care that is safe and accurate with supervision. Occasionally takes longer than necessary to perform care.

Dependent 0 = The student has serious knowledge or skills deficits. Shows failure to demonstrate understanding of basic principles. Is inconsistent in care and is unsafe. Does not follow directions. Verbal and physical cues are so directive and continuous that essentially the instructor is doing the care.

Not Observed (NO) = Opportunity to evaluate the competency not available.

Student Reflection Criteria:

Students must demonstrate reflection on each clinical competency every week. By the end of the clinical students must have demonstrated reflection for each learning objective identified within the competency. Students may reflect on a **strength they demonstrated along with goals for maintaining** the demonstrated strength. Alternatively, students may reflect on an **area of opportunity along with a plan for improvement**. Refer to clinical instructor for additional details.

End of Program Student Learning Outcome (EPSLO)	WEEKLY RATING (0-3 or NO - Not Observed)									
	Week	1	2	3	4	5	6	7	8	Final
EPSLO 1 – Integrate Practical Nursing identity reflecting integrity, responsibility, and nursing standards.	Student									
	Instructor									
Performance Criteria: <ul style="list-style-type: none"> A. Practice within agency and school policies, state laws, industry standards and the ethical frameworks of nursing. B. Protect client rights and treat all individuals with dignity and respect C. Demonstrate professional behaviors D. Recognize responsibility for learning and client care E. Identify practices consistent with evidence-based standards, policies, and procedures 										
Student SLO Reflection (Strengths, opportunities, goals & plans for improvement)										
Week 1:										
Week 2:										
Week 3:										
Week 4:										
Week 5:										
Week 6:										
Instructor Comments:										

End of Program Student Learning Outcome (EPSLO)	WEEKLY RATING (0-3 or NO - Not Observed)									
	Week	1	2	3	4	5	6	7	8	Final
EPSLO 2 – Communicate basic information using multiple sources in nursing practice.	Student									
	Instructor									
Performance Criteria: <ul style="list-style-type: none"> A. Participate in basic verbal, non-verbal, and therapeutic communication strategies in basic client situations. B. Participate in communication strategies based on clients' age, developmental level, disability and/or culture under supervision. C. Collect basic data from health record and a variety of professional sources to provide client care under direction. D. Provide basic and accurate information under direction to stable clients, instructor, and healthcare team. E. Document basic and accurate information in a timely manner using electronic or agency standard documentation systems. F. Identify appropriate terminology, spelling, and grammar in all communications with guidance. 										
Student SLO Reflection (Strengths, opportunities, goals & plans for improvement)										
Week 1:										
Week 2:										
Week 3:										
Week 4:										

Week 5:
Week 6:
Instructor Comments:

End of Program Student Learning Outcome (EPSLO)	WEEKLY RATING (0-3 or NO - Not Observed)									
	Week	1	2	3	4	5	6	7	8	Final
EPSLO 3 – Utilize theoretical knowledge to participate decision making.	Student									
	Instructor									
	Performance Criteria: <ul style="list-style-type: none"> A. Describe basic theoretical knowledge when caring for clients. B. Demonstrate a questioning and open mind. C. Identify quality improvement concepts. D. Explain client medication information including classification, indication, action, dosage, side effects, interactions, compatibilities, and nursing implications. 									
Student SLO Reflection (Strengths, opportunities, goals & plans for improvement)										
Week 1:										
Week 2:										
Week 3:										
Week 4:										
Week 5:										
Week 6:										
Instructor Comments:										

End of Program Student Learning Outcome (EPSLO)	WEEKLY RATING (0-3 or NO - Not Observed)									
	Week	1	2	3	4	5	6	7	8	Final
EPSLO 4 – Apply the nursing process to basic client care across diverse populations.	Student									
	Instructor									
	Performance Criteria: <ul style="list-style-type: none"> A. Collect client assessment data using correct techniques. B. Identify abnormal data and changes in client condition. C. Participate in care plan development based on diverse client needs. D. Perform identified nursing interventions in the client plan of care under supervision. E. Identify the achievement of client outcomes with the supervisor. 									
Student SLO Reflection (Strengths, opportunities, goals & plans for improvement)										
Week 1:										
Week 2:										
Week 3:										
Week 4:										

Week 5:
Week 6:
Instructor Comments:

End of Program Student Learning Outcome (EPSLO)	WEEKLY RATING (0-3 or NO - Not Observed)									
	Week	1	2	3	4	5	6	7	8	Final
EPSLO 5 – Function as a healthcare team member to provide safe and effective care.	Student									
	Instructor									
Performance Criteria: <ul style="list-style-type: none"> A. Adhere to safety measures in protecting client, self and others from injury, infection, and harm. B. Identify your role within the healthcare team. C. Participate in client care activities developed by the healthcare team. D. Identify guidelines of delegation. 										
Student SLO Reflection (Strengths, opportunities, goals & plans for improvement)										
Week 1:										
Week 2:										
Week 3:										
Week 4:										
Week 5:										
Week 6:										
Instructor Comments:										

Date Final Evaluation Reviewed with Student: _____

Final Evaluation Comments:

Student Signature: _____

Instructor Signature: _____



Madison Area Technical College

Practical Nursing Program

N1.08 (7) Systematic Program Plan Evaluation

**Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
EPSLO 1**

ACEN 6.1 Evaluation Criteria: The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.		IMPLEMENTATION								
PLAN		IMPLEMENTATION								
Component	ELA	Assessment Method	Results of Data Collection (including actual levels of achievement)	Analysis and Action for Program Development, Maintenance or Revision						
<p>EPSLO 1</p> <p>Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to caring, advocacy, and quality care while adhering to evidence-based practice. (Professionalism)</p> <p>Frequency: Data is collected and assessed at the end of second semester. Will obtain 3 years of initial data (Spring of 2022). Then on every odd year for an every other year rotating schedule.</p>	<p>Expected Level of Achievement: 80% of students will achieve a HESI score of 850 or greater (correlates to a 95% probability of passing NCLEX on the first attempt) in each of the selected subcategories from the PN Exit Exam.</p>	<p><u>HESI PN Exit Exam:</u></p>	<table border="1"> <tr> <td>2020</td> <td>2021</td> <td>2022</td> </tr> <tr> <td>3 of 12 25% Mean Score: 800</td> <td>7 of 13 54% Mean Score: 859</td> <td></td> </tr> </table>	2020	2021	2022	3 of 12 25% Mean Score: 800	7 of 13 54% Mean Score: 859		<p>HESI PN Exit Exam: Upon review of data, ELA not met. The program acknowledges that the number of students is small. Therefore, no immediate actions or critical changes will be made at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes. In collaboration with ADN regarding current data results, faculty will consider timeframe in which this predictor is administered and the need for documented preparation prior to the PN Exit Exam completion. This will maximize a more accurate reflection of student achievement of EPSLOs. After obtaining three years of data, faculty will consider the need to adjust ELA.</p> <p>4/4/22: Faculty concern regarding HESI scores prompted faculty conversations and decision to implement ATI learning materials and PN Exit exam beginning Fall, 2022 to evaluate student achievement of EPSLOs prior to the originally determined 3 year initial data collection frequency. Faculty determined following further analysis of scores, HESI scores do not appear to correlate with other EPSLO findings on student clinical performance nor NCLEX pass rates, and another tool may better evaluate student attainment of EPSLOs.</p> <p>At the end of the Spring 2022 semester, faculty will also review curriculum during annual Course Report review to identify a capstone project for students to complete as an additional measurement for student achievement of EPSLOs</p>
		2020	2021	2022						
		3 of 12 25% Mean Score: 800	7 of 13 54% Mean Score: 859							
<p><u>Subcategories:</u></p> <p>Specialty Area: Professional Issues</p>	<table border="1"> <tr> <td>2020</td> <td>2021</td> <td>2022</td> </tr> <tr> <td>9 of 12 75% Mean Score: 896</td> <td>8 of 13 62% Mean Score: 986</td> <td></td> </tr> </table>	2020	2021	2022	9 of 12 75% Mean Score: 896	8 of 13 62% Mean Score: 986				
2020	2021	2022								
9 of 12 75% Mean Score: 896	8 of 13 62% Mean Score: 986									
<p>NLN Educational Competencies: Professional Identity</p> <p>Nursing Concepts: EBP - Evidence</p>	<table border="1"> <tr> <td>2020</td> <td>2021</td> <td>2022</td> </tr> <tr> <td>6 of 12 50% Mean Score: 845</td> <td>5 of 13 39% Mean Score: 828</td> <td></td> </tr> </table>	2020	2021	2022	6 of 12 50% Mean Score: 845	5 of 13 39% Mean Score: 828				
2020	2021	2022								
6 of 12 50% Mean Score: 845	5 of 13 39% Mean Score: 828									

Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
EPSLO 1

	<p>Expected Level of Achievement: 80% of students will achieve a satisfactory rating in EPSLO 1 section of the CET for the Lifespan Clinical (307) and Intro to Clinical Management (308).</p>	<p><u>Clinical Evaluation Tool</u></p>	<p>307: 12/12 100% 308: 12/12 100%</p>	<p>307: 13/13 100% 308: 13/13 100%</p>	<p>Clinical Evaluation Tool (CET): Upon review of data, 100% of students achieved a satisfactory rating in both clinicals, which exceeds the identified ELA. No immediate actions or critical changes needed at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes.</p>
	<p>Expected Level of Achievement 90% of students will achieve a score of 90% or higher</p>	<p>Resume and Cover Letter Project</p>	<p>4 of 12 33% avg. score 80%</p>	<p>9 of 11 82% avg. score 81%</p>	<p>ELA Not met at this time. 3rd year of data not present to evaluate. Faculty discussion to add element to rubric to have students review assignment with Writing Center prior to grade submission. As this is an end of program assignment, faculty set ELA high to capture students who are exceeding the minimum benchmark of 80%. This encourages ongoing program evaluation of EPSLO achievement.</p>

Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
EPSLO 2

PLAN		IMPLEMENTATION				
Component	ELA	Assessment Method	Results of Data Collection (including actual levels of achievement)			Analysis and Action for Program Development, Maintenance or Revision
<p>EPSLO 2</p> <p>Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts. (Communication)</p> <p>Frequency: Data is collected and assessed at the end of second semester. Will obtain 3 years of initial data (Spring of 2022). Then on every even year for an every other year rotating schedule.</p>	<p>Expected Level of Achievement: 80% of students will achieve a HESI score of 850 or greater (correlates to a 95% probability of passing NCLEX on the first attempt) in each of the selected subcategories from the PN Exit Exam.</p>	<p><u>HESI PN Exit Exam:</u> <u>Subcategories</u></p> <p>Nursing Concepts: Communication</p>	2020	2021	2022	<p>HESI PN Exit Exam: Upon review of data, ELA was not met. The program acknowledges that the student numbers are small. Therefore, no immediate actions or critical changes will be made at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes. In collaboration with ADN regarding current data results, faculty will consider timeframe in which this predictor is administered and the need for documented preparation prior to the PN Exit Exam completion. This will maximize a more accurate reflection of student achievement of EPSLOs. After obtaining three years of data, faculty will consider the need to adjust ELA. 4/4/22: Faculty concern regarding HESI scores prompted faculty conversations and decision to implement ATI learning materials and PN Exit exam beginning Fall, 2022 to evaluate student achievement of EPSLOs prior to the originally determined 3 year initial data collection frequency. Faculty determined following further analysis of scores, HESI scores do not appear to correlate with other EPSLO findings on student clinical performance nor NCLEX pass rates, and another tool may better evaluate student attainment of EPSLOs. At the end of the Spring 2022 semester, faculty will also review curriculum during annual Course Report review to identify a capstone project for students to complete as an additional measurement for student achievement of EPSLOs</p>
			6 of 12 50% Mean Score: 852	4 of 12 31% Mean Score 695		
		<p>NLN Educational Competencies: Human Flourishing</p>	4 of 12 33% Mean Score: 764	5 of 13 39% Mean Score: 707		
	<p>Expected Level of Achievement: 80% of students will achieve a satisfactory rating in EPSLO 2 section of the CET for the Lifespan Clinical (307) and Intro to Clinical Management (308).</p>	<u>Clinical Evaluation Tool</u>	307: 12/12 100% 308: 12/12 100%	307: 13/13 100% 308: 13/13 100%		<p>Clinical Evaluation Tool (CET): Upon review of data, 100% of students achieved a satisfactory rating in both clinicals, which exceeds the identified ELA. No immediate actions or critical changes needed at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes.</p>

Standard 6 Appendix: Systematic Plan of Evaluation (SPE)

EPSLO 2

	<p>Expected Level of Achievement: 90% of students will achieve a score of 90% or higher</p>	<p>Drums, Girls and Dangerous Pie Project</p>	<p>7 of 12 58% avg. score 87%</p>	<p>11 of 13 85% avg. score 94%</p>	<p>4/20/22: ELA not met, needing 3rd year of data. Faculty noted that instructor change from Spring 2020 to Spring 2021. Faculty will evaluate ELA and assignment materials for possible curricular modification at end of Spring 2022 with annual Course Report review. As this is an end of program assignment, faculty set ELA high to capture students who are exceeding the minimum benchmark of 80%. This encourages ongoing program evaluation of EPSLO achievement.</p>
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**Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
EPSLO 3**

End-of-Program Student Learning Outcomes and Program Outcomes					
ACEN 6.1 Evaluation Criteria: The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.		IMPLEMENTATION			
Component	ELA	Assessment Method	Results of Data Collection (including actual levels of achievement)		
			2020	2021	2022
<p>EPSLO 3</p> <p>Integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision-making. (Integration of theory into practice)</p> <p>Frequency: Data is collected and assessed at the end of second semester. Will obtain 3 years of initial data (Spring of 2022). Then on every odd year for an every other year rotating schedule.</p>	<p>Expected Level of Achievement: 80% of students will achieve a HESI score of 850 or greater (correlates to a 95% probability of passing NCLEX on the first attempt) in each of the selected subcategories from the PN Exit Exam.</p>	<p><u>HESI PN Exit Exam:</u> <u>Subcategories</u></p> <p>Specialty Area: Medical/Surgical</p> <p>NLN Educational Competencies: Nursing Judgment</p>	<p>2020</p> <p>6 of 12 50% Mean Score: 824</p>	<p>2021</p> <p>4 of 13 31% Mean Score: 754</p>	<p>2022</p>
			<p>2020</p> <p>6 of 12 50% Mean Score: 869</p>	<p>2021</p> <p>5 of 13 39% Mean Score: 840</p>	
<p>Analysis and Action for Program Development, Maintenance or Revision</p>			<p>HESI PN Exit Exam: Upon review of data, ELA was not met. The program acknowledges that the student numbers are small. Therefore no immediate actions or critical changes are needed at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes. In collaboration with ADN regarding current data results, faculty will consider timeframe in which this predictor is administered and the need for documented preparation prior to the PN Exit Exam completion. This will maximize a more accurate reflection of student achievement of EPSLOs. After obtaining three years of data, faculty will consider the need to adjust ELA.</p> <p>4/4/22: Faculty concern regarding HESI scores prompted faculty conversations and decision to implement ATI learning materials and PN Exit exam beginning Fall, 2022 to evaluate student achievement of EPSLOs prior to the originally determined 3 year initial data collection frequency. Faculty determined following further analysis of scores, HESI scores do not appear to correlate with other EPSLO findings on student clinical performance nor NCLEX pass rates, and another tool may better evaluate student attainment of EPSLOs. At the end of the Spring 2022 semester, faculty will also review curriculum during annual Course Report review to identify a capstone project for students to complete as an additional measurement for student achievement of EPSLOs</p>		

Standard 6 Appendix: Systematic Plan of Evaluation (SPE)

EPSLO 3

	Expected Level of Achievement: 80% of students will achieve a satisfactory rating in EPSLO 3 section of the CET for the Lifespan Clinical (307) and Intro to Clinical Management (308).	<u>Clinical Evaluation Tool</u>	307: 100% 308: 100%	307: 100% 308: 100%	Clinical Evaluation Tool (CET): Upon review of data, 100% of students achieved a satisfactory rating in both clinicals, which exceeds the identified ELA. No immediate actions or critical changes needed at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes.
	Expected Level of Achievement 90% of students will achieve a score of 90% or higher	Family Dynamics Assignment	10 of 12 83% avg. score 95%	11 of 13 85% avg. score 93%	4/20/22: ELA not met, needing 3rd year of data. Faculty plan to review questions for scope of practice and how assignment may be modified for NCLEX NGN moving away from nursing diagnoses to focus on clinical judgment. As this is an end of program assignment, faculty set ELA high to capture students who are exceeding the minimum benchmark of 80%. This encourages ongoing program evaluation of EPSLO achievement. As this is an end of program assignment, faculty set ELA high to capture students who are exceeding the minimum benchmark of 80%. This encourages ongoing program evaluation of EPSLO achievement.

**Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
EPSLO 4**

Component	ELA	Assessment Method	Results of Data Collection (including actual levels of achievement)			Analysis and Action for Program Development, Maintenance or Revision
<p>EPSLO 4</p> <p>Provide patient centered care under supervision by participating in the nursing process across diverse populations and healthcare settings. (Nursing Process)</p> <p>Frequency: Data is collected and assessed at the end of second semester. Will obtain 3 years of initial data (Spring of 2022). Then on every even year for an every other year rotating schedule.</p>	<p>Expected Level of Achievement: 80% of students will achieve a HESI score of 850 or greater (correlates to a 95% probability of passing NCLEX on the first attempt) in each of the selected subcategories from the PN Exit Exam.</p>	<p><u>HESI PN Exit Exam:</u> <u>Subcategories</u></p> <p>Client Needs: Health Promotion & Maintenance (NCLEX)</p> <p>Sub-Specialty: Nursing Process</p>	<p>2020</p> <p>4 of 12 34% Mean Score: 813</p>	<p>2021</p> <p>5 of 14 39% Mean Score: 740</p>	<p>2022</p> <p>TBD</p>	<p>HESI PN Exit Exam: Upon review of data, ELA not met. The program acknowledges that the number of students is small. Therefore, no immediate actions or critical changes will be made at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes. In collaboration with ADN regarding current data results, faculty will consider timeframe in which this predictor is administered and the need for documented preparation prior to the PN Exit Exam completion. This will maximize a more accurate reflection of student achievement of EPSLOs. After obtaining three years of data, faculty will consider the need to adjust ELA.</p> <p>4/4/22: Faculty concern regarding HESI scores prompted faculty conversations and decision to implement ATI learning materials and PN Exit exam beginning Fall, 2022 to evaluate student achievement of EPSLOs prior to the originally determined 3 year initial data collection frequency. Faculty determined following further analysis of scores, HESI scores do not appear to correlate with other EPSLO findings on student clinical performance nor NCLEX pass rates, and another tool may better evaluate student attainment of EPSLOs. At the end of the Spring 2022 semester, faculty will also review curriculum during annual Course Report review to identify a capstone project for students to complete as an additional measurement for student achievement of EPSLOs</p>
	<p>Expected Level of Achievement: 80% of students will achieve a satisfactory rating in EPSLO 4 section of the CET for the Lifespan Clinical (307) and Intro to Clinical Management (308).</p>	<p><u>Clinical Evaluation Tool</u></p>	<p>2020</p> <p>6 of 12 50% Mean Score: 840</p>	<p>2021</p> <p>7 of 13 54% Mean Score: 855</p>		<p>Clinical Evaluation Tool (CET): Upon review of data, 100% of students achieved a satisfactory rating in both clinicals, which exceeds the identified ELA. No immediate actions or critical changes needed at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes.</p>

Standard 6 Appendix: Systematic Plan of Evaluation (SPE)

EPSLO 4

	<p>Expected Level of Achievement 90% of students will achieve a score of 90% or higher</p>	<p>Family Dynamics Assignment</p>	<p>10 of 12 83% avg. score 95%</p>	<p>11 of 13 85% avg. score 93%</p>	<p>4/20/22: ELA not met, needing 3rd year of data. Faculty plan to review questions for scope of practice and how assignment may be modified for NCLEX NGN moving away from nursing diagnoses to focus on clinical judgment. As this is an end of program assignment, faculty set ELA high to capture students who are exceeding the minimum benchmark of 80%. This encourages ongoing program evaluation of EPSLO achievement.</p>
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Standard 6 Appendix: Systematic Plan of Evaluation (SPE)

EPSLO 5

ACEN 6.1 Evaluation Criteria: The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.		IMPLEMENTATION											
EPSLO	PLAN	Assessment Method	Results of Data Collection (including actual levels of achievement)	Analysis and Action for Program Development, Maintenance or Revision									
<p>EPSLO 5</p> <p>Minimize risk of harm to patients, members of the healthcare team, and self through safe individual performance and participation in system effectiveness. (Safety)</p> <p>Frequency: Data is collected and assessed at the end of second semester. Will obtain 3 years of initial data (Spring of 2022). Then on every odd year for an every other year rotating schedule.</p>	<p>ELA</p> <p>Expected Level of Achievement: 80% of students will achieve a HESI score of 850 or greater (correlates to a 95% probability of passing NCLEX on the first attempt) in each of the selected subcategories from the PN Exit Exam.</p>	<p>HESI PN Exit Exam:</p> <p><u>Subcategories</u></p> <p>Client Needs: Safe/Effective Environment (NCLEX)</p> <p>Nursing Concepts: Quality Improvement – Health Care Quality</p>	<table border="1"> <thead> <tr> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>7 of 12 58% Mean Score: 850</td> <td>5 of 13 39% Mean Score: 792</td> <td></td> </tr> <tr> <td>7 of 12 58% Mean Score: 827</td> <td>5 of 13 39% Mean Score: 832</td> <td></td> </tr> </tbody> </table>	2020	2021	2022	7 of 12 58% Mean Score: 850	5 of 13 39% Mean Score: 792		7 of 12 58% Mean Score: 827	5 of 13 39% Mean Score: 832		<p>HESI PN Exit Exam: Upon review of data, ELA not met. The program acknowledges that the number of students is small. Therefore, no immediate actions or critical changes will be made at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes. In collaboration with ADN regarding current data results, faculty will consider timeframe in which this predictor is administered and the need for documented preparation prior to the PN Exit Exam completion. This will maximize a more accurate reflection of student achievement of EPSLOs. After obtaining three years of data, faculty will consider the need to adjust ELA.</p> <p>4/4/22: Faculty concern regarding HESI scores prompted faculty conversations and decision to implement ATI learning materials and PN Exit exam beginning Fall, 2022 to evaluate student achievement of EPSLOs prior to the originally determined 3 year initial data collection frequency. Faculty determined following further analysis of scores, HESI scores do not appear to correlate with other EPSLO findings on student clinical performance nor NCLEX pass rates, and another tool may better evaluate student attainment of EPSLOs. At the end of the Spring 2022 semester, faculty will also review curriculum during annual Course Report review to identify a capstone project for students to complete as an additional measurement for student achievement of EPSLOs</p>
2020	2021	2022											
7 of 12 58% Mean Score: 850	5 of 13 39% Mean Score: 792												
7 of 12 58% Mean Score: 827	5 of 13 39% Mean Score: 832												

Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
EPSLO 5

	Expected Level of Achievement: 80% of students will achieve a satisfactory rating in EPSLO 5 section of the CET for the Lifespan Clinical (307) and Intro to Clinical Management (308).	<u>Clinical Evaluation Tool</u>	307: 100% 308: 100%	307: 100% 308: 100%	Clinical Evaluation Tool (CET): Upon review of data, 100% of students achieved a satisfactory rating in both clinicals, which exceeds the identified ELA. No immediate actions or critical changes needed at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes.
	Expected Level of Achievement 90% of students will achieve a score of 90% or higher	Drums, Girls and Dangerous Pie Project	7 of 12 58% avg score 87%	11 of 13 85% avg. score 94%	4/20/22: ELA not met, needing 3rd year of data.. Faculty noted that instructor change from Spring 2020 to Spring 2021. Faculty will evaluate ELA and assignment materials for possible curricular modification at end of Spring 2022 with annual Course Report review. As this is an end of program assignment, faculty set ELA high to capture students who are exceeding the minimum benchmark of 80%. This encourages ongoing program evaluation of EPSLO achievement.

Standard 6 Appendix: Systematic Plan of Evaluation (SPE)

EPSLO 6

End-of-Program Student Learning Outcomes and Program Outcomes																								
ACEN 6.1 Evaluation Criteria: The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.																								
PLAN		IMPLEMENTATION																						
Component	ELA	Assessment Method	Results of Data Collection (including actual levels of achievement)	Analysis and Action for Program Development, Maintenance or Revision																				
<p>EPSLO 6</p> <p>Collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan. (Collaboration/leadership)</p> <p>Frequency: Data is collected and assessed at the end of second semester. Will obtain 3 years of initial data (Spring of 2022). Then on every even year for an every other year rotating schedule.</p>	<p>Expected Level of Achievement: 80% of students will achieve a HESI score of 850 or greater (correlates to a 95% probability of passing NCLEX on the first attempt) in each of the selected subcategories from the PN Exit Exam.</p>	<p><u>HESI PN Exit Exam:</u></p> <p><u>Subcategories</u></p> <p>Client Needs: Psychosocial Integrity (NCLEX)</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td>4 of 12</td> <td>7 of 13</td> <td></td> </tr> <tr> <td>Pass Rate</td> <td>34% Mean Score: 712</td> <td>54% Mean Score: 864</td> <td></td> </tr> <tr> <td>Number of Students</td> <td>7 of 12</td> <td>4 of 13</td> <td></td> </tr> <tr> <td>Pass Rate</td> <td>58% Mean Score: 850</td> <td>31% Mean Score: 764</td> <td></td> </tr> </tbody> </table>	Year	2020	2021	2022	Number of Students	4 of 12	7 of 13		Pass Rate	34% Mean Score: 712	54% Mean Score: 864		Number of Students	7 of 12	4 of 13		Pass Rate	58% Mean Score: 850	31% Mean Score: 764		<p>HESI PN Exit Exam: Upon review of data, ELA not met. The program acknowledges that the number of students is small. Therefore, no immediate actions or critical changes will be made at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes. In collaboration with ADN regarding current data results, faculty will consider timeframe in which this predictor is administered and the need for documented preparation prior to the PN Exit Exam completion. This will maximize a more accurate reflection of student achievement of EPSLOs. After obtaining three years of data, faculty will consider the need to adjust ELA. .</p> <p>4/4/22: Faculty concern regarding HESI scores prompted faculty conversations and decision to implement ATI learning materials and PN Exit exam beginning Fall, 2022 to evaluate student achievement of EPSLOs prior to the originally determined 3 year initial data collection frequency. Faculty determined following further analysis of scores, HESI scores do not appear to correlate with other EPSLO findings on student clinical performance nor NCLEX pass rates, and another tool may better evaluate student attainment of EPSLOs. At the end of the Spring 2022 semester, faculty will also review curriculum during annual Course Report review to identify a capstone project for students to complete as an additional measurement for student achievement of EPSLOs</p>
Year	2020	2021	2022																					
Number of Students	4 of 12	7 of 13																						
Pass Rate	34% Mean Score: 712	54% Mean Score: 864																						
Number of Students	7 of 12	4 of 13																						
Pass Rate	58% Mean Score: 850	31% Mean Score: 764																						

**Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
EPSLO 6**

	<p>Expected Level of Achievement: 80% of students will achieve a satisfactory rating in EPSLO 6 section of the CET for the Lifespan Clinical (307) and Intro to Clinical Management (308).</p>	<p><u>Clinical Evaluation Tool</u></p>	<p>307: 100% 308: 100%</p>	<p>307: 100% 308: 100%</p>	<p>Clinical Evaluation Tool (CET): Upon review of data, 100% of students achieved a satisfactory rating in both clinicals, which exceeds the identified ELA. No immediate actions or critical changes needed at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes.</p>
	<p>Expected Level of Achievement 90% of students will achieve a score of 90% or higher</p>	<p>Drums, Girls and Dangerous Pie Project</p>	<p>7 of 12 58% avg. score 87%</p>	<p>11 of 13 85% avg. score 94%</p>	<p>4/20/22: ELA not met, needing 3rd year of data. Faculty noted that instructor change from Spring 2020 to Spring 2021. Faculty will evaluate ELA and assignment materials for possible curricular modification at end of Spring 2022 with annual Course Report review. As this is an end of program assignment, faculty set ELA high to capture students who are exceeding the minimum benchmark of 80%. This encourages ongoing program evaluation of EPSLO achievement.</p>

Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
EPSLO 7

End-of-Program Student Learning Outcomes and Program Outcomes		IMPLEMENTATION							
ACEN 6.1 Evaluation Criteria: The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.		PLAN							
Component	ELA	Assessment Method	Results of Data Collection (including actual levels of achievement)						
<p>EPSLO 7</p> <p>Use information and technology to communicate, manage data, mitigate error, and assist with decision-making. (Technology/informatics)</p> <p>Frequency: Data is collected and assessed at the end of second semester. Will obtain 3 years of initial data (Spring of 2022). Then on every odd year for an every other year rotating schedule.</p>	<p>Expected Level of Achievement: 80% of students will achieve a HESI score of 850 or greater (correlates to a 95% probability of passing NCLEX on the first attempt) in each of the selected subcategories from the PN Exit Exam.</p>	<p><u>HESI PN Exit Exam:</u> <u>Subcategories</u></p> <p>Nursing Concepts: Informatics – Technology</p>	<table border="1"> <tr> <td>2020</td> <td>2021</td> <td>2022</td> </tr> <tr> <td>4 of 12 34% Mean Score: 608</td> <td>5 of 13 39% Mean Score: 774</td> <td></td> </tr> </table> <p>HESI PN Exit Exam: Upon review of data, ELA not met. The program acknowledges that the number of students is small. Therefore, no immediate actions or critical changes will be made at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes. In collaboration with ADN regarding current data results, faculty will consider timeframe in which this predictor is administered and the need for documented preparation prior to the PN Exit Exam completion. This will maximize a more accurate reflection of student achievement of EPSLOs. After obtaining three years of data, faculty will consider the need to adjust ELA. . 4/4/22: Faculty concern regarding HESI scores prompted faculty conversations and decision to implement ATI learning materials and PN Exit exam beginning Fall, 2022 to evaluate student achievement of EPSLOs prior to the originally determined 3 year initial data collection frequency. Faculty determined following further analysis of scores, HESI scores do not appear to correlate with other EPSLO findings on student clinical performance nor NCLEX pass rates, and another tool may better evaluate student attainment of EPSLOs. At the end of the Spring 2022 semester, faculty will also review curriculum during annual Course Report review to identify a capstone project for students to complete as an additional measurement for student achievement of EPSLOs</p>	2020	2021	2022	4 of 12 34% Mean Score: 608	5 of 13 39% Mean Score: 774	
2020	2021	2022							
4 of 12 34% Mean Score: 608	5 of 13 39% Mean Score: 774								

Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
EPSLO 7

	<p>Expected Level of Achievement: 80% of students will achieve a satisfactory rating in EPSLO 7 section of the CET for the Lifespan Clinical (307) and Intro to Clinical Management (308).</p>	<p><u>Clinical Evaluation Tool</u></p>	<p>307: 100% 308: 100%</p>	<p>307: 100% 308: 100%</p>		<p>Clinical Evaluation Tool (CET): Upon review of data, 100% of students achieved a satisfactory rating in both clinicals, which exceeds the identified ELA. No immediate actions or critical changes needed at this point. The program will continue to collect and assess data for 3 years and will then analyze for any necessary program changes.</p>
	<p>Expected Level of Achievement 90% of students will achieve a score of 90% or higher</p>	<p>Family Dynamics Assignment</p>	<p>10 of 12 83% avg. score 95%</p>	<p>11 of 13 85% avg. score 93%</p>		<p>4/20/22: ELA not met, needing 3rd year of data. Faculty plan to review questions for scope of practice and how assignment may be modified for NCLEX NGN moving away from nursing diagnoses to focus on clinical judgment. As this is an end of program assignment, faculty set ELA high to capture students who are exceeding the minimum benchmark of 80%. This encourages ongoing program evaluation of EPSLO achievement.</p>

**Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
Program Outcome: PN-NCLEX Pass Rate**

End-of Program Student Learning Outcomes and Program Outcomes			
PLAN		IMPLEMENTATION	
Component & Frequency	Assessment Methods	Expected Level(s) of Achievement	Results of Data Collection (including actual levels of achievement)
ACEN 6.2 Evaluation Criteria: The program demonstrates evidence of graduates' achievement on the licensure examination. Frequency of data assessment and analysis: Annually. WBoN provides NCLEX results for the period of January to December each year.	Review and assess NCLEX results sent by the Wisconsin State Board of Nursing.	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.	<p>Analysis and Action for Program Development, Maintenance or Revision</p> <p>Upon review of data, ELA was met. The program acknowledges the small number of students and current HESI results in criterion 6.1 do not appear to correlate with the NCLEX pass rate. No immediate actions identified for NCLEX pass rate outcome. Will continue to collect and assess data for 3 years and will analyze for any necessary program changes.</p>
			<p>Tested Spring 2020= 10/11= 90.9%</p> <p>Tested Spring 2021= 11/12= 91.7%</p> <p>Tested Spring 2022</p>

Standard 6 Appendix: Systematic Plan of Evaluation (SPE)

Program Outcome: Program Completion


End-of Program Student Learning Outcomes and Program Outcomes			
PLAN		IMPLEMENTATION	
Component & Frequency	Assessment Methods	Expected Level(s) of Achievement	Results of Data Collection (Including actual levels of achievement)
ACEN 6.3 Evaluation Criteria: The program demonstrates evidence of students' achievement in completing the nursing program. Frequency of data assessment and analysis: Annually.	Program completion data, as reported by IRE (Institutional Research and Effectiveness).	The expected level of achievement (ELA) for program completion is that 50% of all PN students who began in Nursing Fundamentals (301) will complete the program on time, which is two academic terms.	<p>Analysis and Action for Program Development, Maintenance or Revision</p> <p>Upon review of data, ELA was met. The program acknowledges that the number of students is small. Will continue to collect and assess data for 3 years and will analyze for any necessary program changes. In efforts to continue strong student program completion, beginning in Fall 2021 the program implemented the HESI A2 as a petition requirement. This action will ensure students are academically prepared to begin core program courses. Beginning in Spring 2022, the program began admitting students every semester. This action will positively decrease time away from the classroom, therefore increasing retention of information by the student.</p> <p>Started F2019= 11/16= 68.8%</p> <p>Started F2020= 12/16= 75%</p> <p>Started F2021=</p>

**Standard 6 Appendix: Systematic Plan of Evaluation (SPE)
Program Outcome: Graduate Job Placement**

End-of Program Student Learning Outcomes and Program Outcomes			
PLAN		IMPLEMENTATION	
Component & Frequency	Assessment Methods	Expected Level(s) of Achievement	Results of Data Collection (including actual levels of achievement)
<p>ACEN 6.4 Evaluation Criteria: The program demonstrates evidence of graduates' achievement in job placement. Frequency of data assessment and analysis: Annually.</p>	<p>Job placement, as reported by IRE (Institutional Research and Effectiveness), is the percentage of graduates that report employment in the nursing field within 6 months of graduation.</p>	<p>The expected level of achievement for Madison College PN graduates is that 80% of graduates are employed within 6 months post-graduation.</p>	<p>Analysis and Action for Program Development, Maintenance or Revision</p> <p>Upon review of data, ELA was not met. Due to the low number data set no curriculum changes are made at this time. Efforts will be made in collaboration with the IRE to increase survey response rate. In addition, program may consider collecting data regarding students who are pursuing further education full-time, and therefore not seeking employment.</p>
			<p>Spring 2020: 11 graduates 6 surveys returned (54.5%) 4 employed = 67% employed</p>
			<p>Spring 2021=</p>
			<p>Spring 2022=</p>

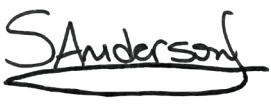
**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Brad Wojciechowski		2) Date when request submitted: 5/31/2022	
Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting			
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 06/09/2022	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page? Legislative and Policy Matters – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if applicable: N/A	
10) Describe the issue and action that should be addressed: 1.) 2021 Wisconsin Act 158			
11) Authorization			
 Signature of person making this request			05/31/2022 Date
Supervisor (Only required for post agenda deadline items)			Date
Executive Director signature (Indicates approval for post agenda deadline items)			Date
Directions for including supporting documents: 1. This form should be saved with any other documents submitted to the Agenda Items folders. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

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

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Sofia Anderson, Administrative Rules Coordinator		2) Date when request submitted: 5/31/2022	
Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting			
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: June 9, 2022	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Administrative Rules Matters – Discussion and Consideration 1. Pending and Possible rulemaking projects	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <i>(If yes, please complete Appearance Request for Non-DSPS Staff)</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: Attachments: 1. Nursing rule projects chart.			
11) Authorization			
		5/31/2022	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

**Board of Nursing
Rule Projects (Updated 5/31/2022)**

Clearinghouse Rule Number	Scope #	Scope Expiration	Date Scope Requested by Board	Rules Affected	Relating Clause	Synopsis	Stage of Rule Process	Next step
			N/A	Med 26	Military Medical Personnel	Medical Board rule project would create provisions in order to implement 2021 WI Act 158.	Scope published on 5/23/22	Implement scope after 10 day waiting period after publication. This will end on 6/2/22

Permanent Rules

Clearinghouse Rule Number	Scope #	Scope Expiration	Date Scope Requested by Board	Rules Affected	Relating Clause	Synopsis	Stage of Rule Process	Next step
20-069	014-20	9/30/2022	3/25/2020	N 1 to 8	Requirements in emergency situations	Comprehensive review of the Board's rules with the objective of establishing waivers and alternate requirements that the Board may utilize to respond to emergency situations.	Final rule and legislative report submitted to Governor's Office, 1/12/21.	Once Governor approves, it can be sent for Legislative review.

Scope Statements

Clearinghouse Rule Number	Scope #	Scope Expiration	Date Scope Requested by Board	Rules Affected	Relating Clause	Synopsis	Stage of Rule Process	Next step
			10/8/2020	N 8	APNP prescribing limitations	Review of limitations in N8 regarding APNPs prescribing certain drugs.	Scope submitted to Governor's	

Board of Nursing

							Office, 11/24/20.	
			7/30/2020	N 8	Collaboration with other health care providers	Review of the collaboration requirements in N8 and other changes throughout the chapter.	Scope submitted to Governor's Office, 10/15/20.	
			6/11/2020	N 2	Temporary permits	Requirements for temporary permits to respond to a future emergency and may promulgate a permanent rule to allow the Board to grant a waiver of or variance to the requirements in emergency situations.	Scope submitted to Governor's Office on 10/15/20	

Emergency Rules

EMR Number	Rules Affected	Rule	Stage of Rule Process	Brief Synopsis of Rule	Stage Details	Next step
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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Marcie Gossfeld, LPPA		2) Date when request submitted: 5/26/22 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>									
3) Name of Board, Committee, Council, Sections: Board of Nursing											
4) Meeting Date: 6/9/22	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Credentialing license counts									
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <i>(If yes, please complete Appearance Request for Non-DSPS Staff)</i> <input type="checkbox"/> Yes <Appearance Name(s)> <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if applicable: <Click Here to Add Case Advisor Name or N/A>									
10) Describe the issue and action that should be addressed: Act 10 for May 2022: LPN: 1 RN: 19 APNP: 7											
11) Authorization <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border-bottom: 1px solid black;"><i>Marcie Gossfeld</i></td> <td style="width: 30%; border-bottom: 1px solid black; text-align: right;">5/26/22</td> </tr> <tr> <td style="font-size: small;">Signature of person making this request</td> <td style="text-align: right; font-size: small;">Date</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Supervisor (Only required for post agenda deadline items)</td> <td style="border-bottom: 1px solid black; text-align: right;">Date</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Executive Director signature (Indicates approval for post agenda deadline items)</td> <td style="border-bottom: 1px solid black; text-align: right;">Date</td> </tr> </table>				<i>Marcie Gossfeld</i>	5/26/22	Signature of person making this request	Date	Supervisor (Only required for post agenda deadline items)	Date	Executive Director signature (Indicates approval for post agenda deadline items)	Date
<i>Marcie Gossfeld</i>	5/26/22										
Signature of person making this request	Date										
Supervisor (Only required for post agenda deadline items)	Date										
Executive Director signature (Indicates approval for post agenda deadline items)	Date										
Directions for including supporting documents: 1. This form should be saved with any other documents submitted to the Agenda Items folders. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.											

APPLICATION COUNTS by MONTH

FROM: 1/1/2022 TO: 5/25/2022

PROFESSION NAME	YEAR	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	YEAR TOTAL
Advanced Practice Nurse Prescriber(33)	2022	84	103	123	58	121	0	0	0	0	0	0	0	489
Licensed Practical Nurse(31)	2022	91	60	98	192	198	0	0	0	0	0	0	0	639
Registered Nurse(30)	2022	560	472	911	1242	822	0	0	0	0	0	0	0	4007

run:5/25/2022 2:19:44 PM report:ApplicationCountsByMonth url:http://DBWMAD0P3867:80/ReportServer user:ACCOUNTS\lagesjdx

CREDENTIALS ISSUED BY MONTH														
FROM: 1/1/2022 TO: 5/25/2022														
PROFESSION NAME	YEAR	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	YR TOTALS
Advanced Practice Nurse Prescriber(33)	2022	48	80	73	64	54	0	0	0	0	0	0	0	319
Licensed Practical Nurse(31)	2022	98	105	106	113	46	0	0	0	0	0	0	0	468
Nurse - Midwife(32)	2022	1	1	1	0	0	0	0	0	0	0	0	0	3
Registered Nurse(30)	2022	610	915	502	348	425	0	0	0	0	0	0	0	2800

WISCONSIN DEPARTMENT OF SAFETY AND PROFESSIONAL SERVICES											
LICENSE COUNTS* AS OF 05/25/2022											
Includes Temp. Licenses/*F=Firms; I=Individuals											
Entity*	Reg.	Profession	In State			Out of State			Totals		
			Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
I	30	Registered Nurse	96,589	52,268	148,857	17,532	59,931	77,463	114,121	112,199	226,320
I	31	Licensed Practical Nurse	14,372	33,286	47,658	1,145	9,655	10,800	15,517	42,941	58,458
I	32	Nurse - Midwife	243	88	331	44	84	128	287	172	459
I	33	Advanced Practice Nurse Prescriber	7,506	1,333	8,839	1,718	1,423	3,141	9,224	2,756	11,980

Wisconsin Department of Safety and Professional Services
License Counts
(Includes Temp. Licenses)

<i>Active = Current License / Inactive = Licensed Expired</i>											
			In State			Out of State			Totals		
Reg.	Profession	License Count Date	Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
30	Registered Nurse	5/25/2022	96,589	52,268	148,857	17,532	59,931	77,463	114,121	112,199	226,320
		4/27/2022	96,339	52,305	148,644	17,260	59,968	77,228	113,599	112,273	225,872
		4/4/2022	96,201	52,329	148,530	17,111	59,964	77,075	113,312	112,293	225,605
		3/1/2022	95,967	52,353	148,320	16,816	59,990	76,806	112,783	112,343	225,126
		2/4/2022	95,723	52,367	148,090	16,332	59,967	76,299	112,055	112,334	224,389
		12/9/2021	95,009	52,382	147,391	15,965	59,991	75,956	110,974	112,373	223,347
		11/26/2021	94,957	52,386	147,343	15,915	59,997	75,912	110,872	112,383	223,255
		11/4/2021	94,803	52,410	147,213	15,786	60,008	75,794	110,589	112,418	223,007
		9/29/2021	94,540	52,439	146,979	15,525	59,998	75,523	110,065	112,437	222,502
		8/25/2021	94,213	52,463	146,676	15,345	60,017	75,362	109,558	112,480	222,038
7/23/2021	93,924	52,468	146,392	15,133	59,980	75,113	109,057	112,448	221,505		
Reg.	Profession	License Count Date	Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
31	Licensed Practical Nurse	5/25/2022	14,372	33,286	47,658	1,145	9,655	10,800	15,517	42,941	58,458
		4/27/2022	14,325	33,285	47,610	1,137	9,658	10,795	15,462	42,943	58,405
		4/4/2022	14,248	33,288	47,536	1,120	9,660	10,780	15,368	42,948	58,316
		3/1/2022	14,161	33,292	47,453	1,098	9,659	10,757	15,259	42,951	58,210
		2/4/2022	14,086	33,322	47,408	1,081	9,630	10,711	15,167	42,952	58,119
		12/9/2021	13,982	33,332	47,314	1,038	9,620	10,658	15,020	42,952	57,972
		11/26/2021	13,971	33,335	47,306	1,031	9,619	10,650	15,002	42,954	57,956
		11/4/2021	13,937	33,340	47,277	1,015	9,620	10,635	14,952	42,960	57,912
		9/29/2021	13,879	33,355	47,234	999	9,615	10,614	14,878	42,970	57,848
		8/25/2021	13,813	33,359	47,172	979	9,618	10,597	14,792	42,977	57,769
7/23/2021	13,724	33,367	47,091	963	9,609	10,572	14,687	42,976	57,663		

Reg.	Profession	License Count Date	In State			Out of State			Totals		
			Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
32	Nurse - Midwife	5/25/2022	243	88	331	44	84	128	287	172	459
		4/27/2022	243	88	331	44	84	128	287	172	459
		4/4/2022	243	88	331	44	84	128	287	172	459
		3/1/2022	245	88	333	41	84	125	286	172	458
		2/4/2022	248	88	336	38	84	122	286	172	458
		12/9/2021	243	89	332	41	83	124	284	172	456
		11/26/2021	243	89	332	41	83	124	284	172	456
		11/4/2021	242	89	331	41	83	124	283	172	455
		9/29/2021	239	89	328	41	83	124	280	172	452
		8/25/2021	234	89	323	41	83	124	275	172	447
7/23/2021	233	89	322	41	83	124	274	172	446		
Reg.	Profession	License Count Date	Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
33	Advanced Practice Nurse Prescriber	5/25/2022	7,506	1,333	8,839	1,718	1,423	3,141	9,224	2,756	11,980
		4/27/2022	7,472	1,335	8,807	1,684	1,424	3,108	9,156	2,759	11,915
		4/4/2022	7,429	1,335	8,764	1,676	1,427	3,103	9,105	2,762	11,867
		3/1/2022	7,373	1,342	8,715	1,647	1,426	3,073	9,020	2,768	11,788
		2/4/2022	7,349	1,346	8,695	1,593	1,431	3,024	8,942	2,777	11,719
		12/9/2021	7,282	1,355	8,637	1,554	1,433	2,987	8,836	2,788	11,624
		11/26/2021	7,260	1,354	8,614	1,520	1,433	2,953	8,780	2,787	11,567
		11/4/2021	7,227	1,356	8,583	1,500	1,434	2,934	8,727	2,790	11,517
		9/29/2021	7,136	1,358	8,494	1,452	1,440	2,892	8,588	2,798	11,386
		8/25/2021	7,041	1,362	8,403	1,399	1,445	2,844	8,440	2,807	11,247
7/23/2021	6,939	1,370	8,309	1,349	1,446	2,795	8,288	2,816	11,104		

Nursing Licenses Issued Pursuant to Emergency Order 2/Act 10:

Profession	1/2021	2/2021	3/2021	4/2021	5/2021	6/2021	7/2021	8/2021	10/2021	11/2021	12/2021	1/2022	2/2022	3/2022	4/2022	5/2022
Registered Nurse	41	27	19	20	4	10	6	10	68	91	100	40	56	32	4	15
Licensed Practical Nurse	5	1	-	1	3	-	2	-	6	6	7	5	2	1	1	1
Nurse Midwife	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Advanced Practice Nurse Prescriber	18	13	10	24	12	10	4	1	24	30	34	12	7	5	1	6

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

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Kimberly Wood, Program Assistant Supervisor		2) Date when request submitted: 6/2/2022 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 6/9/2022	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page? Newsletter Matters	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if applicable: N/A	
10) Describe the issue and action that should be addressed: <u>Future Planning July 2022 Newsletter:</u> Based on the revised distribution schedule the Board's next newsletter will be due out in July 2022 with a deadline for article submission on June 24, 2022. The newsletter deadline reminder will be sent to article authors on June 17, 2022. Board should note the topics for the next Newsletter including those below and discuss any additional topics and authors. Articles/Ideas: <ul style="list-style-type: none"> • Chair's Corner – By Robert Weinman • Rotating Articles on Professional Nursing Roles – Emily Zentz (July), Linda Scott (October) • New Member Introduction Articles/Photos <ul style="list-style-type: none"> ○ Paul Hinkfuss ○ Other Members (subject to new member appointments) • Rotating Articles on Administrative Code – Robert Weinman (N7) • NCSBN APRN Roundtable Summary – Janice Edelstein • WI Nurse Educator Program Funds – Linda Scott 			
11) Authorization			
<i>Kimberly Wood</i>		6/2/2022	
Signature of person making this request		Date	
Supervisor (Only required for post agenda deadline items)		Date	
Executive Director signature (Indicates approval for post agenda deadline items)		Date	
Directions for including supporting documents: 1. This form should be saved with any other documents submitted to the Agenda Items folders. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			