A Tradition of Excellence in Nursing Education Since 1905

College Catalog
2025-2026

10/31/2025

Table of Contents

MESSAGE FROM THE PRESIDENT 1

ABOUT THE COLLEGE 2
History 2
Mission 2
Visions 2
Values 3
Philosophy 3
College Goals 5
Institutional Student Learning Outcomes 5
Accreditation and Program Approvals 5

CAMPUS FACILITIES AND RESOURCES 8
Location 8
Learning Resource Center 8
Computer Labs 9
Clinical Resources 9

STUDENT SERVICES 10
Academic Advisement 10
Academic Support Center 10
Writing Center 10
Counseling Services 10
Religious Services 11
Meals 11
Food Pantry 11
Transportation and Parking 11
Student Organizations 11
Residential Life 12
Record Retention 13

STUDENT FINANCIAL SERVICES 13
Student Financial Responsibilities 13
- Payments 13
- Credit balances 13
- Refunds 14

Financial Aid 14
- Types of Financial Aid 14
- FAFSA 14
- Satisfactory Academic Progress for Financial Aid 14
  - GPA Measurement (Qualitative) 15
  - Pace of progression/Completion Rate (Quantitative) 15
- Maximum Time Frame 15
- Financial Aid Warning 15
- Financial Aid Academic Progress Suspension 15

Financial Aid Probation 15
Notification of Financial Aid Warning/Suspension/Probation 16
Financial Aid Academic Progress Appeal Process 16
Types of Financial Aid 16
Repayment of Unearned Aid 16
Time Frame for Returning Funds 17
Post-Withdrawal Disbursements of Aid 17
Credit Balances as a result of Return of Title IV Calculations 17
Statutory Federal Formula 17
Earned Percentage of Title IV Aid 17
Unearned Percentage of Title IV Aid 18
Direct Loan 18
US Department of Veterans Affairs and Go Army! 18
Scholarships 18
Institutional Scholarships 18
External Scholarships 19

ACADEMIC REGULATIONS AND POLICIES 19
Student Rights under the Family Educational Rights and Privacy Act (FERPA) 19
Student Access to Records 20
Directory Information: Release of Personally Identifiable Information 20
Student Ethical and Professional Conduct 21
Classification of Academic Standing 22
Student-at-Large 22
Undergraduate Student Classification 22
Graduate Student Classification 22
Academic Credits and Load 23
Grading System 23
Required Minimum Undergraduate GPA 23
Required Minimum Graduate GPA 24
Enrollment Status 24
Reduced Enrollment 24
Course Add/Drop 24
Auditing 24
Attendance 24
Incomplete 25
Leave of Absence 25
Course and College Withdrawals 25
Withdrawal Steps 26
Administrative Withdrawal 26
Academic Progression 26
Academic Probation 27
Academic Honors and Awards 27
Dean's List 27
Graduation Honors 28
Graduation Awards 28
Sigma Theta Tau International (STTI) 28
Graduation Requirements 28
Transcripts 29
Student Appeals 30

ACADEMIC PROGRAMS 33
Degrees and Certificate Programs 33
Degrees and Certificates Granted 33
Residency Requirements 33
Standardized Testing 34
Distance Learning 34
Moving to a New State 34
Recruiting Practices 35
Undergraduate Programs 35
Description of Program Offerings 35
Undergraduate Admission to the College 35
Undergraduate Admission Requirements – Pre-Licensure BSN 36
Application Process 36
High School Student Early Admission 37
Admission Criteria 37
Application Process 37
Maintaining Early Admission Eligibility 37
BSN Curriculum (Pre-Licensure) 37
Admission of Accelerated BSN Students (Pre-Licensure) 38
Accelerated BSN Curriculum 38
Admission of Registered Nurses (RN to BSN) 39
Undergraduate Admission Requirements – RN to BSN 39
RN to BSN Curriculum 39
Admission of Licensed Practical Nurses (LPN to BSN) 40
LPN to BSN Curriculum 41
International Student Admission Criteria (BSN only) 41
BSN Program Student Learning Outcomes 42
Graduate Programs 42
Master of Science in Nursing 42
Admission Requirements 42
MSN Program Student Learning Outcomes 43
RN-MSN Fast Track 43
Doctor of Nursing Practice 47
Description of Program Offerings 47
Admission Requirements for Post-Graduate DNP 48
Admission Requirements for BSN-DNP 48
DNP Program Student Learning Outcomes 49
DNP Track Curricula 49
Post Graduate Certificate (PGC) Program Options 52
Admission Requirements 53
Student Learning Outcomes 53
PGC Curricula 53

CORE PERFORMANCE STANDARDS 56
Technology Standards 57
Social Media 58
Non-Discrimination, Non-Harassment 59
Compliance with HIPAA 60
Transfer Credit 60

Credit through Portfolio Review 61
ADA Compliance Standards 61
Requesting Accommodations 62
Pregnancy 62
Substance Use and Abuse Standards 62
Campus Safety Standards 63
Campus Security Report 63
Emergency Operations Plan 63
Title IX Compliance 63
Gun-Free Campus 64

COURSE DESCRIPTIONS 65
Undergraduate Program Courses 65
Core Courses 65
Electives 70

Graduate Program Courses 73
RN to MSN Fast Track Transition Course 73

COLLEGE PERSONNEL 86
College Board Members 86
College Board Emeriti 87
College of Nursing Administration 87
Faculty 88
Staff 91

IMPORTANT PHONE NUMBERS 93

DISCLAIMER 93

ACADEMIC CALENDARS 94

Message from the President

Hello Students! Welcome to Saint Francis Medical Center College of Nursing!

I am excited to about the 2025-2026 academic year, as I join Saint Francis Medical Center College of Nursing as the new President, as you are beginning your new academic year at the college of nursing. I am committed to leading and fostering a diverse, vibrant, and innovative learning community. The faculty and staff are top-notch and passionate about nursing education and dedicated to your success.

You have made an excellent choice in Saint Francis Medical Center College of Nursing which was formed 120 years ago based on the Sisters of the Third Order of St. Francis' commitment to educate healthcare workers to serve the larger community. As a Catholic College, we embrace an employ the values of justice, respect, human dignity, sacredness of life, compassion, and service. We value our excellent academic programs, high academic standards, outstanding simulation labs, clinical partnerships, and a student -centered focus. The college also has an abundance of co-curricular activities to engage in while you pursue your degree.

The catalog contains information about the College's programs, courses, requirements, and policies. Additionally, information about counselling, library services, learning centers, financial aid, and academic support services are included. Program Deans and Advisors will assist you in the planning and facilitation of your nursing courses and have a vested interest in you achieving academic success.

Our team of administrators, faculty, and staff at Saint Francis Medical Center College of Nursing are determined to ensure you achieve your academic goals. Nursing is a career that allows for personal growth, advancement, and a vast variety in specializations. It is an exciting time in nursing education to develop the next generation of healthcare leaders, and I am very proud and honored to become the President of OSF Colleges of Nursing.

Respectfully,
Dr. Charlene S. Aaron

About the College

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

History

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

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

Mission

In the Spirit of Christ and the example of Francis of Assisi, the Mission of Saint Francis Medical Center College of Nursing, a private single purpose Catholic college, is to provide excellent nursing education that fosters the learner's holistic development in an environment that encourages open inquiry and lifelong learning while serving all persons with the greatest care and love.

Vision

Through God's providence, leading our community in the art and science of nursing through excellence in education, practice, and service.

Values

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

1. **Lifelong Learning** – An interactive, learner-centered process in which critical thinking and inquiry skills are developed and lead to a lifelong commitment to discovering and disseminating new knowledge.
2. **Compassion** – A caring response to the holistic needs of the people we serve.
3. **Leadership** - Developing skills and talents through innovation, agility, and collaboration to meet the healthcare and education needs of the community.
4. **Justice** – Respecting the personal worth and dignity of each person as an individual.
5. **Trust** – Open and honest communications, actions, and behaviors that foster trusting relationships among mission partners, students, and those served.
6. **Integrity** – Upholding the Catholic ethical principles; Catholic social, emotional and intellectual teachings; and professional codes of conduct and ethical standards in education and practice.
7. **Accountability** – The obligation to provide quality and evidence-based education and care while being responsible for outcomes and good stewards of resources.
8. **Supportive Work and Learning Environment** - Creating an atmosphere that provides support, encouragement and nurturing for the physical, emotional, mental, and spiritual health of the college community.

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

Philosophy

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

Philosophy of Nursing

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

The individual, as a member of society, is an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle. We believe society is a multicultural system composed of interdependent individuals, families, groups and communities.

Society has the responsibility to provide a health care system that is responsive to changing knowledge, technology and human resources, and is accessible to its members. The faculty believes health is a dynamic state in which the individual adapts to one's internal and external environments so that there is a state of physical, emotional, intellectual, social and spiritual well-being. We believe that health encompasses both wellness and illness. Inherent in the individual's rights is the right to attain optimal health and the right to health care.

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

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

Philosophy of Nursing Education

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

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

Baccalaureate and Graduate Education

The faculty believes that the baccalaureate nursing education builds upon and incorporates the natural and social sciences and the liberal arts. This broad foundation provides the understanding of humankind and society necessary for the learner to begin the implementation of the nursing process. We believe

professional nursing education integrates theories, principles and knowledge from general studies with nursing theories, concepts and experiences. Baccalaureate nursing education prepares the graduate for the practice of professional nursing as a generalist who is able to function independently and interdependently with individuals, families and groups in a variety of health care settings. Graduate nursing education prepares the individual for advanced nursing practice. The graduate is prepared to function autonomously in a variety of roles and settings. Students integrate theory, research and practice for the improvement of patient care and the advancement of nursing practice and the profession.

We believe the Judeo-Christian tenets underlying the nursing education at Saint Francis Medical Center College of Nursing promote values essential for the personal and professional philosophy of God and humankind. These values, inculcated throughout the curricula, guide the learner to evolve into an ethical and accountable professional nurse.

College Goals

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

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

Institutional Student Learning Outcomes

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

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

Accreditation and Program Approvals

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

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

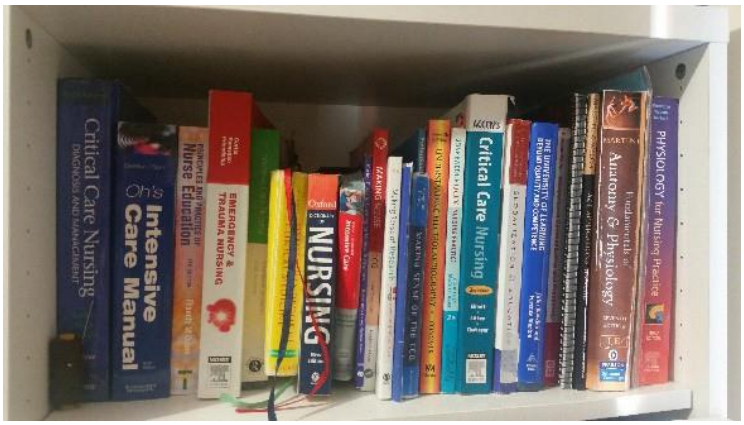
The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and the post-graduate APRN certificate programs at Saint Francis Medical Center College of Nursing are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

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

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

The college also holds membership with the following:

- American Association of Colleges of Nursing (AACN)
- American Association of Collegiate Registrars and Admission Officers (AACRAO)
- American College Health Association (ACHA)
- American Library Association (ALA)
- Association of Institutional Research (AIR)
- Association of Veterans Education Certifying Officials (AVECO)
- Council for Higher Education Accreditation (CHEA)
- Consortium of Hospital-Affiliated Colleges and Universities (CHACU)
- Illinois Association of College Admission Counseling (IACAC)
- Illinois Association of Colleges of Nursing (IACN)
- Illinois Association of Student Financial Aid Administrators (ILASFAA)
- Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO)
- Midwest Association of Student Financial Aid Administrators (MASFAA)
- National Association for College Admission Counseling (NACAC)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Student Financial Aid Administrators (NASFAA)
- National League for Nursing (NLN)
- National Organization of Nurse Practitioner Faculties (NONPF)


Critical Care Nursing
Oh's
Intensive Care Manual
EMERGENCY & TRAUMA NURSING
Nurse Education
NURSING
Critical Care Nursing
Anatomy & Physiology
PHYSIOLOGY for Nursing Practice

Campus Facilities and Resources

Location

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

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

OSF Saint Francis is a comprehensive academic medical center with a licensed capacity of 642 beds, more than 6,000 employees and over 800 physicians and advanced practice providers on staff. As an academic medical center, OSF Saint Francis offers many educational opportunities including radiography, sonography, and medical technology, nursing and an affiliation with the University of Illinois College of Medicine at Peoria which has nine medical residency programs.

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

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

Learning Resource Center

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

The College supports a statewide academic and research library borrowing and lending system known as I-Share. Currently, there are more than 73 million items from 126 statewide higher education institutions.

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

Interlibrary Loan (ILL) services are available for College and Medical Center Mission Partners. Students may submit requests for materials in-person, through e-mail, or via online forms.

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

Computer Labs

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

Clinical Resources

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

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

Graduate students typically complete between 500 and 1250 clinical hours. These experiences are tailored to the degree, academic track, plan of study, learning goals, and preceptor availability. This experience can occur in many settings, including hospitals, clinics, long term care facilities, home health, and academic institutions.

Student Services

Academic Advisement

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

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

Undergraduate students will remain with the assigned academic advisor throughout the program. Graduate students are assigned to an academic advisor based on the graduate program track. Although academic advisement is a collaborative function, the final responsibility for fulfilling degree, track, and college major requirements rests with the student.

Academic Support Center

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

Writing Center

The Writing Center strives to help students succeed academically by providing guidance in relation to writing. On-on-one sessions include reviewing papers to improve skills in all aspects of clear, concise writing: organization, transitions, style, grammar, usage and mechanics. Assistance with the elements of APA style applications in writing as well as using Word formatting. Distance learners can meet with the Writing Center via Microsoft Teams.

Counseling Services

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

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

Religious Services

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

Meals

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

Food Pantry

The college provides a food pantry at no cost for its students. The pantry is stocked with perishable and nonperishable food items, which are provided by the college and also donated through a local area charitable food bank. The college counselor oversees the food pantry. Students can anonymously request assistance as follows:

- **ALL** applications are accepted from full or part-time College of Nursing students.
- Students' participation in the food pantry is confidential.
- It's easy to apply for and receive food from the food pantry
- Students complete a short, one-time application form on-line
- Students then receive a Food Pantry ID number which ensures their confidentiality when placing orders
- Students submit on-line food requests and pick up their order at the college counselor's office.
- Applications are to be submitted to the college counselor. For more information, contact the college counselor (room 112), by calling the office (309) 655-7100 at the College of Nursing.

Transportation and Parking

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

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

Student Organizations

Saint Francis Medical Center College of Nursing provides an opportunity for every student to become involved in student organizations. Participation in student organizations allows students to maximize their college experience through a wide variety of personal, civic, and social events. Students interested in opportunities for student leadership and purposeful participation between students may start new student organizations with the primary purpose being common professional, social, political and religious interest that represents the good of the College community. Faculty advisors work with student

organizations to plan and initiate programming for the year, special events, community service, and other opportunities. Organizations are evaluated annually. See the Student Handbook for the policies and procedures for starting new student groups.

Student Senate

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

National Student Nurses' Association

The Student Nurses' Association (SNA) is a national organization with the sole purpose of providing opportunities for professional development of future registered nurses by offering educational resources, leadership opportunities, and career guidance. SFMC CON's SNA is organized and governed by students within the college with advisement by a faculty member. The college's chapter offers opportunities to create a nurturing environment for students, participate in local community projects, encourage civic engagement, and enhance networking within healthcare.
All BSN students are eligible to become a member of the SFMC CON SNA and of the National Student Nurses' Association (NSNA).

Multicultural Student Association

Every student is eligible to become a member of the Multicultural Student Association. This association is committed to improving the well- being and experience of multicultural students at the college. It is also intended to enhance cultural competency and facilitate the transition of cultural competency to professional service within our entire multicultural society.

Residential Life

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

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

Resident Assistants are expected to:

- Know every resident within his/her assigned area.
- Enhance residents' opportunities for educational and social interactions through dorm activities.
- Be thoroughly familiar with all college and residence area regulations and policy and be responsible for their enforcement.
- Assist the Dean of Support Services by reporting needed repairs or other concerns in the

residence halls.
- Attending Resident Assistant meetings and trainings throughout the year.
- Be responsible (and accountable) for the performance of the above-named duties as well as any additional duties assigned.

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

Records Retention

Records and other documents will be retained, released, and destroyed as outlined on college's records retention schedule. All student grades and transcripts will permanently remain in the student records.

Student Financial Services

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

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

Student Financial Responsibilities

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

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

Payments

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

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

Credit Balances

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

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

Refunds

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

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

Important Deadlines	Term/Session Lengths in Weeks						
	16 Week	12 Week	10 Week	8 Week	6 Week	5 Week	4 Week
Add/Drop	Week 1	Week 1	Week 1	Week 1	Week 1	Week 1	Week 1
100% Refund	Weeks 1 & 2	Weeks 1 & 2	Week 1	Week 1	Week 1	Week 1	Week 1
40% Refund	Week 3	Week 3	n/a	n/a	n/a	n/a	n/a
20% Refund	Week 4	Week 4	Week 2	Week 2	n/a	n/a	n/a
Withdraw with "W"	Week 10	Week 6	Week 5	Week 4	Week 3	Week 3	Week 2

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

Financial Aid

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

Types of Financial Aid

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

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

FAFSA

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

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

Satisfactory Academic Progress for Financial Aid

Federal and state regulations require that the College of Nursing establish and implement a policy to measure satisfactory academic progress toward the baccalaureate and graduate degrees in nursing. Standards of satisfactory academic progress are applied to all students who wish to establish or maintain financial aid eligibility at Saint Francis Medical Center College of Nursing. The progress of

financial aid recipients is evaluated each semester (including summer) based on qualitative measurement, pace of progression measurement and maximum time frame. Students must be making academic progress regardless of whether the student has previously received aid. Students who have completed their Bachelor of Science in Nursing (BSN) at Saint Francis Medical Center College of Nursing and enroll in the graduate program will not have their undergraduate coursework count towards hours attempted/completed. Before aid is disbursed, a student's progress will be evaluated according to policy guidelines.

GPA Measurement (Qualitative)

- An undergraduate student must maintain a credit and cumulative grade point average of 2.0 on a 4.0 scale.
- A graduate student must maintain a credit and cumulative grade point average of 3.0 on a 4.0 scale.
- If a student repeats a course, only the higher grade and credit are computed into the grade-point average although both grades will appear on transcript (please refer to the catalog for any questions regarding academic policies). Please note that grades can be excluded for prior attempts when calculating a student's GPA, but these prior attempts will be included when measuring the quantitative component or cumulative credit hours required.

Pace of Progression/Completion Rate (Quantitative):

To retain eligibility for financial aid, students must complete a minimum of 67% (two thirds) of cumulative credit hours attempted (rounded up to the nearest whole credit hour). This completion rate enables students to graduate withing the maximum time frame.

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

Maximum Time Frame: The maximum time frame may not exceed 150% of the published length of the program measured in credit hours attempted.

- Degree and certificate programs vary in credit graduation requirements. Review the college catalog on our website at www.osfhealthcare.org/sfmccon/forms/ to discover how many credits your program requires.
- All credits attempted are counted, including those transferred in (not pre-nursing) from another institution, and those in which you did not earn a grade or credit. Grades of C (graduate program only), D, F, W, WF, WP or I are not counted as successful completion of credit hours.

Financial Aid Warning

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

Financial Aid Academic Progress Suspension

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

Financial Aid Probation

Probation occurs when a student who is on financial aid suspension appeals the suspension and has eligibility for aid reinstated based on the appeal. Students on probation will be required to meet specific

terms and conditions during the payment period for which probation is approved. At the end of each semester the student must meet the required Satisfactory Academic Progress standards or the specific terms and conditions for the semester or no further aid will be disbursed.

Notification of Financial Aid Warning/ Suspension/Probation

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

Financial Aid Academic Progress Appeal Process

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

Mitigating circumstances include:

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

Describe in detail:

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

Types of Financial Aid

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

Federal Title IV Funds[1]

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

Repayment of Unearned Aid

The amount of unearned Title IV aid disbursed[3] to the student must be returned. The institution and the student share the responsibility in returning funds. (The division of returning funds will depend on what

funds were received and how they were disbursed.) The institution's share is allocated among the Title IV programs, in an order specified by statute, before the student's share. Students only owe grant overpayments if the overpayment exceeds 50% of the Title IV grant aid received. Students are not required to return grant overpayments of $50 or less.

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

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

Time Frame for Returning Funds

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

Post-withdrawal Disbursements of Aid

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

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

Credit Balances as a result of Return of Title IV calculations

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

Statutory Federal Formula

Earned Percentage of Title IV Aid

Determine the calendar days completed in the semester of enrollment divided by the total calendar days in the semester of enrollment (exclude scheduled breaks of 5 days or more AND days that the student was on an official approved leave of absence[4]).

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

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

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

Unearned Percentage of Title IV Aid

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

Example:
Days Completed 19 ÷ Total Days in the Semester 115 = .1652 = 16.5%
Earned Aid 100% Aid Disbursed – 16.5% Earned Aid = 83.5% Unearned Aid
(Title IV Return)

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

Direct Loan

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

US Department of Veterans Affair and Go Army!

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

VA Payment Policy – Student Rights and Responsibilities

Saint Francis Medical Center of Nursing will not take any of the actions mentioned below toward any student using U.S. Department of Veterans Affairs (VA) Post 911 GI Bill® (Ch. 33), Vocational Rehabilitation and Employment (Ch. 31) benefits and Survivors' and Dependents' Educational Assistance (Ch. 35), while their payment from the United States Department of Veterans Affairs is pending to Saint Francis Medical Center College of Nursing:

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

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

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about educational benefits offered by the VA is available at the official U.S. government website.

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

For more information, please contact the Student Finance Office.

- Scholarships
- *Institutional Scholarships*
- A number of private scholarships or loans are available to qualified students. Students will be

considered for Beatrice S. Hight Fund and Institutional Scholarship/Loan Funds every spring semester. Applications are available at https://sfmccon.awardspring.com.

Criteria:

- Priority may be given to students that have completed a minimum of 12 semester hours and are deemed to be in good standing prior to the semester for which they are applying.
- Priority may be given to full-time enrollment.
- Priority may be given to those with minimum grade point average of 3.00.

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

Additional Information:

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

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

External Scholarships

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

External scholarships shown on the College's website are for the convenience and ease of students. The College is not in any way affiliated with or partnered with any of the organizations providing these scholarship opportunities. These external scholarships are published to promote potential funding opportunities for students, and they must not be associated in any way for any other purposes.

Academic Regulations and Policies

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

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

They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

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

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

Student Access to Records

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

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

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

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

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

Directory Information: Release of Personally Identifiable Information

The College will NOT release any personally identifiable student record information to a third party unless the information has been specifically requested in writing, and the student has consented to the release in writing. One exception is a recent amendment to FERPA, which permits educational institutions to disclose-without the consent or knowledge of the student –personally identifiable

information from the student's education records to the Attorney General of the United States or to his designee in response to an order issued by a court of competent jurisdiction in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g) (5) (B) and 2331 of title 18, U.S. Code.

At the student's request, the College will furnish a copy of information to the student for which consent is being sought. Copies of requests and of the student's consent will be kept in the student's file. Each copy released to a third party or to the student will be at the expense of the student. All transcripts and other materials will carry the College Seal.
The Act provides for the College to release information to personnel of the College who are determined by the College to have legitimate educational interest and to officials of other schools in which the student intends to enroll. The student will be notified of the request; receive a copy of the requested material if desired; and have the opportunity to challenge the record. The student is charged for each copy of the material sent to these schools and to the student.

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

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

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

Student Ethical and Professional Conduct

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

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

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

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

See Student Handbook for the complete Ethical and Professional Conduct Policy (353).

Classification of Academic Standing

Student-at-Large

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

Students-at-large, who wish to become degree or certificate-seeking students must complete the established application process for the degree or certificate. Courses taken as a student-at-large would be included in the GPA if the student decides to pursue a degree or certificate at the College. Students-at-large are subject to all College policies and must maintain a GPA of 2.0 or higher for undergraduate courses and 3.0 or higher for graduate level courses in order to continue taking courses at the College. Students who have been academically dismissed may not take courses as a student-at-large.

Undergraduate Student Classification

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

Graduate Student Classification

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

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

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

Students enrolled in the College pursuing a Master's degree may be either full-time or part-time.

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

Academic Credits and Load

The College operates on the standard semester system. The academic year is divided into two standard 16 week semesters and an 8 week summer semester, plus time for final examinations. Regardless of the delivery style (face-to-face, online, or hybrid) or the duration of the academic period (8, 10 or 16 week terms), courses fulfill the expected course outcomes and time commitments for the credit hours awarded.

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

Grading System

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

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

Required Minimum Undergraduate GPA

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

Required Minimum Graduate GPA

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

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

Enrollment Status

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

Reduced Enrollment

The Undergraduate Admission and Progression Committee and Graduate Program Committee reserves the right at any time to restrict a new or continuing student's enrollment if the Committee feels to do so is in the student's best interest. Restrictions may include, but are not limited to, part-time enrollment or specific course enrollments. Notice of such restrictions will be sent to the student, academic advisor, and the Dean of Support Services.

Course Add/Drop

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

Auditing

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

Attendance

Attendance at all classes and laboratory or clinical/practicum experiences is expected. Students are responsible for all material presented and for the completion of course requirements and achievement of outcomes. When illness or other special circumstances prevent attendance, the student is responsible for contacting the instructor to collaboratively plan for meeting the outcomes. Excessive absences of greater than 10% of the required clinical hours for each clinical course, or course with a laboratory component, may impact the undergraduate student's overall grade or result in failure of the course. An exception to

the policy may be made at the discretion of course faculty. Undergraduate students may be required to make up a missed clinical experience at the discretion of the instructor. Course faculty are to maintain attendance records in order to track attendance, meet the requirements of various financial aid programs, and provide information for employment references. Students in online courses are expected to support course attendance/participation policies. Graduate students are required to notify the preceptor of an absence and to reschedule the missed practicum time.

Incomplete

A grade of incomplete "I" is given only when circumstances beyond control of the student prevent completion of course requirements. To qualify for an incomplete for a theory course, the student must have completed a minimum of 75% of the course work, 75% of the class time and have a passing course grade. Undergraduate students enrolled in clinical courses must complete 75% of the hours and have a passing grade. For undergraduate students, a passing grade is "C" or better, and for graduate students a passing grade of "B" or better is required. Graduate students enrolled in courses with a practicum must have 50% of the required hours completed. The student must obtain an *Incomplete Form* from the Registrar's Office and secure the required signatures. It is the student's responsibility to contact the course faculty to determine the exact work required to remove the incomplete and the time frame for completing the work. Approval of the course faculty and the Dean is required. The completed form must be returned to the Registrar. Incomplete courses must be completed prior to the end of the next semester. The maximum time to complete a course is one semester. Failure to complete the requirements by the established deadline will result in the "I" grade being converted to a failing grade of "F". Courses, which are prerequisites for the next semester, must be completed prior to enrollment in that semester. Exceptions require written approval of the course faculty and the Dean. If a student does not complete a course and does not submit an incomplete form, a grade of "F" will be assigned.

Leave of Absence

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

Course and College Withdrawals

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

grade.

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

A student may initiate withdrawal from the College provided he or she is not subject to dismissal because of failure or disciplinary action.

Withdrawal Steps

- An interview with the academic Dean is recommended.
- The student is advised to talk with the academic advisor and financial aid office to determine the impact the withdrawal will have if the student is receiving financial aid.
- Students receiving financial aid who withdraw from the college may be subject to repayment of monies received.
- It is the student's responsibility to obtain the online withdrawal form.
- Students withdrawing from the college must also return all college materials (ID badge, mailbox key, room key, parking deck card and library materials as appropriate) to the Dean of Support Services.
- The official date of withdrawal is the date the completed form is filed by the Registrar.

Telephone messages and/or nonattendance are not official notification of withdrawal and constitute an unapproved withdrawal. A grade of F is assigned for unapproved withdrawals. An individual who has officially withdrawn may apply for readmission by submitting a letter of request to the President (see Readmission Policy 441). Readmission will be based on space available.

Administrative Withdrawal

The College is committed to consistently applying enrollment, attendance, and course performance standards. This includes monitoring student management of attendance and course prerequisites and requirements. Students are responsible to ensure that appropriate measures to withdraw from a course or the College, are completed. Guidelines for administrative drop/withdrawal of students who quit attending class, have excessive absences, or fail to meet course prerequisites are established by the College. College administrators may initiate an administrative withdrawal of a student for non-compliance with any policy which indicates dismissal from the course as a possible consequence. An administrative withdrawal may also be granted at the discretion of the President only for documented extraordinary and/or emergency circumstances. A grade of WA will be assigned to the transcript. See the Student Handbook for complete the Administrative Drop and Withdrawal Policy 428.

Academic Progression

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

Graduate students must complete prerequisites to courses prior to enrolling in the course, or the students must obtain written permission from the faculty teaching the course to take a course out of sequence. Approval to take courses out of sequence will be at the discretion of the appropriate Dean. Students must successfully complete the prescribed curriculum within 150% of the published length of

the educational program.

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

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

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

The faculty reserves the right to request the withdrawal of any student whose conduct, physical or mental health, or performance demonstrates lack of fitness for continuance in the nursing profession. Any such student not voluntarily withdrawing will be dismissed. The student has the right to appeal against the decision according to the Student Appeal Policy 443.

Academic Probation

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

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

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

Academic Honors and Awards

Dean's List

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

List. Students receive an individual certificate of achievement.

Graduation Honors

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

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

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

Graduation Awards

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

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

The Sister Diane Marie Award for an outstanding DNP graduate. The criteria for the Sister Diane Marie Award for Outstanding Doctorate in Nursing Practice include high academic achievement as evidence by GPA of 3.6, service to the discipline of nursing and to the community, professionalism evidenced by maintaining integrity and high ethical standards in practice, significant impact on nursing practice through their DNP scholarly project and demonstration of nursing leadership to transform healthcare. The awardee is selected jointly by the Graduate Dean and DNP Chair.

Sigma Theta Tau International (STTI)

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

Graduation Requirements

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

- Have a cumulative GPA of 2.0 or better including transfer courses as part of the BSN degree

program.

- Successfully complete the prescribed curriculum of 123 semester hours for RN to BSN or 124 semester hours for BSN no later than 5 years after initial enrollment.
- Earn a minimum of 30 semester hours for RN to BSN program and 31 hours for the BSN program of credit on campus.
- Provide official transcripts of any courses taken outside the College during the nursing major.
- Complete the "Application for Graduation" available at www.sfmccon.edu.
- Meet the requirement of specific financial aid programs for an exit interview as applicable.
- All financial obligations to SFMC CON must be settled prior to graduation.
- Meet all requirements of the College of Nursing.

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

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

- Have a final semester GPA of at least 3.0 including transfer courses as part of all graduate programs.
- Have a cumulative GPA of at least 3.0 including transfer courses as part of all graduate programs.
- Successfully complete the prescribed curriculum within the published program maximum period.
- Meet all requirements of the College of Nursing. Earn the specified number of required semester hours for the enrolled program of study as stated in the Residency Requirements.
- Provide official transcripts of any courses taken outside the College during the program.
- Complete and submit the Application for Graduation (See Student Handbook for application process).
- Meet the requirement of specific financial aid programs for an exit interview as applicable.
- All financial obligations to SFMC CON must be settled prior to graduation.

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

Transcripts

Transcripts are issued online or upon a written request of the student. The fee for each transcript is $12.00.

Pursuant to and in compliance with the Illinois Student Debt Assistance Act, Saint Francis Medical Center College of Nursing will not:

1. Refuse to provide an unofficial transcript to a current or former student on the grounds that the student owes a debt.
2. Condition the provision of an unofficial transcript on the payment of a debt, other than a fee charged to provide the transcript.
3. Charge a higher fee for obtaining an unofficial transcript or provide less favorable treatment of a request for an unofficial transcript because a current or former student owes a debt.

The college will provide an official transcript of a current or former student even if the current or former student owes a debt if the student requests the official transcript to:

1. Complete a job application;
2. Transfer from one institution of higher education to another;
3. Apply for State, federal, or institutional financial aid;
4. Join the United Stated Armed Forces or Illinois National Guard; or
5. Pursue other postsecondary opportunities;

The college will not condition the provision of an official transcript to a current or potential

employer on the payment of a debt, other than a fee charged to provide the transcript; and will not charge a higher fee for transferring an official transcript to a current or potential employer or provide less favorable treatment for such a request because a current or former student owes a debt.

Student Appeals

The student appeal procedure provides a forum for fair resolution of concerns related to grades, academic standing, or disciplinary actions resulting from violations of academic or student policies. The appeal process is applied when there is reason to believe that the decisions and/or actions were capricious, discriminatory, arbitrary, or in error. The student has the right to appeal against the decision according to the Student Appeal Policy 443.

I. Academic Appeal Procedure

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

1. The student should make a sincere effort to resolve the issue with the instructor assigning the grade or faculty member in charge of the course.
2. If the issue is unresolved, the student should submit a written request for a meeting with the appropriate Dean within ten (10) business days. If the appropriate Dean is the instructor assigning the grade, the written request should be submitted to the other Dean. The request shall specify the nature of the issue and attempts made to resolve the issue. The Dean shall meet with the student within ten (10) business days of the receipt of the request. The student is given adequate notice in writing at this step and all subsequent steps of the date, time, and place of the meeting. The Dean makes a decision which resolves the issue or recommends that it is taken to the Admission and Progression Committee or the Graduate Committee (for graduate students).
3. If unresolved, the student submits a formal written appeal to the Admission and Progression Committee or Graduate Committee chairperson within ten (10) business days of the meeting with the Dean.
4. The student and instructor shall be given due notice of the date and time of the Admission and Progression Committee or Graduate Committee Meeting. The meeting will be held within ten (10) business days of the student's request. The President will not be in attendance at the arranged Committee Meeting. Each party may present evidence or witnesses to the issue. The committee may question each party. Following a period of closed deliberation, the decision of the Committee will be forwarded in writing to both parties and the President within three business days following the meeting.
5. If the decision of the Committee is unacceptable to the student or instructor, either may file a written notice of intent to further appeal to the President within three (3) business days of receipt of the decision.
6. The President shall have a maximum of ten (10) business days to call a meeting of both parties to resolve the situation. The President will review all current records or documentation relating to the appeal. No new documentation may be introduced at this time. If necessary to avoid undue hardship or injustice to either party, the President may extend the ten (10) day limitation.

7. The President may approve or reverse the decision of the Committee.
8. The written decision of the President shall be sent to both parties and the appropriate Dean no later than three (3) business days following the appeal meeting.
9. The decision of the President shall be final.

II. Disciplinary Appeal Procedure

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

Judicial Board

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

The Judicial Board shall consist of:

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

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

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

Appeal/Hearing Procedure

1. The student must submit a written request to appeal within five (5) business days of receiving such a disciplinary action. The written request must be accompanied by rationale for a hearing to the President within five (5) business days of receipt of the decision. If such a written request is not received within such five-day period by the President, the student will be deemed to have waived his/her right to appeal, and the disciplinary action will stand.
2. The President shall call a meeting of the Judicial Board within ten (10) business days. The student may request in writing a postponement for ten additional business days in order to prepare for the hearing. The student will be notified in writing in advance of the date, time, and place of the meeting.
3. The Judicial Board shall meet to review and/or hear the case and render a decision. If the student does not appear at the scheduled time, unless such nonappearance is based on exigent circumstances, in the sole discretion of the Judicial Board, the appeal will be dismissed.
4. The hearing will be held on an informal basis and, if attorneys are involved, shall not be conducted according to the rules of law/evidence. Both parties may call, examine and cross-examine witnesses who voluntarily agree to appear on behalf of the participant calling such witness. Re-examine and re-cross are not allowed.
5. The Judicial Board may request in advance that both parties, or their representatives, present an opening oral statement outlining the position of each party and what each party hopes to show with its evidence. The Judicial Board may add any other procedural rules, such as written

statements prior to or after the Hearing. At the Judicial Board's sole discretion, the hearing may be adjourned and rescheduled.

6. Within five (5) business days after the adjournment of the hearing, the Judicial Board will prepare a written recommendation which will be immediately forwarded to the student and the President.
7. If the Judicial Board's recommendation is adverse to the student, and the student desires further appeal, he/she shall submit a written request for an appeal, including rationale, to the President within five (5) business days of receipt of the Judicial Board's recommendation. If the Judicial Board's recommendation reverses or reduces the severity of the College's disciplinary action, the appropriate Dean, on behalf of the College, may submit a written request for an appeal, including rationale, to the President within five (5) business days of receipt of the Judicial Board's recommendation.
8. Upon such appeal the President may discuss the case with any witness, the student, any member of the Judicial Board, or any other person. In any event, the President will review the information provided to the President by the Judicial Board. The President may affirm the recommendation or send the recommendation back to the Judicial Board to reconsider either an increase or reduction in the severity of the Disciplinary Action. The Judicial Board shall determine what manner of reconsideration it shall use, such as rehearing, interviewing or re-interviewing a witness(es), reviewing the record or merely reviewing its recommendation.
9. If the President affirms the Judicial Board's recommendation, the decision of the President shall be given to the student and the College within five (5) business days, and such decision is final with no further appeal.
10. If the recommendation is sent back to the Judicial Board for reconsideration, the Judicial Board, after its reconsideration, will submit a final recommendation to the President. The President may affirm or revise the reconsidered recommendation. The Dean's decision will be final, with no further appeal.

Academic Programs

Degrees and Certificate Programs

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

Degrees and Certificates Granted

The following degrees or post-graduate certificates are awarded:

- Bachelor of Science in Nursing
  - Pre-licensure BSN
  - RN to BSN
  - Accelerated BA/BS to BSN
  - LPN to BSN
- Master of Science in Nursing
  - RN to MSN Tracks
  - Nurse Educator
  - Nursing Management Leadership
  - Neonatal Nurse Practitioner
  - Family Nurse Practitioner
  - Adult Gerontology Acute Care Nurse Practitioner
  - Psychiatric Mental Health Nurse Practitioner
- Doctor of Nursing Practice
  - Neonatal Nurse Practitioner – BSN to DNP
  - Family Nurse Practitioner – BSN to DNP
  - Adult Gerontology Acute Care Nurse Practitioner – BSN to DNP
  - Psychiatric Mental Health Nurse Practitioner – BSN to DNP
  - DNP MSN to DNP
- Post-Graduate Certificate Programs
  - Nurse Educator
  - Family Nurse Practitioner
  - Adult Gerontology Acute Care Nurse Practitioner
  - Psychiatric Mental Health Nurse Practitioner

Residency Requirements

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

Program	Credit Hours	Minimum Hours
BSN Program		
Pre-license BSN	124	31
Accelerated BSN	124	31
RN-BSN	123	30
LPN-BSN	127	31
MSN Program *Effective 2018*		
MSN – Adult Gerontology Acute Care Nurse Practitioner	61	40
MSN – Family Nurse Practitioner	55	35
MSN – Psychiatric Mental Health Nurse Practitioner	54	37

Program	Credit Hours	Minimum Hours
MSN - Neonatal Nurse Practitioner	45	30
MSN – Nursing Management Leadership	36	24
MSN – Nurse Educator	39	21
PGC – Adult Gerontology Acute Care Nurse Practitioner	39	25
PGC – Nurse Educator	17	17
PGC – Family Nurse Practitioner	33	20
PGC – Psychiatric Mental Health Nurse Practitioner	32	25
DNP Program *Curriculum as of Fall 2018*		
Post Graduate DNP	35	27
BSN-DNP Adult Gerontology Acute Care Nurse Practitioner	74	65
BSN-DNP Family Nurse Practitioner	68	60
BSN-DNP Psychiatric Mental Health Nurse Practitioner	67	65
BSN-DNP Neonatal Nurse Practitioner	61	61

Standardized Testing

Undergraduate nursing students in the pre-licensure program will participate in standardized testing as determined by the Undergraduate Curriculum Committee. These exams are a required part of the curriculum.

Students are required to complete HESI Specialty Exams throughout the nursing curriculum. These exams are designed to measure student progress and readiness related to the NCLEX examination. The cost for administering HESI Specialty Exams is included in the student's tuition and fees. See the Student Handbook for related requirements and procedures.

Graduate students may also be required to complete standardized testing based on program track requirements. When required, students are notified during recruitment and advising discussions. The cost for these tests, when applicable, is included in tuition and fees.

Grading: Standardized tests will account for no more than 10% of the course grade but will not count toward the required 77% exam average.

Distance Learning

Distance learning at Saint Francis Medical Center College of Nursing involves blended learning environments for traditional undergraduate classroom courses and predominately online courses for all graduate degree programs.

Learning takes place synchronously, asynchronously, or with a combination of both modalities. All students are accountable for their own learning and are expected to collaborate with faculty and other participants. Students enrolled in distance learning courses are expected to comply with course requirements.

Blended or hybrid courses are taught in the traditional classroom setting and use a Learning Management System to distribute syllabi and course materials along with the integration of other.

Moving to a New State

Students must contact their advisor to discuss any change in their state of residence prior to relocation.

Should a student relocate to a state in which Saint Francis Medical Center College of Nursing is not authorized to provide distance education, continued enrollment cannot be guaranteed. The move may also impact the student's financial aid.

Recruiting Practices

Saint Francis Medical Center College of Nursing refrains from high-pressure recruitment tactics such as making multiple unsolicited contacts, including contacts by phone, email, or in-person, and engaging in same-day recruitment and registration for the purpose of securing Service member enrollments.

Undergraduate Programs

Description of Program Offerings

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

Accelerated BSN - The curriculum for the Accelerated BSN program consists of 123 semester hours of coursework, plus mostly on-campus clinical experiences. The classroom requirements include 59 hours of liberal arts and sciences courses (achieved at an accredited college or university of the student's choice) and 64 hours of study in the nursing major at the College of Nursing. Upon graduation, the students are eligible to write the national licensure examination for practice as a professional registered nurse.

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

LPN to BSN - The curriculum for the LPN to BSN program consists of 125 semester hours of coursework, plus mostly on-campus clinical experiences. The classroom requirements include 59 hours of liberal arts and sciences courses (achieved at an accredited college or university of the student's choice) and 66 hours of study in the nursing major at the College of Nursing. Upon graduation, the students are eligible to write the national licensure examination for practice as a professional registered nurse.

Undergraduate Admission to the College

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

Students are encouraged to seek academic advisement early in the pre-nursing curriculum from the Admissions Office to facilitate progression and timely enrollment. Selection is competitive and students who meet admission criteria will be reviewed and accepted by the Admissions Office. Those students

potentially at risk will be evaluated by the Admissions and Progression Committee. Students at risk include those who previously attended another nursing program and received a D or an F in completed coursework, those who withdrew from a nursing program or have any other potential problem as identified.

Undergraduate Admission Requirements - Pre-Licensure BSN

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

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

Application Process

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

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

High School Student Early Admission

The College offers the opportunity for qualified students who have completed their junior year of high school to apply for early acceptance to the College. As part of the program, the accepted student is guaranteed a spot in the class by meeting the requirements for early admission and maintaining eligibility requirements.

Admission Criteria

High school GPA of at least 3.25 on a 4-point scale

Application Process

After completing the junior year of high school:

1. Complete and submit the Early High School Admission Application.
2. Submit the $50 non-refundable application fee.
3. Submit official high school transcript once grades and class rank have been calculated following the spring semester of the junior year.
4. An interview is optional at the request of either the College or the applicant.

Maintaining Early Admission Eligibility

1. Submit the following to the Admissions Office:
   a. Official high school transcript with graduation date upon completion of senior year with official graduation date.
   b. Official college transcript upon completion of each semester of college
2. Maintain a minimum transferable college GPA of 2.5 while taking the required 59 credit hours of liberal arts and science courses at the college of their choice. If the college GPA of 3.0 is not maintained, the student will be removed from the early admission status and be placed in the regular admission pool.
3. Student is required to attend all mandatory College meetings and remain in contact with their College of Nursing admissions recruiter between their date of acceptance and the date they begin courses at the College.
4. Student must meet the College's current admission standards related to pre-nursing courses.

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

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

Pre-Licensure BSN Curriculum

Courses	Credit Hours
304 Nursing and Healthcare Ethics	3
310 Health Assessment	3
312 Pathophysiology	4
314 Pharmacological Basis of Nursing Practice	3
318 Research for Nursing Practice	3
321 Learning Strategies for Nursing Students	1

322 Concepts of Care for the Older Adult	3
324 Conceptual Basis of Nursing I Theory	4
325 Conceptual Basis of Nursing I Clinical	2
330 Conceptual Basis of Nursing II Theory	5
331 Conceptual Basis of Nursing II Clinical	5
412 Trends & Issues for Prof. Nursing	3
426 Conceptual Basis of Nursing III Theory	5
427 Conceptual Basis of Nursing III Clinical	5
431 Elective	3
434 Concepts in Nursing Management *(RNs only; online)*	3
438 Conceptual Basis of Nursing IV Theory	5
439 Conceptual Basis of Nursing IV Clinical	5

Total: 65 credit hours

Admission of Accelerated BSN Students (Pre-Licensure)

1. Evidence of graduation from a regionally accredited college or university with a bachelor's degree.
2. Completion of 59 credit hours of required pre-nursing curriculum at a regionally accredited college or university with an overall grade point average (GPA) of at least 3.0 on a 4.0 scale.
3. 3.2 GPA for Anatomy and Physiology courses.
4. Required pre-nursing courses must be taken for a letter grade rather than pass/fail or credit/no credit.
5. Only grades of C or above are accepted for transfer credit.
6. A total of two courses may be repeated within the past five years. Each course may be repeated only one time.
7. Courses with a grade of D or lower taken five years or more before the date of application will be disregarded in the calculation of the admission GPA.
8. Acceptance of College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) credit will be given individual consideration by the Admissions and Progression Committee.

Meeting the minimum requirements does not guarantee admission.

Accelerated BSN Curriculum

Course	Credit Hours
NAC 344 Fundamentals of Nursing and Health Assessment	6
NAC 346 Accelerated Pathopharmacology I	4
NAC 348 Nursing as a Profession	3
NAC 352 Adult Practicum I	4
PAC 342 Catholic Principles for Health Care Ethics	4
NAC 356 Pathopharmacology II	4
NAC 358 Concepts of Chronic and Acute Adult Health	6
NAC 359 Adult Practicum II	4
NAC 362 Concepts of Maternal-Child Health	4
NAC 363 Maternal-Child Practicum	3
NAC 432 Concepts of Community and Psychiatric Mental Health	5
NAC 433 Community and Psychiatric Mental Health Practicum	4

NAC 436 Introduction to Evidence Based- Practice	3
NAC 440 Leadership in Nursing and Healthcare	4
NAC 444 Clinical Immersion	4
NAC 446 NCLEX Prep Course	2

Total: 64 credit hours

Admission of Registered Nurses (RN to BSN)

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

Undergraduate Admission Requirements – RN to BSN

1. Evidence of graduation from a high school approved by the State Board of Education or official score report of the G.E.D.
2. Home schooled applicants should submit the following:
3. Completion of 59 credit hours of required pre-nursing curriculum at a regionally accredited college or university with an overall grade point average (GPA) of at least 2.5 on a 4.0 scale.
4. 2.5 GPA for Anatomy and Physiology courses. This requirement is waived for registered nurses.
5. Required pre-nursing courses must be taken for a letter grade rather than pass/fail or credit/no credit.
6. Only grades of C or above are accepted for transfer credit.
7. A total of two courses may be repeated within the past five years. Each course may be repeated only one time.
8. Courses with a grade of D or lower taken five years or more before the date of application will be disregarded in the calculation of the admission GPA.
9. Acceptance of College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) credit will be given individual consideration by the Admissions and Progression Committee.
10. Registered nurses must submit a copy of current license.

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

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

RN to BSN Curriculum

Courses	Credit Hours
304 Nursing and Healthcare Ethics	3
310 Health Assessment *(RNs only; online)*	3
317 Concepts of Professional Nursing	3
318 Research for Nursing Practice	3

425 Promoting Healthy Communities	5
433 Experiences in Clinical Nursing *(Portfolio option)*	8
434 Concepts in Nursing Management *(RNs only; online)*	3
436 Trends and Issues for Professional Nursing (*RNs only)*	3

Total: 31 credit hours

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

Course	Credit Hours
312 Pathophysiology	4
314 Pharmacological Basis of Nursing Practice	3
324 Conceptual Basis of Nursing I Theory	4
325 Conceptual Basis of Nursing I Clinical	2
330 Conceptual Basis of Nursing II Theory	5
331 Conceptual Basis of Nursing II Clinical	5
426 Conceptual Basis of Nursing III Theory	5
427 Conceptual Basis of Nursing III Clinical	5

Total: 33 credit hours

Admission of Licensed Practical Nurses (LPN to BSN)

1. Evidence of graduation from a high school approved by the State Board of Education or official score report of the G.E.D.
2. Home schooled applicants should submit the following:
3. Completion of 59 credit hours of required pre-nursing curriculum at a regionally accredited college or university with an overall grade point average (GPA) of at least 2.5 on a 4.0 scale.
4. 2.5 GPA for Anatomy and Physiology courses. This requirement is waived for registered nurses.
5. Required pre-nursing courses must be taken for a letter grade rather than pass/fail or credit/no credit.
6. Only grades of C or above are accepted for transfer credit.
7. A total of two courses may be repeated within the past five years. Each course may be repeated only one time.
8. Courses with a grade of D or lower taken five years or more before the date of application will be disregarded in the calculation of the admission GPA.
9. Acceptance of College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) credit will be given individual consideration by the Admissions and Progression Committee.
10. Licensed Practical Nurses must submit a copy of current license.

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

LPN to BSN Curriculum

Course		Credit Hours
300	LPN Transition Pathway Course	6
304	Nursing and Healthcare Ethics	3
312	Pathophysiology	4
314	Pharmacological Basis of Nursing Practice	3
318	Research for Nursing Practice	3
321	Learning Strategies for Nursing Students	1
322	Concepts of Care for the Older Adult	3
330	Conceptual Basis of Nursing II Theory	5
331	Conceptual Basis of Nursing II Clinical	5
412	Trends & Issues for Prof. Nursing	3
426	Conceptual Basis of Nursing III Theory	5
427	Conceptual Basis of Nursing III Clinical	5
431	Elective	3
438	Conceptual Basis of Nursing IV Theory	5
439	Conceptual Basis of Nursing IV Clinical	5

Total: 59 earned credit hours

Credit hours granted by Saint Francis Medical Center College of Nursing after satisfactory completion of BSN 300

Courses	Credit Hours
310 Health Assessment	3
324 Conceptual Basis of Nursing I Theory	4
325 Concepts of Professional Nursing	2

Total: 68 credit hours earned and awarded

International Student Admission Criteria (BSN only)

1. International students must meet the same College of Nursing admission requirements as students who are educated in the United States of America.
2. A College of Nursing Application for International Admission and a non-refundable $75.00 application fee must be submitted to the College by the deadlines shown below. Late applications will be deferred to the next semester.
3. The College of Nursing will only accept international students with F-1 Student Visas as full-time students into its Bachelor of Science in Nursing (BSN) program. Full time enrollment is not available in the College of Nursing's RN to BSN or graduate programs.
4. The prospective student must submit high school and official college transcripts, or its equivalent, in English (or a certified translation). The transcripts must be mailed directly to the College of Nursing from the institutions that were attended and must include the school's seal.
5. Official transcripts that are not in English must be evaluated by an official credentialing center and a copy of the evaluation must be sent by the Center directly to the College. A Course-by-Course Evaluation is required. The prospective student assumes the responsibility for providing transcript evaluation and must pay for the evaluation.
6. The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language

is not English. If the bachelor's or master's degree was earned from a school in the United States of America, the TOEFL requirement is waived. To satisfy this requirement, the prospective student must take the TOEFL with a minimum score of 550 for paper/pencil or 79 for the Internet based exam. Students who do not pass the TOEFL must confer with a representative of the Admissions Office and be considered by the Admission and Progression Committee. Test scores cannot be more than two years old.

7. An interview is optional at the request of either the College or the applicant.
8. Prospective students are required to show assured support for the two years at the College. Bank certification is required to assure that the student has the amount required for cost of attendance. If funds are from a source other than the applicant, i.e., a sponsor, the sponsor must sign the form and note amount of funding pledged. The sponsor must also provide Bank Certification which must also have original seal of the financial institution. No photocopies or fax copies will be accepted.

BSN Program Student Learning Outcomes

The graduate of the baccalaureate program is able to:

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

Graduate Programs

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

Master of Science in Nursing

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

Admissions Requirements

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

For admission into the MSN program the following are required:

1. Submit a completed application.

2. Pay $50 nonrefundable application fee.
3. Official transcripts from all colleges and universities attended. Please include all names associated with the transcript for filing purposes.
4. Bachelor of Science in Nursing from a program accredited regionally and accredited by ACEN, CNEA or CCNE.
5. Minimum cumulative GPA of 2.8/4.0
6. Evidence of completion of undergraduate health assessment and nursing research with a minimum grade of "C" in both courses.
7. Proof of current, unencumbered licensure to practice as a Registered Nurse.
8. NNP: Must have the equivalent of at least two years of full-time clinical experience as an RN in a Level III or IV NICU within the past five years before starting clinical courses. May start theory courses without the required clinical experience and must hold and maintain a current Neonatal Resuscitation Program certificate.
9. Psychiatric-Mental Health Nurse Practitioner students must have one year of experience (or the equivalent) in psych-mental health within the last five years prior to starting the psych-mental health specific theory or practicum courses.
10. Evidence of one-year professional nursing experience preferred.
11. College may request to interview applicant.

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

Neonatal Nurse Practitioner

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

Psychiatric Mental Health Nurse Practitioner

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

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

MSN Program Student Learning Outcomes

The graduate of the MSN program is able to

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

Curriculum (Effective Fall 2018)

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

RN-MSN Fast Track

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

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

Total: 23 credit hours

Adult Gerontology Acute Care Nurse Practitioner (AGACNP)

Adult Gerontology Acute Care Nurse Practitioners (AGACNP) assess, diagnose, and manage acutely ill patients in hospital and hospital-to-clinic settings. The advanced skills of the AG ACNP may be used in emergency departments, intensive care units, intermediate care units and specialty clinics such as cardiology or neurology. Adult Gerontology Acute Care Nurse Practitioners focus on populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. Students come to campus several times during the five semesters with practicum courses. Graduates will be prepared to take the certification exam and assume leadership roles for the targeted populations addressed above. Students will complete this 61-credit hour option and 800 practicum hours.

Core Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
816 Organizational Leadership and Finance	4
Role Specific Courses	
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
511 Differential Diagnosis	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
726 Analysis of Evidence-Based Practice	3
753 Ethics, Policy and Law	3
756 Systems and Patient Populations	3
618 Acute Care Diagnostics & Therapeutics (100 hours practicum)	4
623 Adult and Aging I (150 hours practicum - primary care)	4.5
624 Adult and Aging II (150 hours practicum - acute care)	4.5
636 Acute Care I (150 hours practicum)	4.5

639 Acute Care II (150 hours practicum)	4.5
641 Acute Care Immersion (100 hours practicum)	2

Total Practicum Hours = 800 (1 credit hour for practicum=100 practicum hours) Total Credit Hours = 61

Nurse Educator (NE)

The Master of Science in Nursing Program offers a 39-credit hour educator option designed for the baccalaureate professional nurse. Graduate students will be prepared to design and use multiple educational delivery systems and teaching strategies. In addition, the student will develop, implement and evaluate curriculum that will prepare nurses responsive to future and current health care and educational systems.

Core Courses	Credit Hours
500 Theoretical Foundations	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
726 Analysis of Evidence-Based Practice	3
532 Foundations of Education in Nursing	3
756 Systems and Patient Population	3
531 Health Assmt/Diag.Reasoning, Path, Pharm Across the Lifespan	3
753 Ethics, Policy and Law	3
540 Evaluation Strategies in Nursing Education	3
536 Issues & Roles in Nursing Education	3
816 Organizational Leadership and Finance	4
604.2 Educator Practicum (200 practicum hours)	2
604.3 Educator Practicum (300 practicum hours)	3

Total Program Practicum Hours = 500 Total Credit Hours = 39

Nursing Management Leadership (NML)

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

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems &Technology for Transformation of Health Care	3
726 Analysis of Evidence-Based Practice	3
816 Organizational Leadership and Finance	4
756 Systems and Patient Population	3
736 Translation of Evidence into Practice	3
554 Human Resource Management	3
753 Ethics, Policy and Law	3
558 Managed Care & Integrated Delivery Systems	3
615.1 Management Practicum with Capstone Project (300 practicum hours)	3
615.2 Management Practicum with Capstone Project (200 practicum hours)	2

Total Practicum Hours = 500 (1 credit hour for practicum=100 practicum hours) Total Credit Hours = 36

Neonatal Nurse Practitioner (NNP)

The Neonatal Nurse Practitioner option is a 45-credit hour course of study designed to provide the baccalaureate prepared nurse with an in-depth focus on health management of the acutely and critically ill neonate and their family through their studies in research, theory, cultural diversity, health policy, ethics and leadership related to the role of the Advanced Practice Nurse. Upon successful completion of this program, the graduate will be eligible to sit for the national Neonatal Nurse Practitioner certification examination offered by the National Certification Corporation.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
543 Adv. Health Assess and Diagnostic Reasoning for the Neonatal Nurse Practitioner	3
519 Advanced Pathophysiology Across the Lifespan	3
726 Analysis of Evidence-Based Practice	3
816 Organizational Leadership and Finance	4
546 Advanced Physiology & Pathophysiology of the Neonate	3
541 Advanced Pharmacology for the Neonatal Nurse Practitioner	3
756 Systems and Patient Population	3
551 Neonatal Nurse Practitioner Management I (100 practicum hours)	2.5
559 Neonatal Nurse Practitioner Management II (100 practicum hours)	2.5
753 Ethics, Policy and Law	3
634.1 Neonatal Nurse Practitioner Practicum (300 practicum hours)	3
634.2 Neonatal Nurse Practitioner Practicum (300 practicum hours)	3

Total Practicum Hours = 800 (1 cr hr for practicum=100 practicum hours) Total Credit Hours = 45

Family Nurse Practitioner (FNP)

The Family Nurse Practitioner option is a 55-credit hour course of study with 800 practicum hours, which allows graduates to care for individuals across the lifespan in primary care settings. The FNP is prepared to prevent illness, promote wellness and treat those with acute and chronic illnesses. Students need to come to campus once during each of the four courses with a practicum. Upon successful completion of this MSN degree option, the graduate is eligible to take the national certification examination.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems &Technology for Transformation of Health Care	3
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
753 Ethics, Policy and Law	3
726 Analysis of Evidence-Based Practice	3
816 Organizational Leadership and Finance	4
756 Systems and Patient Population	3
509 Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
511 Differential Diagnosis	3

529 Advanced Pharmacotherapeutics Across the Lifespan	3
556.15 Family Health Management II (150 practicum hours)	4.5
557.15 Family Health Management III (150 practicum hours)	4.5
555.15 Family Health Management I (150 practicum hours)	4.5
642 FNP Practicum IV (350 practicum hours)	4.5

Total Program Practicum Hours = 800 Total Credit Hours = 55

Psychiatric Mental Health Nurse Practitioner (PMHNP)

The Psychiatric Mental Health Nurse Practitioner option is a 54-credit hour course of study. This option is designed to prepare the graduate to care for individuals across the lifespan with mental health care needs and practice in a variety of settings such as clinics, human service centers, prompt cares and physician practices. Upon successful completion of this degree option, the graduate is eligible to take the national certification examination.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
753 Ethics, Policy and Law	3
726 Analysis of Evidence-Based Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
756 Systems and Patient Population	3
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
566 Family Mental Health Psychopharmacology	3
816 Organizational Leadership and Finance	4
568 Advanced Assessment & Therapeutic Interventions	3
569.15 FPMHNP Practicum I (150 practicum hours)	1.5
570 Family Psychiatric Mental Health Nursing - Diagnosis and Management of Children & Adolescents	3
571 FPMHNP Practicum II (200 practicum hours)	2
572 Advanced Psychiatric Nursing - Diagnosis and Management of Adults & Specialty Populations	3
573 FPMHNP Practicum III (200 practicum hours)	2
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
650.25 FPMHNP Practicum IV (250 practicum hours)	2.5

Total Program Practicum Hours = 800 Total Credit Hours = 54

Doctor of Nursing Practice (DNP) Program

Description of Program

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

Practitioner, and Psychiatric Mental Health Nurse Practitioner. The DNP programs are offered predominately online using learning management software. Students participate in both synchronous and asynchronous discussions.

Admission Requirements for Post-Graduate DNP

- Official transcripts from all colleges and universities attended.
- Clinical: MSN degree from ACEN, CCNE, OR CNEA accredited program. Evidence of 500 practice hours.
- Leadership: a master's degree in health administration, leadership, or other area of study approved by the Dean or graduate committee.
- Degrees must be from regionally accredited schools.
- Minimum cumulative GPA of 3.2 on a 4.0 scale.
- Curriculum vitae with publications listed (if applicable).
- Copy of current, unencumbered license (as RN and advanced practice license, if applicable).
- Leadership: must show evidence of any practicum hours completed for master's degree. If fewer than 500 hours, then it is required to add practicum hours during the doctoral program to complete.
- the 1,000 practicum hours required for graduation or show evidence of management/leadership certification from American Organization for Nursing Leadership (formerly AONE) or ANCC.
- Evidence of one-year professional nursing experience preferred.
- An interview may be requested.

Admission Requirements for BSN-DNP

- Completed Application for Admission Priority Date - Priority acceptance is given to completed application materials received by April 1st for fall semester and Oct. 1st for spring, although applications are accepted all year round. Please include name used for transcript filing purposes.
- Pay nonrefundable $50.00 application fee.
- Request that the registration office of all post high school education institutions previously attended send an official transcript directly to the Admissions Office. Please note that we must receive an official transcript from every institution, even if transfer credit from that institution appears on the transcript of another institution.
- Bachelor of Science in Nursing from a program accredited by ACEN, CNEA, or CCNE and regionally accredited.
- Evidence of completion of undergraduate health assessment and nursing research with a minimum grade of "C" in both courses.
- Grade point average (GPA) of 3.0 on a 4.0 scale.
- Proof of current, unencumbered license to practice as a Registered Nurse in state where currently practicing.
- Evidence of one year professional nursing experience preferred.
- NNP-Must have the equivalent of at least two years of fulltime clinical experience as an RN in a Level III or IV NICU within the past five years before starting the clinical courses. May start theory courses without the required clinical experience. Must hold and maintain a current Neonatal Resuscitation Program certificate.
- It is preferred that Psychiatric Mental Health Nurse Practitioner students have 1 year of experience (or the equivalent) in psych-mental health within the last 5 years prior to starting the psych-mental health specific theory or practicum courses.
- An interview may be requested by the College.

DNP Program Student Learning Outcomes

The graduate of the DNP program is able to*:*

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

Post Graduate Doctor of Nursing Practice

Our program is designed to provide courses that prepare the graduate in areas of the scientific underpinnings for practice, organizational and systems leadership, clinical scholarship and analytical methods for evidence-based practice, information systems/technology, health care policy for advocacy in rural health care, inter-professional collaboration, clinical prevention and population health for improving the nation's health.

Courses	**Credit Hours**
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
726 Analysis of Evidence-Based Practice	3
816 Organizational Leadership and Finance	4
756 Systems and Patient Population	3
736 Translation of Evidence into Practice	3
753 Ethics, Policy and Law	3
834.1 DNP Project I	3 (2/1) *
834.2 DNP Project II	4 (2/2) *
834.3 DNP Project III	3 (1/2) *
Total Credit Hours = 35	35

BSN–DNP Program Options

BSN-DNP Adult Gerontology Acute Care Nurse Practitioner

Adult Gerontology Acute Care Nurse Practitioners (AG ACNP) assess, diagnose and manage acutely ill patients in hospital and hospital-to-clinic settings. The advanced skills of the AG ACNP may be used in emergency departments, intensive care units, intermediate care units and specialty clinics such as cardiology or neurology. Adult Gerontology Acute Care Nurse Practitioners focus on populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. Students come to campus once per semester during the four practicum courses. Graduates will be prepared to take the certification exam and assume advanced leadership roles for the targeted populations following the completion of the 74-credit hour curriculum and 1300 practicum hours.

Core Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
816 Organizational Leadership and Finance	4
Role Specific Courses	
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
511 Differential Diagnosis	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
726 Analysis of Evidence-Based Practice	3
753 Ethics, Policy and Law	3
736 Translation of Evidence into Practice	3
756 Systems and Patient Populations	3
834.1 DNP Project I (200 practicum hours)	3 (2/1)
834.2 DNP Project II (200 practicum hours)	4 (2/2)
618 Acute Care Diagnostics & Therapeutics (100 hours practicum)	4
834.3 DNP Project III (100 practicum hours)	3 (1/2)
623 Adult and Aging I (150 hours practicum - primary care)	4.5
624 Adult and Aging II (150 hours practicum - acute care)	4.5
636 Acute Care I (150 hours practicum)	4.5
639 Acute Care II (150 hours practicum)	4.5
641 Acute Care Immersion (100 hours practicum)	2
Total Practicum Hours = 1300 (1 credit hour for practicum=100 practicum hours) Total Credit Hours = 74	74

BSN-DNP Family Nurse Practitioner

The 68-credit hour course of study prepares students to provide primary care to patients of all ages. Family Nurse Practitioners focus on assessment, diagnosis and treatment of acute and chronic illnesses and they emphasize health maintenance and health promotion. Many outpatient settings are appropriate for practice for FNPs such as physician offices, clinics and urgent care facilities. Theory and practicum courses prepare graduates to take the Family Nurse Practitioner exam and assume advanced leadership roles related to the population. Students come to campus once per semester during the four practicum courses.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
816 Organizational Leadership and Finance	4
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
509 Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
511 Differential Diagnosis	3

529 Advanced Pharmacotherapeutics Across the Lifespan	3
759 Information Systems & Technology for Transformation of HealthCare	3
753 Ethics, Policy and Law	3
726 Analysis of Evidence-Based Practice	3
756 Systems and Patient Population	3
736 Translation of Evidence into Practice	3
834.1 DNP Project I (200 practicum hours)	3 (2/1)
556.15 Family Health Management II (150 practicum hours)	4.5
834.2 DNP Project II (200 practicum hours)	4 (2/2)
557.15 Family Health Management III (150 practicum hours)	4.5
834.3 DNP Project III (100 practicum hours)	3 (1/2)
555.15 Family Health Management I (150 practicum hours)	4.5
642 FNP Practicum IV (350 practicum hours)	4.5
Total Program Practicum Hours = 1300 Total Credit Hours = 68	68

BSN-DNP Neonatal Nurse Practitioner

Graduates of the 61-credit hour BSN-DNP Neonatal Nurse Practitioner option are prepared to manage care for critically ill neonates in neonatal intensive care units. The NNPs assess, diagnose and treat conditions associated with prematurity and work with the family unit in dealing with the hospitalization and needs of the neonate. Graduates are prepared to assume advanced leadership roles related to the neonatal infant and their families and they are eligible to take the National Certification Corporation certification exam.

Core Courses	**Credit Hours**
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
816 Organizational Leadership and Finance	4
756 Systems and Patient Population	3
753 Ethics, Policy and Law	3
519 Advanced Pathophysiology Across the Lifespan	3
726 Analysis of Evidence-Based Practice	3
543 Adv. Health Assess and Diagnostic Reasoning for the Neonatal Nurse Practitioner	3
736 Translation of Evidence into Practice	3
546 Advanced Physiology & Pathophysiology of the Neonate	3
541 Advanced Pharmacology for the Neonatal Nurse Practitioner	3
834.1 DNP Project I (200 practicum hours)	3 (2/1)
551 Neonatal Nurse Practitioner Management I (100 practicum hours)	2.5 (1.5/1)
559 Neonatal Nurse Practitioner Management II (100 practicum hours)	2.5 (1.5/1)
834.2 DNP Project II (200 practicum hours)	4 (2/2)
834.3 DNP Project III (100 practicum hours)	3 (1/2
634.1 Neonatal Nurse Practitioner Practicum (300 practicum hours)	3
634.2 Neonatal Nurse Practitioner Practicum (300 practicum hours)	3

Total Practicum Hours = 1300 (1 credit hour for practicum=100 practicum hours) Total Credit Hours = 61	61

BSN-DNP Psychiatric Mental Health Nurse Practitioner

Psychiatric Mental Health Nurse Practitioners assess, diagnose and treat people of all ages with psychiatric and mental health needs. The nurse practitioner prescribes medications and therapeutic interventions in a variety of outpatient settings. Following completion of the 67-credit hours of study, the graduate is eligible to sit for the Psychiatric Mental Health (Across the Lifespan) certification exam and assume advanced leadership roles for this vulnerable population.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
816 Organizational Leadership and Finance	4
753 Ethics, Policy and Law	3
759 Information Systems & Technology for Transformation of HealthCare	3
756 Systems and Patient Population	3
726 Analysis of Evidence-Based Practice	3
736 Translation of Evidence into Practice	3
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
566 Family Mental Health Psychopharmacology	3
834.1 DNP Project I (200 practicum hours)	3 (2/1)
834.2 DNP Project II (200 practicum hours)	4 (2/2)
568 Advanced Assessment & Therapeutic Interventions	3
569.15 FPMHNP Practicum I (150 practicum hours)	1.5
834.3 DNP Project III (100 practicum hours)	3 (1/2)
570 Family Psychiatric Mental Health Nursing - Diagnosis and Management of Children & Adolescents	3
571 FPMHNP Practicum II (200 practicum hours)	2
572 Advanced Psychiatric Nursing - Diagnosis and Management of Adults & Specialty Populations	3
573 FPMHNP Practicum III (200 practicum hours)	2
650.25 FPMHNP Practicum IV (250 practicum hours)	2.5
Total Program Practicum Hours = 1300 Total Credit Hours = 67	67

Post-graduate Certificate Program Options

Description of Program Offerings

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

synchronous and asynchronous formats and a learning management system.

Post Graduate Certificate Admission Requirements

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

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

- Official transcripts from all post high school institutions attended. Please include the names associated with the transcript for filing purposes.
- Bachelor of Science in Nursing and Master of Science in Nursing from programs accredited regionally and accredited by ACEN, CNEA or CCNE.
- Minimum cumulative GPA of 3.0/4.0
- Evidence of one-year professional nursing experience preferred.
- The College may request to interview applicant.

The College may request an interview.

Post Graduate Certificate Student Learning Outcomes

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

Post Graduate Certificate Curricula

Adult Gerontology Acute Care Nurse Practitioner

The Adult Gerontology Acute Care Nurse Practitioners certificate is an option for nurses who hold a master's degree in nursing and want to care for populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. The 39-credit hour program includes 800 hours of practicum experience and students learn to manage care for acutely ill patients in hospital and hospital-to-clinic settings. Students will be eligible to sit for the Adult Gerontology Acute Care Nurse Practitioner certification exam.

Courses	Credit Hours
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
511 Differential Diagnosis	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
618 Acute Care Diagnostics & Therapeutics (100 hours practicum)	4

623 Adult and Aging I (150 hours practicum - primary care)	4.5
624 Adult and Aging II (150 hours practicum - acute care)	4.5
636 Acute Care I (150 hours practicum)	4.5
639 Acute Care II (150 hours practicum)	4.5
641 Acute Care Immersion (100 hours practicum)	2

Total Practicum Hours = 800 (1 credit hour for practicum=100 practicum hours) Total Credit Hours = 39

Nurse Educator

The nurse educator post graduate certificate is designed for nurses who already have a master's degree. The certificate is 17 credits for those wanting practicum experience for applying knowledge learned in the theory courses. A nine-credit hour certificate is available for students who only want the nursing education theory courses. Students will be able to execute numerous teaching strategies, evaluate learners, and develop curricula. Overall, students will be prepared to address current and future needs in academia and other health care educational systems.

Courses	Credit Hours
532 Foundations of Education in Nursing	3
540 Evaluation Strategies in Nursing Education	3
531 Health Assmt/Diag.Reasoning, Path, Pharm Across the Lifespan	3
536 Issues & Roles in Nursing Education	3
604.1 Educator Practicum (200 practicum hours)	2
604.2 Educator Practicum (300 practicum hours)	3

Total Program Practicum Hours = 500 Total Credit Hours = 17

Family Nurse Practitioner

The 33-credit hour FNP post graduate certificate is designed for a master's-prepared nurse who wants to change practice areas. The curriculum prepares the student to promote health and care for acute and chronic illnesses in the outpatient setting. Students come to campus once during each of the four courses with a practicum included. Students will be prepared to take the FNP certification exam.

Courses	Credit Hours
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
509 Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
511 Differential Diagnosis	3
556.15 Family Health Management II (150 practicum hours)	4.5
557.15 Family Health Management III (150 practicum hours)	4.5
555.15 Family Health Management I (150 practicum hours)	4.5
642 FNP Practicum IV (350 practicum hours)	4.5

Total Program Practicum Hours = 800 Total Credit Hours = 33

Psychiatric Mental Health Nurse Practitioner

This 32-credit hour post-graduate certificate is for nurses who want to specialize in the care of patients

with psychiatric and mental health disorders. Students learn to diagnose, treat and provide therapeutic interventions for this vulnerable population in the theory courses and the 640 hours of practicum.

Courses	Credit Hours
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
566 Family Mental Health Psychopharmacology	3
568 Advanced Assessment & Therapeutic Interventions	3
569.15 FPMHNP Practicum I (150 practicum hours)	1.5
570 Family Psychiatric Mental Health Nursing - Diagnosis and Management of Children & Adolescents	3
571 FPMHNP Practicum II (200 practicum hours)	2
572 Advanced Psychiatric Nursing - Diagnosis and Management of Adults & Specialty Populations	3
573 FPMHNP Practicum III (200 practicum hours)	2
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
650.25 FPMHNP Practicum IV (250 practicum hours)	2.5

Total Program Practicum Hours = 800 Total Credit Hours = 32

Core Academic Standards and Policies

Core Performance Standards

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

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

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

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

Technology Standards

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

Some of the technologies that are utilized to facilitate engaged, active learning include:

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

Minimum Computer Requirements

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

Hardware

- Microsoft Windows PC
- Intel Core i5 processor
- 8GB RAM
- 500GB hard drive
- Wi-Fi 6 (802.11ax)
- HDMI port
- USB 3 port
- 15" HD display
- High-capacity battery charged for class
- Video conferencing capability (microphone, speakers, webcam)
- Headphones

Software

- Adobe Acrobat Reader
- Microsoft Windows 11 Operating System
- Microsoft Edge Chromium Web Browser
- Microsoft Office
- Respondus Lockdown Browser

- VLC Media Player

Check with your professor for additional requirements specific to their course.

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

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

Social Media (OSF Social Media Policy 143)

DEFINITIONS

a. Website: Any public-facing collection of information on the Internet.
b. Social Media: Any website or mobile application that allows for open two-party communication and sharing of information on the Internet including, but not limited to:
    a. Social Networking Sites (i.e., LinkedIn, Facebook, etc.)
    b. Micro-blogging Sites (i.e., Twitter)
    c. Blogs (including company and personal blogs)
    d. Video and photo-sharing platforms (i.e., YouTube, Flickr, Instagram, Snapchat, TikTok)

PURPOSE:

1. This policy provides guidelines to all Mission Partners, volunteers, and students who create, purchase, develop or manage websites or participate in the use of social media.
2. This policy is not intended to restrict communications or actions protected or required by state or federal law or endorsed by or on behalf of OSF.

POLICY:

1. In order to minimize organizational and legal risks, to avoid loss of productivity and distraction from Mission Partners' job performance, and to ensure that IT resources and communications systems are used appropriately, OSF expects its Mission Partners to adhere to the following guidelines and rules regarding posting (See Electronic Communications (104) policy).
2. The same principles and guidelines found in all OSF policies apply to Mission Partners' activities online (See Standards of Conduct (604) policy).
3. Harassment, bullying, discrimination, or retaliation that would not be permissible in the workplace is not permissible between co-workers on websites and social media.
4. Mission Partners may be legally responsible for defamatory, obscene, or libelous statements made on websites and social media.
5. Abusive language, hate speech and personal attacks of any kind posted on websites or social media may subject the Mission Partner to Positive Discipline.
6. Unless explicitly given permission to do so by OSF Marketing and Communications, do not create, purchase, develop or manage websites or social media on behalf of OSF nor represent yourself as a spokesperson for OSF.
7. Limit the use of social media during working hours to that which is work-related and authorized by your Leader.
8. Caregivers are discouraged from interacting with patients and their families on social media to comply with HIPAA and maintain professional boundaries and therapeutic relationship.

9. Mission Partners' content should be accurate when developing any website and/or social media content. Never post any information or rumors that you know to be false about OSF, its Mission Partners, or its patients.
10. Mission Partners should refrain from endorsing or promoting any personal opinion, cause or political candidate on any OSF website or social media, except as specifically permitted by Section 7 of the National Labor Relations Act.
11. Mission Partners (who are not posting as part of their job or as OSF digital influencers or brand ambassadors) should only express personal opinions, recommendations, or endorsements on external social media. Where your connection to OSF is apparent, make it clear that you are speaking for yourself and not on behalf of OSF. In those circumstances, you should include this disclaimer: "The views expressed on this [blog; website] are my own and do not reflect the views of my employer." If the site has an "About me" section, add the above disclaimer to your blog or social media profile.
12. Mission Partners are welcome to share social media posts directly from OSF accounts to promote services, special events, and job opportunities.
13. Do not share confidential or proprietary information that you acquire in the course of your employment with OSF, including on websites or social media. Examples of confidential or propriety information include protected health information (as defined by HIPAA), information about prospective OSF business plans, trade secrets, systems, processes, products, know-how, technology, internal reports, procedures, or other internal business-related confidential communications.
    a. Maintain patient privacy as required by HIPAA and all other relevant rules, regulations and policies.
    b. Be aware that protected health information includes any information that could be used to identify a patient, such as a diagnosis, a procedure, or a room number, even if the patient's name is not used.
14. For the protection of OSF, as well as yourself, it is critical that you show proper respect for the laws governing copyright, fair use of copyrighted material owned by others, trademarks, and other intellectual property, including OSF-owned copyrights, trademarks, and brands.
15. Mission Partners are solely responsible for their individual content posted to websites.
    a. OSF reserves the right, in its sole discretion, to disallow the use of a particular website or to terminate any user's access at any time.
    b. OSF reserves the right to remove any content that Mission Partners post to an OSF website or social media.
16. The Director of Marketing Technology and the Chief Information Officer must approve Internet domain, Secure Sockets Layer (SSL) certificate and hosting service purchases.

Non-Discrimination, Non-Harassment

The Board, administration, and faculty affirm that all students in a College of Nursing degree program must possess intellectual, physical, ethical, emotional, and interpersonal capabilities necessary to complete that degree and to achieve the levels of competency required for safe professional nursing practice at that level.

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

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

Compliance with HIPAA

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

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

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

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

Transfer Credit

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

Credit through Portfolio Review

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

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

If the portfolio is not submitted during the intended semester, the fee for review will be applied to the next semester. Students may carry this fee over for one semester only. If the portfolio is not approved, the student will be allowed an opportunity to revise and resubmit once without an additional fee. The student would be charged the processing fee at that time if a third submission of the portfolio is required. No additional submissions will be accepted after the third trial. The student would be required to enroll in the course.

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

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

ADA Compliance Standards

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended (Section 504), Saint Francis Medical Center College of Nursing does not discriminate on the basis of disability in the administration of its educational policies, programs or activities; admission policies and practices, student aid and other College administered programs or activities receiving federal funds or in the employment of its faculty and staff. Additionally, the College prohibits discrimination by others, including faculty, staff, students, partner agencies, contractors'/agents'/ licensors, and/or visitors to its programs and facilities. Section 504, states in part that, "no qualified individual with a disability in the United States as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" 29 USC 794. "Individual with a disability" means person with a physical or mental health condition that substantially limits a major life activity. "Individual with a disability" also means an individual regarded as having a disability when s/he does not or who has a record of a disability. Disabilities may include but are not limited to attention deficit disorder and health, mental/psychological, physical, and sensory and learning disabilities. Major life activities include such things as: caring for one´s self, performing manual tasks, walking, seeing, hearing, speaking, breathing,

learning, and working. “Qualified individual with a disability” means an individual with a disability who meets the eligibility criteria established for acceptance and continued participation in the College’s nursing program, including performance of the Core Performance Standards of the program, with or without reasonable accommodations. “Basis of disability” means on the basis of a real or perceived disability or a record of a disability.

Requesting Accommodations

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

Pregnancy

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

Substance Use and Abuse Standards

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

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

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

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

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

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

Campus Safety Standards

Campus Security Report

This report includes statistics for the previous three years concerning reported crimes that occurred on the main campus, at White School; and on public property within, or immediately adjacent to and accessible from, those facilities and the College building at St. Francis Medical Center. The report also includes institutional policies concerning campus security, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, domestic violence, stalking, dating violence, and other matters. The complete report is available at https://www.osfhealthcare.org/sfmccon/about/consumer-information/ . Individuals may also request a paper copy of this report by contacting the Dean, Support Services at 309-655-2291.

Emergency Operations Plan

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

Title IX Compliance

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

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

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

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

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

Gun-Free Campus

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

Course Descriptions

Undergraduate Program Courses

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

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

Core Courses

BSN 304 Nursing and Healthcare Ethics 3
This course is designed to develop the foundations of decision-making in health care ethics. Decisions are based primarily upon a Judeo-Christian value system which has clear expression in the Ethical and Religious Directives for Catholic Health Care Services. Core assumptions of ethical systems used in health care ethics decision-making frameworks and models will be identified, evaluated and discussed. Critical examination of clinical cases provides an opportunity to analyze ethical decisions as related to professional nursing, biophysical, and psychosocial concepts. Prerequisite: Completion of Health Assessment, Pathophysiology, Pharmacological Basis in Nursing, Conceptual Basis of Nursing I Theory and Conceptual Basis of Nursing I Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 310 Health Assessment 3 (2/1)
This course uses active student learning to develop skills for physical, developmental, psychosocial, cultural, and spiritual assessment of individuals with emphasis on normal variations and common abnormalities. Communication skills, interviewing techniques, and history taking skills essential to the nursing process are learned and practiced. Opportunities for practice and validation of assessment skills are provided in the laboratory. Prerequisite: Completion of 59 credit hours pre-nursing courses; concurrent with or after completion of Learning Strategies for Nursing Students; prior to or concurrent with Conceptual Basis of Nursing I Clinical and Conceptual Basis of Nursing I Theory. Or RN who has completed 59 credit hours pre-nursing courses or is enrolled in pre-nursing curriculum or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 312 Pathophysiology.....4 (3 in seat/1 on-line)
This course introduces the central concepts of pathophysiology at the cellular level and how they apply to physiological changes. A variety of pathophysiological alterations are used to illustrate these central concepts. Throughout the course, the student applies previously acquired knowledge from anatomy and physiology, chemistry, and microbiology to the study of pathophysiology. Prerequisite: Completion of 59 credit hours of pre-nursing courses. Concurrent with or after completion of Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing I Clinical and Theory, or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisites for Student-at-Large: 6-8 credit hours anatomy and physiology, 3-4 credit hours chemistry, 3-4 credit hours microbiology, or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 314 Pharmacological Basis of Nursing Practice.....3
This course provides a broad overview of the nursing management of drug therapy. Content includes general principles of pharmacology and the legal, ethical, and safety aspects of medication administration. Drug information includes core drug knowledge for major drug classifications and

prototype medications on specific body systems, as well as patient variables that influence drug therapy such as health status, life span and gender, diet, and culture. Emphasis is placed on pharmacological principles and nursing responsibilities and how they apply to drug therapy. Prerequisite: Completion of 59 credit hours of pre-nursing courses. Concurrent with or after completion of Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing I Clinical and Theory, or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisites for Student-at-Large: 6-8 credit hours anatomy and physiology, 3-4 credit hours chemistry, 3-4 credit hours microbiology, or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 317 Concepts of Professional Nursing for the RN 3
This course provides an overview of the philosophy of baccalaureate nursing education and introduces the student to the philosophy and organizing framework of the College. The RN student, with unique life and work experiences, is guided to conceptualize changes in professional nursing roles. Topics discussed include caring interaction in nursing, nursing process, health promotion and maintenance, health care delivery systems, nursing theory, adult learning theories, and issues in contemporary nursing. The course provides a forum for discussion of changing perceptions and dimensions of professional nursing. The course assists the student in developing a conceptual framework for baccalaureate nursing. Prerequisites: Completion of our current enrollment in pre-nursing courses, licensed as an RN, or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 318 Research for Nursing Practice 3
This course focuses on the research process and the use of evidence as an integral component of professional nursing. Prior learning from the liberal arts and sciences and nursing coursework serves as a basis for the assimilation of new knowledge and skills related to research and evidence-based practice. Terminology, concepts and constructs specific to research; types of research methodologies; and the steps in the research process are discussed. Levels of evidence are introduced to guide clinical decision making. Emphasis is given to locating reputable sources of evidence and determining applicability of the information to professional nursing practice. Prerequisite: Successful completion of Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Health Assessment, Pharmacological Basis of Nursing Practice, and Learning Strategies; or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisite for RNs: Concepts of Professional Nursing and pre-nursing Stats course or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 321 Learning Strategies for Nursing Students..... 1
This course employs current educational research to assist students in becoming active participants in a learner-centered curriculum. The roles, responsibilities, and expectations of both the student and the faculty will be clarified. Students will practice various active learning strategies in both the traditional and non-traditional settings. The rationales for a learner-centered concept- based curriculum and the use of technology will be discussed as these relate to best practices in current nursing education. Concepts and theories from students' pre-nursing liberal arts and sciences background serve as a foundation for the development of new learning skills, which will prepare the student for the professional nursing role of life-long learner. Prerequisite: Must be taken during first 16-week semester enrolled at the College; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 322 Concepts of Care for the Older Adult……3
This course discusses and evaluates physiological and psychological concepts applicable to the older adult. Ethical, spiritual, cultural, and socioeconomic issues related to the older adult will be presented. Prior knowledge and skills in nursing, health assessment, pathophysiology, and pharmacology will be applied in the discussion of the nursing management of the older adult across the health/illness continuum. Utilizing the nursing process, students will relate the patient's history and assessment

findings, pathology, and treatment plan. The review of diagnostics and assessment findings, including functional assessment, will enable the student to plan, implement, and evaluate individualized plans of care. Prerequisite: Completion of Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, Health Assessment, and Learning Strategies for Nursing Students; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 324 Conceptual Basis of Nursing I Theory..... 4
This course provides a foundation for professional nursing practice. The emphasis is on theories, knowledge, and basic skills necessary to administer beginning level assessment and nursing interventions for adults. The course presents professional nursing, biophysical, and psychosocial concepts related to the professional roles of the nurse and care of the patient within the context of their environment. The health care delivery system and the political, economic, and social factors that affect health are discussed. The course introduces caring in nursing, critical thinking in applying the nursing process and managing patient care. Therapeutic communication, adult learning theory, collaboration, and legal and ethical practice necessary to engage in therapeutic interventions that promote and maintain individuals' health are learned. Prerequisite: Completion of 59 credit hours of required pre- nursing courses; taken concurrently with Conceptual Basis of Nursing I Clinical; concurrent with or after Health Assessment, Pharmacological Basis of Nursing Practice, Pathophysiology, and Learning Strategies for Nursing Students; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 325 Conceptual Basis of Nursing I Clinical ..... 0/2 (6 hours lab/clinical per week)
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing I Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in clinical settings. The emphasis is on clinical experiences that will provide opportunities for students to participate in collaborative therapeutic activities in a variety of health care settings that focus on health maintenance and promotion. Clinical experiences occur in predictable situations with individuals across the lifespan. The nursing process is used to meet the patient's needs related to health promotion and maintenance. The roles and characteristics of the professional nurse, with emphasis on the roles of caregiver and educator, are developed. Prerequisite: Completion of 59 credit hours of required pre- nursing courses; taken concurrently with or after Health Assessment, Pharmacological Basis of Nursing Practice, Pathophysiology, Learning Strategies for Nursing Student, and Conceptual Basis of Nursing I Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 330 Conceptual Basis of Nursing II Theory 5
This course focuses on professional nursing, biophysical and psychosocial concepts related to human behavior, psychopathology, women's health, and the care of the family across the life span. The therapeutic use of self, education principles, institution of appropriate nursing care delivery, the nursing process, and concepts of group process are utilized as interventions for health maintenance, return of optimal health status, and adaptation of patients within their environments. The collaborative relationship between the nurse and other members of the interprofessional health care team in the clinical settings are explored. Emphasis is placed on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisite: Completion of Health Assessment, Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, and Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing II Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 331 Conceptual Basis of Nursing II Clinical 0/5

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

BSN 412 Trends and Issues for Professional Nursing 3
This course focuses on the trends and issues impacting nursing and health care. Topics include legal issues, informatics, regulatory processes, professionalism, health care policy, economics, quality, and care delivery systems. The responsibilities of the professional nurse in the current complex health care environment are emphasized. Prerequisite: Successful completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 425 Promoting Healthy Communities for the RN 5 (4/1)
This course integrates professional nursing, biophysical and psychosocial concepts for care of people in the community. The concepts of health promotion, safety, health care systems, immunity, infection, and oxygenation, as related to populations, will be explored and applied. Emphasis is on the leadership roles of the nurse in managing the care of individuals, families, groups, and populations. Emphasis is on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being of populations. Prerequisite: RN Students Only. Completion of Health Assessment and Concepts of Professional Nursing for the RN; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 426 Conceptual Basis of Nursing III Theory……5
This course focuses on biophysical and psychosocial concepts related to cellular regulation, growth and development, perfusion, oxygenation, health promotion, coagulation, mobility, nutrition, fluid and electrolyte balance, fatigue, elimination and inflammation in patients across the lifespan. Additionally, professional nursing, biophysical, and psychosocial concepts will be discussed as they relate to the primary concepts. Emphasis is on the nursing process in assisting patients of various ages, wellness, states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisites: Completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; concurrent with or prior to Conceptual Basis of Nursing III Clinical; after completion or concurrent with Nursing and Healthcare Ethics and Concepts of Care for the Older Adult; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 427 Conceptual Basis of Nursing III Clinical 0/5
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing III Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in clinical settings. A variety of acute care, intermediate, and community settings are used for the promotion and restoration

of health and rehabilitation for individuals, families, and groups. Clinical assignments provide opportunities to implement the nursing process to meet the physiological and psychosocial needs of patients across the lifespan with emphasis on the needs of children and individual family members. The collaborative relationship between the nurse and other health care team members in the clinical setting is further developed. The roles and characteristics of the professional nurse, with emphasis on the roles of caregiver, educator, and facilitator, are further developed. Prerequisite: Completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; concurrent with or after completion of Conceptual Basis of Nursing III Theory; after completion or concurrent with Nursing and Healthcare Ethics and Concepts of Care for the Older Adult; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 433 Experiences in Clinical Nursing-RN 0/8
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing IV. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in clinical settings. The nursing process is implemented in a variety of acute and intermediate care settings for the promotion and restoration of health. Students participate as an integral member of the health care team to provide comprehensive nursing care to patients across the lifespan and from diverse ethnic and socioeconomic groups. Leadership, responsibility/accountability, and interprofessional collaboration are emphasized. For those RNs wishing to meet this course requirement with a portfolio, one year of clinical experience (minimum of 1000 hours) is required. Prerequisite: Completion of Concepts of Professional Nursing - RN, and Health Assessment; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 434 Concepts in Nursing Management 3
This course focuses on the concepts and theories utilized in the managerial process related to nursing and health care. Topics discussed include leadership and management theories, change process, conflict resolution, communication, and decision making. The roles and responsibilities of an effective nurse manager and leader are emphasized. Prerequisite: Completion of Conceptual Basis of Nursing II Theory, Conceptual Basis of Nursing II Clinical, Nursing and Healthcare Ethics; prior to or concurrent with Conceptual Basis of Nursing III Theory and Conceptual Basis of Nursing III Clinical; or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisite for RNs: Concepts of Professional Nursing and Health Assessment; concurrent with or after completion of Promoting Healthy Communities; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 436 Trends and Issues for Professional Nursing for the RN……3
This course focuses on the trends and issues impacting nursing and health care. Concepts discussed include legal issues, informatics, regulatory processes, professionalism, health care policy, and economics, quality, and care delivery systems. The responsibilities of the professional nurse in the current complex health care environment are emphasized. Prerequisite: Registered Nurses only. Completion of Concepts of Professional Nursing for the RN; completion of or concurrent registration in Nursing and Healthcare Ethics and Nursing Research; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 438 Conceptual Basis of Nursing IV Theory 5
This course integrates professional nursing, biophysical and psychosocial concepts related to health promotion, safety, health care systems, immunity, infection, oxygenation, perfusion, fluid and electrolyte balance and coagulation across the lifespan. Additional professional nursing concepts will be discussed as they relate to management, leadership and collaboration. Emphasis is on the leadership roles of the nurse in managing the care of individuals, families, groups, and populations. Emphasis is on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being.

Prerequisite: Completion of Conceptual Basis of Nursing III Theory, Conceptual Basis of Nursing III Clinical, Research for Nursing Practice, and Concepts in Nursing Management; concurrent with or prior to Conceptual Basis of Nursing IV Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 439 Conceptual Basis of Nursing IV Clinical 0/5
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing IV Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in clinical settings. The nursing process is implemented in a variety of acute care, intermediate, and community settings for the promotion and restoration of health, rehabilitation for individuals, families, groups, and populations. Students participate as an integral member of the health care team to provide comprehensive nursing care to patients across the lifespan and from diverse ethnic and socioeconomic groups. Leadership, responsibility/accountability, and interprofessional collaboration are emphasized. Prerequisite: Completion of Conceptual Basis of Nursing III Theory, Conceptual Basis of Nursing III Clinical, Research for Nursing Practice, and Concepts in Nursing Management; concurrent with or prior to Conceptual Basis of Nursing IV Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

Electives

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

431 Independent Study..... 1-3
Health related topics of interest to the student allow for an in-depth study to enhance student learning. An independent study with a clinical focus including a seminar and experience is available in various clinical areas. A variety of elective courses may be offered pending student interest and enrollment. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 4311H Camp Hope Experience……..1-3
In this course, concepts and theories related to the care of children with cancer or blood disorder will be implemented. The nursing process is utilized to meet the physiological and psychological needs of the child camper with an emphasis on the higher-level needs of safety, security, protection, love and belonging. Interactions between the nurse, child and family are emphasized, as well as the role of the educator. Learning experiences include opportunities to apply knowledge and skills in the care of a child who has cancer or blood disorder in a camp setting. Prerequisite: Successful completion of the first semester junior year. This includes completion of 310, 312, 314, 324 and 325, or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 431.2 Emergency Nursing Care of Patient……..3
This course incorporates the nursing process in nursing care that assists patients in a variety of emergency situations. The topics discussed include standards, concepts, laws, current research, and ethical implications related to emergency care of patients. The roles and responsibilities of the nurse in emergency care are discussed. Emphasis is on priority setting, critical assessment, interviewing strategies, and the application of the nursing process to provide care and meet course outcomes. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical Courses. Concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 431.4 Nursing Care of the Critically Ill Adult 3
This course utilizes the nursing process to study the nursing care of critically ill patients across the lifespan with a variety of problems. Topics to be covered include concepts, standards of practice, current research and ethical implications related to the care of critically ill adults. The roles and responsibilities of the nurse in the critical care setting will be discussed. Appropriate research findings are discussed as they relate to care of the critically ill patient. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical courses; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 431.6 Nursing Care of the Critically Ill Child……..3
This course includes the study of concepts and principles from nursing and the sciences as they relate to the care of critically ill neonatal and pediatric patients. Emphasis is placed on the psychosocial and physiologic needs of the patient and family. The roles and functions of the nurse are discussed, as well as the ethical/legal issues encountered in the pediatric critical care environment. Appropriate research findings are discussed as they relate to the care of these patients. Students utilize the critical care units to observe and assist with nursing care of the neonatal or pediatric patient. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical courses; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 431.8 Summer Clinical Elective 3
This course helps prepare the baccalaureate-nursing student to integrate nursing theories, concepts and experiences in the preparation for the practice as a professional nurse. Within this course, the goals of nursing are the promotion and maintenance of health; the care and rehabilitation of the sick and the injured; and the support of the dying based on the Catholic ethical principles and the Catholic social teachings. Learning is both an independent and an interdependent process. The student functions with the interdisciplinary team are assigned to a preceptor who serves as a role model and clinical resource person enrolled in the nursing education program. Prerequisites: Acceptance into the OSF Saint Francis Medical Center Intern Program and successful completion of the first semester junior year.

BSN 43111 Camp Granada Experience 3
In this course, concepts and theories related to care of the child with diabetes will be implemented. The nursing process is utilized to meet the physiological and psychological needs of the child camper with an emphasis on the higher-level needs of safety, security, protection, love and belonging. Interactions between the nurse, child and family are emphasized, as well as the role of educator. Learning experiences include opportunities to apply knowledge and skills in the care of the child who has diabetes in a rustic setting over a week-long stay. Prerequisite: Successful completion of the first semester junior year. This includes completion of 310, 312, 314, 324 and 325, or with approval of the Dean of the Undergraduate Program and coursefaculty.

BSN 431.15 Transcultural Nursing 3
The course provides students with an introduction to the theory of transcultural nursing. The core content includes the history of transcultural nursing, as well as issues of cultural beliefs, practices, values and implications for nursing practice. Students will study common beliefs and health care practices from many different cultures. Personal reflection on the student's own culture and the student's feelings towards other cultures will also be explored. The course also covers information related to consultation in transcultural nursing, as well as administration, research and issues for the future. The student will be provided tools to ensure a better understanding of various cultures, which will equip the nurse to provide culturally competent and culturally sensitive care. Prerequisite: Successful completion of the first semester junior year. This includes completion of 310, 312, 314, 324 and 325.

NAC 344 Fundamentals of Nursing and Health Assessment……..6
Fundamentals of Nursing and Health Assessment provides students with the foundational concepts needed for all aspects of nursing. Theory and laboratory practice will be utilized. The CSJP of Dignity of the Human Person and The Call to Family and Community are introduced.

NAC 346 Accelerated Pathopharmacology I……..4
This course builds upon previous learning in anatomy, physiology, chemistry, and microbiology to introduce the student to various disease processes and medications. Emphasis will be on the nurse's role in creating a safe patient environment and the patient's response to disease and drug therapy. The Catholic Social Justice Principles (CSJP) of Rights and Responsibilities is introduced.

NAC 348 Nursing as a Profession……..3
Nursing as a Profession examines the history of nursing and nursing theories. The Nursing Practice Act and ANA Scope and Standards are introduced. Principles of professional communication are introduced and developed. The concept of professional development as a nurse is explored. APA is introduced as students begin to demonstrate professional writing. Introduction to Christian Social Justice Principles (CSJP) and The Dignity of Work and Solidarity will occur in this course.

NAC 352 Adult Practicum I……4

PAC 342 Catholic Principles for Health Care Ethics……..4
This course is designed to develop the foundations of decision-making in health care ethics. Decisions are based primarily upon a Judeo-Christian value system which has clear expression in the Ethical and Religious Directives for Catholic Health Care Services. Core assumptions of ethical systems used in health care ethics decision-making frameworks and models will be identified, evaluated and discussed. Critical examination of clinical cases provides an opportunity to analyze ethical decisions as related to professional nursing, biophysical, and psychosocial concepts.

NAC 356 Pathopharmacology II……..4
Accelerated Pathopharmacology II builds on Accelerated Pathopharmacology I. Accelerated Pathopharmacology II provides the student with the opportunity to examine different systems of the body, disease, and its relationship to pharmacological interventions. Emphasis on pharmacology and pathophysiology of selected systems and health alterations. Using the nursing process, examine health deviations of the body and mind and their impact on human functioning, drug actions, and interactions in the body. Emphasis on the role of the nurse in creating a safe patient environment and the patient's response to disease and drug therapy. The Catholic Social Justice Principle of Rights and Responsibilities as related to this course is reinforced.
NAC 358 Concepts of Chronic and Acute Adult Health……6

NAC 359 Adult Practicum II……4

NAC 362 Concepts of Maternal-Child Health……4
Concepts of Maternal-Child Health focuses on assessment and planning for care of the childbearing and childrearing family. The Catholic Social Justice Principle of The Call to Family and Community is reinforced.

NAC 363 Maternal-Child Practicum……3
Maternal-Child Health Practicum focuses on implementing and evaluating care provided to the childbearing and childrearing family. The Catholic Social Justice Principle of The Call to Family and Community is demonstrated.

NAC 432 Concepts of Community and Psychiatric Mental Health Nursing……5
Concepts of Community and Psychiatric Mental Health Nursing analyzes the scope of biopsychosocial factors which influence the health of individuals, families, and aggregates within communities. Emphasis is placed upon the integration of primary, secondary, and tertiary prevention. Nursing concepts, therapeutic communication skills, and elements of group process are integrated into theory. Social determinants of health are discussed. The Catholic Social Justice Principles of The Dignity of the Human Person and Option for the Poor and Vulnerable are reinforced.

NAC 433 Community and Psychiatric Mental Health Practicum……4
Concepts of Community and Psychiatric Mental Health Nursing Practicum focuses on providing care in diverse community and psychiatric mental health settings. Social determinants of health are addressed as they relate to patients and populations. The Catholic Social Justice Principles of The Dignity of the Human Person and Option for the Poor and Vulnerable are evaluated.

NAC 436 Introduction to Evidence Based- Practice……3
Evidence-Based Practice emphasizes the role and elements of evidence-based practice (EBP) in professional nursing practice. The focus is on the cyclical process of identifying clinical questions, searching and appraising the evidence, and implementing practice changes. Clinical questions are examined and the EBP process is carried out within the context of the course. The Catholic Social Justice Principles of Care for God's Creation and Rights and Responsibilities are reinforced and evaluated.

NAC 440 Leadership in Nursing and Healthcare……4
Leadership in Nursing and Healthcare focuses on the role of a nurse who leads and manages across the healthcare continuum. The healthcare delivery system is analyzed and discussed. The Catholic Social Justice Principles of The Dignity of Work is evaluated and Solidarity is reinforced and evaluated.

NAC 444 Clinical Immersion……4

NAC 446 NCLEX Prep Course……2

Graduate Program Courses

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

RN to MSN-Fast Track Transition Course
MSN 450 - Transition to Advanced Nursing Practice 4
This course is directed to the RN student with a non-nursing baccalaureate degree seeking to advance to the MSN level. The course will build upon prior education and experience to enhance professional practice and growth. The student will be introduced to an overview of the philosophy of baccalaureate nursing education and the organizational framework of the College. Critical components of professional nursing discussed include caring, communication, critical thinking, teaching/learning process, nursing roles and changes, legal issues, leadership, management, change theory and professional ethics.

Graduate Courses
MSN 500 - Theoretical Foundations of Advanced Nursing Practice 3
Theories from nursing and other disciplines are explored as the foundation for advanced nursing practice. Select Grand, Middle-range, and Practice nursing philosophies, models, and theories are

critically analyzed. The relationship between theory, research, and practice/education/ administration is identified and critiqued. The student's own theoretical base for advanced practice is identified and developed. Prerequisite: None.

MSN 509 - Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan 3
This course focuses on theoretical and practical applications of advanced health assessment in relation to the physiological, psychological, sociological, and spiritual dimensions across the lifespan. This course will build upon health assessment knowledge developed from undergraduate professional nursing education programs. Students will refine technical and interpersonal skills required for advanced health assessment, including interview techniques, history taking, advanced physical assessment, clinical reasoning and diagnosis based on information collected. The course will emphasize techniques for identification and analysis of common abnormal findings, the process of differential diagnosis, and processes for presentation of findings. Prerequisite: None.

MSN 511 - Differential Diagnosis for the APRN 3
This course will integrate previous knowledge of patient history collection, physical exam findings and diagnostics that contribute to the formulation of differential diagnoses across the lifespan. Using an in-depth look at the patient clinical presentation from a symptom approach will assist the APRN student in the development of differential diagnoses as well as the selection of the appropriate diagnostic testing. Prerequisite: 509 and 519 or consent of instructor.

MSN 519 - Advanced Pathophysiology Across the Lifespan..... 3
The purpose of this course is to analyze and evaluate the concepts of the normal physiology and pathologic mechanisms of disease to serve as the foundation for clinical assessment, response to pharmacologic management of disease, decision making and disease management across the lifespan. Analysis of the impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Course content focuses on alterations in cell function and systemic manifestations using selected, prevalent disease states across the lifespan. Prerequisites: None.

MSN 529 - Pharmacotherapeutics Across the Lifespan 3
The purpose of this course is to provide the graduate with the knowledge and skills to assess, diagnose, and manage patients' common health problems in a safe, high quality, cost- effective manner. Course theory content includes cellular response, pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. Also included is the concept of polypharmacy and safe dosage calculation. Students will develop competence in prescribing appropriate pharmacologic agents for patients across the lifespan. Prerequisites: None.

MSN 531- Advanced Health Assessment/Diagnostic Reasoning, Pathophysiology & Pharmacology Across the Lifespan 3
This course will build upon pharmacology, pathophysiology knowledge, and health assessment skills developed in the professional nurse's previous educational program. Course concepts will address commonly seen pathophysiological processes of selected disease conditions and also apply the principles of advanced pharmacology, pharmacotherapeutics, pharmacokinetics and pharmacodynamics for selected disease conditions. Advanced health assessment findings, skills, and diagnostic reasoning of selected disease conditions are analyzed. Students will learn how to integrate advanced health assessment, advanced pathophysiology, and advanced pharmacology for planning patient care across the lifespan. Prerequisite: 500 and enrolled in the nurse educator track.

MSN 532 - Foundations of Education in Nursing 3
The principles of how learning occurs are introduced and explored. Learning theories are compared,

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

MSN 536 - Issues and Roles in Nursing Education 3
The role of the nurse educator in academia is the focus of this course. Issues related to faculty preparation, course delivery, and the changing demographics of the student population are discussed. The societal, economic, and ethical factors affecting nursing education are examined. Prerequisites: 500, 710, and 726 or consent of instructor.

MSN 540 - Evaluation Strategies in Nursing Education 3
The process of evaluation is examined. Strategies to assess learning in classroom and clinical settings are studied. Systematic evaluation and assessment strategies in education are explored. The relationship between evaluation practices, professional development, and the improvement of instruction is discussed. Prerequisites: 500 and 726 or consent of instructor.

MSN 541 - Advanced Pharmacology for the Neonatal Nurse Practitioner 3
Scientific inquiry relative to the pharmacodynamics, pharmacokinetics and pharmacotherapeutics of broad categories of agents across the lifespan, with emphasis on the neonate and pediatric patient. Specific problems inherent in drug therapy in the neonate and implication for nutritional support and pain management will be discussed. The course also provides essential information needed to obtain prescriptive authority for neonatal nurse practitioners.

MSN 543 - Advanced Health Assessment and Diagnostic Reasoning for the Neonate NP 3
This course focuses on the knowledge and skills necessary to perform comprehensive assessments and interpretation of diagnostic data on newborns and infants commonly seen in the acute care practice settings. Systematic data collection, diagnostic reasoning, and clinical problem solving for a variety of newborns and infants will be emphasized. Content will focus on perinatal assessment, fetal assessment, gestational age assessment, neurobehavioral and developmental assessments, physical exam of newborns and infants, developmental and behavioral assessment, cultural/social family evaluation and the use of diagnostics such as laboratory studies, radiographs, and instrumentation/monitoring devices. Emphasis is placed on the recognition of assessment findings that deviate from normal. Prerequisites: 500 and 726, or consent of instructor.

MSN 546 - Advanced Physiology and Pathophysiology of the Neonate 3
This course provides a theoretical and practical knowledge of pathophysiology as it applies to the advanced nursing care of newborns and infants with acute and/or chronic illness or at risk for health problems from a high-risk pregnancy. The consequences of the intensive care environment and abnormal physiology on the normal development of the fetus, newborn and infant will be addressed. Analysis of the impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Prerequisites: 500 and 726, or consent of instructor.

MSN 551 - Neonatal Management I 3.5 (2.5/1)
This is the first of two courses that integrates the physiologic, pharmacologic, and assessment skills and principles to determine appropriate care of the ill neonate. Students demonstrate an understanding of essential intensive care nursery concepts, skills, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. Current research and evidence-based practices are used as the course framework. The effects of critical conditions on the growth and development of the neonate, including subsequent chronic health problems as well as consequences for the child's family are emphasized. The use of specific interventions and diagnostic procedures are demonstrated and applied during the 32 hours of required clinical activities. Prerequisites: 500, 545, 546, 547, and 726, or consent of instructor. Concurrent with 550. NRP certificate.

MSN 554 - Human Resource Management 3
This course explores human resources management in health care organizations. The overarching goal of the course is to help students develop an understanding of the concept of strategic human resources management, and the need for alignment between HR practices and an organization's strategy and mission as well as nursing standards and practice policies. The course is organized around the employee lifecycle and covers fundamental human resource functions, including job analysis, recruiting and selection, training and development, performance management, compensation and benefits, and

employee retention. The course also includes a thorough review of the legal and regulatory environment of human resources management. Prerequisite: 500, 710, 726, and 816.

MSN 555.15 - Family Healthcare Management I..... 4.5 (3/1.5)
This course focuses on the advanced knowledge of acute, chronic and complex healthcare issues confronting patients from birth to age 18. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. This course requires 100 hours of clinical practicum. Pediatric experience, such as a family practice, pediatric, or internal medicine clinic, is encouraged. Specialty clinics are not appropriate for this course. Prerequisite: 500, 509, 511, 519, 529, 707, and 726, or consent of the instructor.

MSN 556.15 - Family Healthcare Management II..... 4.5 (3/1.5)
This course focuses on the advanced knowledge of acute, chronic and complex healthcare issues confronting adults. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. This course requires 100 hours of clinical practicum. The practicum experience should be completed in a family practice or internal medicine clinic. Specialty clinics are not appropriate for this course. Prerequisite: 500, 509, 511, 519, 529, 555.15, 707, and 726 or consent of the instructor.

MSN 557 - Family Healthcare Management III.....4.5 (3/1.5)
This course focuses on the advanced knowledge of acute, chronic and complex healthcare issues confronting older adults and elderly. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. This course requires 150 hours of clinical practicum. The practicum experience should be completed in a family practice, internal medicine or geriatric clinic. Specialty clinics for a portion of the hours MAY be allowed with approval from the lead faculty. Prerequisite: 500, 509, 511, 519, 529, 556.15, 707, and 726 or consent of the instructor.

MSN 558 - Managed Care and Integrated Systems 3
This course provides an authoritative and comprehensive overview of the key strategic, tactical, and operational aspects of managed health care and health insurance. Managed health care in Medicare and Medicaid at both the corporate and hospital level will be examined. The course content focuses on important topics such as patient safety, HIPAA, ambulatory care center design and planning, health care information systems, and management of nursing systems. A historical overview and a discussion of taxonomy and functional differences between different forms of managed health care which provide the framework for the operational aspects of the industry will be addressed as well. Prerequisites: None.

MSN 559 - Neonatal Management II 3.5 (2.5/1)
This is the second of two courses that integrate the physiologic, pharmacologic, and assessment skills and principles to determine appropriate care of the ill neonate. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. Current research and evidence-based practices are used as the course framework. The effects of critical conditions on the growth and development of the neonate, including subsequent chronic health problems as well as consequences for the child's family are emphasized. During the 32 clinical hours in this course, students will be able to assess neonates, round with physicians, and complete procedures with an experienced NNP. Prerequisites: 500, 545, 546, 547,

and 726, or consent of instructor. Concurrent with 549. NRP certificate.

MSN 562.05 - Multicultural Immersion Course 2
This course prepares students academically and spiritually for a unique culturally diverse experience in an area with limited resources. This course focuses on travel medicine with a one-week cultural immersion experience. The student will explore cultural competence related to other cultures. Learning opportunities include management of outpatient clinic, home visits, hospital visits and traveling clinics while treating various acute and chronic disease processes. Reflections and readings will expand personal growth related to experiences outside of daily life while building professional relationships with others who live in a different culture.

MSN 562.10 - Multicultural Immersion Course 1
This course prepares students academically and spiritually for a unique culturally diverse experience in an area with limited resources. This course focuses on travel medicine with a one-week cultural immersion experience. The student will explore cultural competence related to other cultures. Learning opportunities include management of outpatient clinic, home visits, hospital visits and traveling clinics while treating various acute and chronic disease processes. Reflections and readings will expand personal growth related to experiences outside of daily life while building professional relationships with others who live in a different culture.

MSN 563.03 - Camp Hope Integrated Learning 1.3
This course prepares students academically and spiritually for a unique culturally diverse experience in an area with limited resources. This course focuses on travel medicine with a one-week cultural immersion experience. The student will explore cultural competence related to other cultures. Learning opportunities include management of outpatient clinic, home visits, hospital visits and traveling clinics while treating various acute and chronic disease processes. Reflections and readings will expand personal growth related to experiences outside of daily life while building professional relationships with others who live in a different culture. (1 credit hours +10 clinical hours- per clinical day of attendance. Students spend 3 days earning 30 hours.)

MSN 563.06 - Camp Hope Integrated Learning 1.6
This course prepares students academically and spiritually for a unique culturally diverse experience in an area with limited resources. This course focuses on travel medicine with a one-week cultural immersion experience. The student will explore cultural competence related to other cultures. Learning opportunities include management of outpatient clinic, home visits, hospital visits and traveling clinics while treating various acute and chronic disease processes. Reflections and readings will expand personal growth related to experiences outside of daily life while building professional relationships with others who live in a different culture. (1 credit hours +10 clinical hours- per clinical day of attendance. Students can spend the entire duration of the camp earning 60 clinical hours.)

MSN 566 - Family Mental Health Psychopharmacology..... 3
This course builds on content from 529-Advanced Pharmacology across the Lifespan. The course will provide the graduate with advanced knowledge regarding the pharmacotherapeutics of psychotropic medications and the clinical management of target psychiatric symptoms in order to assess, diagnose, and create and manage a medication plan for this population. Single and multiple drug regimens, cost effectiveness, and client medication education/ adherence will also be reviewed. Case studies will provide opportunities for the students to apply knowledge of psychotropic drugs to prescribing and monitoring appropriate pharmacologic agents for patients across the lifespan. Prerequisites: 500, 509, 519, 710, 726, and 529, or concurrent with 529, or consent of instructor.

MSN 568- Advanced Assessment and Therapeutic Interventions 3
This course examines biopsychosocial and conceptual models/theories, psychopathology and treatment modalities necessary for the advanced practice nurse to assess, select, implement, and evaluate treatment plans for adults experiencing psychiatric disorders. The course focuses on assessment, differential diagnostic process, and management of the needs of adult clients, including older adults, who are experiencing alterations in mental health functioning. This includes the application of advanced knowledge of psychopathology, psychotherapies, psychoeducation, health promotion and disease prevention. Individual, group, and family therapy techniques and crisis management strategies will be studied. The advanced practice nurse's role in working with families and communities and providing holistic care will be explored. Standards of practice, clinical guidelines, research studies, evidence-based practices, cultural diversity, and legal and ethical issues related to clients and families with psychiatric/mental health issues will be integrated into this course. Prerequisites: 500, 509, 519, 529, 566, 710, and 726, or consent of instructor. Concurrent with 569.15.

MSN 569.15- FPMHNP Practicum I..... 1.5
Application of theories and review assessment and intervention techniques for the advanced psychiatric/mental health assessment is integral to this course. This practicum will provide the student the opportunity to refine technical and interpersonal skills in the assessment and management/intervention of an adult client with psychiatric/mental health issues. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. They will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psychopharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be initiated and clinically supervised by faculty. The student will be responsible for clinical documentation. There are 150 practicum hours. Prerequisites: 500, 509, 519, 529, 566, 710, and 726, or consent of instructor. Concurrent with 568.

MSN 570 - Family Psychiatric Mental Health Nursing – Diagnosis and Management of Children & Adolescents……3
The purpose of this course is to prepare the learner in the assessment, diagnosis, treatment and management of psychiatric mental health problems in childhood and adolescence at the individual, family and community level. Conceptual models/ theories and treatment modalities will be examined. Theories of family development, including functional and dysfunctional behavioral patterns, will be examined. Normal and abnormal findings are differentiated. Psychotherapy, psychoeducation, health promotion and disease prevention, and application of behavior modification techniques are explored. Individual, group, and family therapy techniques will be discussed. Prerequisites: 500, 509, 519, 529, 566, 568, 569.15, 710, and 726, or consent of instructor. Concurrent with 571.

MSN 571- FPMHNP Practicum II 2
This practicum will provide the student the opportunity to incorporate education and techniques reviewed in theory courses to refine skill in the assessment and management/ intervention of children and adolescent clients with psychiatric/mental health issues. Family therapy techniques will be incorporated when available at the clinical setting. Normal and abnormal findings will be examined. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. They will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psycho pharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours. Prerequisites: 500, 509, 519, 529, 566, 568, 569.15, 710, and 726, or consent of instructor. Concurrent with 570.

MSN 572- Adv Psychiatric Nursing – Diag. & Mgmt of Adults & Specialty Populations……3
This course focuses on assessment, diagnosis and management of different populations such as: Women,

minorities, indigent, clients of differing cultures, individuals with chemical dependency issues, and other vulnerable populations. The consultation-liaison role for the Psychiatric Mental Health Nurse Practitioner will be reviewed. Students will analyze the social system, client needs, availability of resources, legal and ethical issues which can affect the populations discussed. Health promotion, disease prevention, and crisis management strategies will be examined. Prerequisites: 500, 509, 519, 529, 566, 568, 569.15, 570, 571, 710, and 726, or consent of instructor. Concurrent with 573.

MSN 573- FPMHNP Practicum III 2
This practicum will provide the student the opportunity to incorporate education and techniques reviewed in theory courses to refine skill in the assessment and management/ intervention of adults and specialty populations with psychiatric/ mental health issues. Family therapy techniques will be incorporated when available at the clinical setting. Normal and abnormal findings will be examined. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. The student will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psychopharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours. Prerequisites: 500, 509, 519, 529, 566, 568, 569.15, 570, 571, 710, and 726, or consent of instructor. Concurrent with 572.

604.2 & 604.3 - Educator Practicum..... 5
May be taken over 2 semesters (604.2 and 604.3). Application and synthesis of teaching and learning theories are integral to this course. With an assigned preceptor, the student will have the opportunity to practice teaching and evaluation strategies within either a nursing program or staff development setting. Each student is guided through mutually planned experiences in the areas of classroom planning, teaching methods and evaluations; experiences with clinical teaching; course planning, development, and evaluation. Evaluation for this practicum will include assessment of classroom and clinical teaching as well as participation in course planning. This course may be completed in one or two semesters. Prerequisites: 500, 531, 532, 536, 540, and 726, or consent of instructor.

MSN 5991HA - Independent Study - Health Assessment……1
This course enables the graduate student to explore and expand his/her learning on a self-selected program-related to theoretical and practical applications of advanced health assessment in relation to the physiological, psychological, sociological, and spiritual dimensions across the lifespan. This course will build upon health assessment knowledge developed from undergraduate professional nursing education programs.

MSN 599AHA - Graduate Independent Study - Adv Health Assessment Clin Reasoning & Diagnosis Across Lifespan……3
This course enables the graduate student to explore and expand his/her learning on a self-selected program-related to theoretical and practical applications of advanced health assessment in relation to the physiological, psychological, sociological, and spiritual dimensions across the lifespan. This course will build upon health assessment knowledge developed from undergraduate professional nursing education programs.

MSN 599APA - Graduate Independent Study - Adv Patho Across the Lifespan……1
This course enables the graduate student to explore and expand his/her learning on a self-selected program-related to theoretical and practical applications of advanced pathophysiology in relation to the physiological, psychological, sociological, and spiritual dimensions across the lifespan. This course will build upon pathophysiology knowledge developed from undergraduate professional nursing education programs.

MSN 599C1P - Graduate Independent Study - Pharmacology……1
This course enables the graduate student to explore and expand his/her learning on a self-selected program-related to advanced pharmacology with emphasis on pharmacotherapeutic, pharmacokinetic & pharmacodynamic processes across the lifespan. This course will build upon pharmacology knowledge developed from undergraduate & graduate professional nursing education programs.

MSN 604.1 – Educator Practicum……2

MSN 604.2 – Educator Practicum……2

MSN 604.3 – Educator Practicum……3

MSN 615.1 & MSN 615.2 - Management Practicum with Capstone Project 5
May be taken over 2 semesters (615.1 and 615.2). This course provides students with the opportunity to synthesize and apply their understanding of nursing management and leadership within and across complex integrated organizational and institutional boundaries. In this culminating experience, students plan, execute, and evaluate nursing practice within the context of the practice setting(s) or among a specific population of interest within the organization or in communities. The practicum provides the student an opportunity to operationalize the leadership role in appropriate agencies and facilities in conjunction with an expert nursing leader. A capstone project involving a topic of interest to both the student and the organization will be initiated. The project will focus on an identified need in the practicum setting or meet an identified need, based on national or local health initiatives. The project will culminate in a final paper which includes a literature review, methodology, and comprehensive analysis and reporting of results. Prerequisites: 500, 558, 710, 726, 736, 740, 759, 765, and 816, or consent of instructor, may be taken concurrently with 554.

MSN 618 Acute Care Diagnostics and Therapeutics..... 4 (3/1)
This course focuses on diagnostic tests, procedures, and therapeutic management of adult geriatric patients in the acute care environment. Diagnostics, such as radiological evaluations and interventions, acute laboratory evaluations, and cardiovascular interventions will be discussed in the course. Therapeutic management, such as ventilator adjuncts, nutritional support and vasoactive medications will also be presented. Students will learn in a simulation setting, allowing for emergency management of simulated acute care patients, incorporating skill acquisition and practice. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 759, or consent of instructor.

MSN 623 - Adult and Aging Management I 4.5 (3/1.5)
This course offers students theoretical knowledge and clinical experiences with a focus on the adult and aging population. Health promotion and disease preventions strategies are incorporated; culturally sensitive care is emphasized. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, and 759, or consent of instructor.

MSN 624 Adult and Aging II 4.5 (3/1.5)
This course offers students theoretical knowledge and clinical experience related to the practitioner role with a focus on the adult and aging population. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, and 623, or consent of instructor.

632AG Acute Care Diagnostics and Therapeutics..... 3 (2/1) *
This course focuses on diagnostic tests, procedures, and therapeutic management of adult geriatric patients in the acute care environment. Diagnostics, such as radiological evaluations and interventions, acute laboratory evaluations, and cardiovascular interventions will be discussed in the course.

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

633AG Application of Acute Care Diagnostics and Therapeutics 1
This course provides 100 hours of clinical practicum in acute care settings focusing on diagnostic tests, procedures, and therapeutic management of the adult gerontology patient. A focus on the interdisciplinary team, including clinical pharmacists, radiologists, pulmonologists, and nutritional support professionals would be provided within the context of the acute care environment. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 620AG, and 622AG, or consent of instructor. Concurrent with 632AG.

MSN 634.1 & MSN 634.2 - Neonatal Nurse Practitioner Practicum 6
May be taken over 2 semesters (634.1 and 634.2). The Neonatal Nurse Practitioner Practicum focuses on developing clinical competency in the advanced practice role and in the stabilization, management and evaluation of the high-risk neonate. By using the process of expert practice, consultation, collaboration, administration, and research utilization, the student will provide advanced nursing management of a caseload of high-risk newborn/infants and their families over a minimum of 576 hours. The experience is accomplished under the guidance of NNP program faculty. Prerequisites: 500, 541, 543, 546, 551, 559, 726, and 816, or consent of instructor, and NRP certificate.

MSN 636 Acute Care I 4.5 (3/1.5)
This course focused on the acute/critical care management of the adult gerontology patient presenting with acute and chronic conditions, including cardiovascular, pulmonary, endocrine, hepatic, renal, gastrointestinal and neurological conditions. Management of optimal perfusion, ventilation, electrolyte and hemodynamic balance will be stressed as the student operates within the acute care healthcare team. The student will incorporate patient and family psychosocial needs as well as develop optimal inter-professional team behaviors. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 618, 623, and 624, or consent of instructor.

MSN 639 Acute Care II 4.5 (3/1.5)
This course focuses on the acute/critical care management of the adult gerontology patient presenting with acute and chronic conditions, including cardiovascular, pulmonary, endocrine, hepatic, renal, gastrointestinal and neurological conditions. Management of optimal perfusion, ventilation, electrolyte and hemodynamic balance will be stressed as the student operates within the acute care healthcare team. The student will incorporate patient and family psychosocial needs as well as develop optimal inter-professional team behaviors. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 618, 623, 624, and 636, or consent of instructor.

MSN 641 Application of Acute Care Diagnostics and Therapeutics 1
This course provides 100 hours of clinical practicum in acute care settings focusing on diagnostic tests, procedures, and therapeutic management of the adult gerontology patient. A focus on the interdisciplinary team, including clinical pharmacists, radiologists, pulmonologists, and nutritional support professionals would be provided within the context of the acute care environment. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 623, and 624, or consent of instructor. Concurrent with 639.

MSN 642 FNP Practicum IV 4.5 (1/3.5)
The emphasis of this course is the application of family practice nursing care of a wide variety of patients across the lifespan within the primary healthcare setting. Advanced practice interventions and

outcomes reflect the use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. This course requires 350 hours of clinical practicum. The practicum hours should include a mixture of all ages of patients from across the lifespan. Specialty hours may be arranged with the instructor's consent. Prerequisite; 500, 509, 511, 519, 529, 555.15, 556.15, 557, 707, and 726, or consent of the instructor.

MSN 650.25 - FPMHNP Practicum IV..... 2.5
This practicum will provide the student with the opportunity to incorporate advanced nursing practice interventions, behavioral and psychopharmacologic therapies, education and techniques for a variety of mental health patients and families. The student, with appropriate supervision, is expected to provide the full range of psychiatric services as outlined in the Psychiatric- Mental Health Nurse Practitioner competencies (2003). The student will be responsible for interdisciplinary collaboration, making referrals, implementing a therapeutic plan and evaluating patient and family outcomes. There are 256 practicum hours. Prerequisites: 500, 509, 519, 529, 566, 568, 569.15, 570, 571, 572, 573, 710, 726, and 816, or consent of the instructor.

DNP 707 - Principles of Epidemiology and Health Promotion in Advanced Nursing Practice..... 3
This course introduces students to the study of the distribution and determinants of disease in human populations with a focus on promoting health. The epidemiologic approaches used to estimate the burden of disease; causal inferences; and primary, secondary and tertiary prevention strategies will be analyzed. This course emphasizes critical analysis of analytical studies, quantitative measure of association and other current research. Evidence-based health promotion and treatment for common disorders/diseases such as those identified in Healthy People 2020 will be integrated. Students will identify and evaluate the impact of culturally diverse and vulnerable populations on the health care delivery system. Sociocultural, ecological and systems of care delivery factors that contribute to health disparities will be explored. Prerequisites: None.

DNP 710 - Biostatistics 3
The course will cover advanced skills needed to understand, plan, and implement the data analysis component of a nursing research study, including the benefits and limitations that arise from using data collected from different types of studies. Analysis of quantitative data in nursing research will be explored. The use of descriptive and inferential statistics, including measures of central tendency, association, correlation, prediction and means comparisons will be applied in drawing conclusions from statistical data. Prerequisite: None.

DNP 726 - Analysis of Evidence-Based Practice 3
This course introduces the concepts associated with evidence-based nursing practice. Professional nursing practice at all levels is grounded in the ethical translation of current evidence into practice. Fundamentally, nurses need a questioning/inquiring attitude toward their practice and the care environment. The course prepares the graduate student to examine practice or leadership policies and seek evidence for every aspect of practice, thereby translating current evidence into practice and identifying gaps where evidence is lacking. The steps in implementing evidence-based practice are explored in depth, including the following: selecting a clinical or knowledge question or problem, forming a team, retrieving the evidence from published literature, evaluating the strength of the evidence, critiquing research and practice guidelines, synthesizing the research and examining patient preferences. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice, both for individuals and systems, will be identified and the barriers to evidence-based practice will also be identified. This course will assist the student to develop the skills necessary to bring evidence-based practice to both individual patients for whom they directly care and to those patients for whom they are indirectly responsible. These skills include

knowledge acquisition and dissemination, working in groups and change management. Prerequisites: 500 and 710, or consent of instructor.

DNP 736 - Translation of Evidence Based into Practice 3
This course prepares students to evaluate and use concepts associated with evidence- based nursing practice models. The steps in translating evidence-based practice are explored in depth, including the following: making evidence-based practice recommendations, deciding to change practice, implementing the practice change, evaluating the outcomes and diffusing the innovation. Strategies for patient education, marketing, ethical resource allocation, and formative and summative evaluation techniques are analyzed as applicable in advanced nursing practice. Issues related to information management technology will be reviewed. The concept of translation science and tools for applying evidence to practice will be emphasized. The goal of this course is to provide the student with the knowledge and skills necessary to assume a leadership role in transforming health care environments. Also, the processes of program development, planning, implementation and evaluation in health care and health promotion are examined. Strategies for creating a culture of evidence-based practice both for individual and systems will be evaluated and barriers to evidence-based practice will also be identified with corresponding action plans. Critical analysis of research and other current evidence focuses on study design, methodological issues and evaluation of program outcomes. Strategies for patient education, marketing, ethical resource allocation and formative and summative evaluation techniques are analyzed and applied in advanced nursing practice. Statistical methods used to evaluate program outcomes are analyzed. Prerequisites: 500, 710, and 726, or with consent of instructor.

DNP 753 - Impact of Ethics & Law on the Role of the DNP..... 3
This course will explore the interrelationships between policy, ethics and the law and their impact on clinical practice and health care. Broader social issues common to vulnerable populations will be examined using ethical and legal frameworks. Recurring issues in clinical practice and leadership will be examined for how legislation and regulation impacts care. System issues relevant to health and health care delivery will be explored for its impact on care and policy implications. Practices/ protocols/policies that are compliant with legal and ethical mandates will be explored. Organizational and social communicating and advocating for policy change will be developed. Exploration of current ethical issues, including relevant contextual factors within the health care disciplines and within the student's area of scholarship and clinical practice as it relates to the DNP will be achieved. Prerequisites: 500 and 710, or consent of instructor.

DNP 756 - Nursing Informatics..... 3
This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes the clarification of the concepts of nursing, technology, and information management. It comprises theoretical underpinnings of nursing informatics, the practice of nursing informatics, and the social, ethical and legal issues in nursing and health care informatics. Graduate standing or consent of instructor.

DNP 759 - Information Systems & Technology for Transformation of Health Care 3
This course will provide a comprehensive examination of health care informatics and the application for improvement and transformation of patient-centered health care. The role of nurses in advanced practice with relation to policy making, application design, technology selection, usability, safety, security, outcome data analysis and interdisciplinary clinical workflow integration will be explored. Emphasis is placed on application of information technology essential to improve patient care, implement evidence-based practice recommendations, transform health care and manage patient care data with clinical information systems. Prerequisites: None

DNP 799Prb - Independent Study Probability Statistics 1

This course enables the doctoral student to explore and expand his/her learning on probability in statistics. Course activities that are commensurate with graduate education will be focused on application of probability statistics within the practice environment. The student will also develop individualized course outcomes related to the topic being studied and a plan of action to achieve the given outcomes. The individualized outcomes must address two or more of the program outcomes and be deemed appropriate by the faculty.

DNP 816 - Organizational Management and Leadership in Health Care Systems 4
The purpose of this course is to provide a comprehensive exploration of leadership theories and principles, as well as innovative leadership techniques. Units of content will focus on systems thinking, values and ethics, human resource utilization, legal issues, decision- making, organizational culture and climate, communication skills, succession planning, theories of change and change leadership, creation of learning communities, organizational and global leadership, professional accountability and leadership within professional nursing organizations. Qualities and behaviors associated with exemplary leadership will be identified. This course will assist the student in developing and refining leadership skills necessary to transform practice and educational environments. The student will be expected to use his/her own work environment as a learning environment to assess and develop existing leadership structures. The student will engage in forecasting, processes of decision-making based on data and decision trees, making choices for location and physical layout design of health care services, processes associated with reengineering and work redesign, using data in determining staffing and scheduling decisions, measuring productivity, making resource allocation and inventory decisions, using data in quality initiatives, project management and capacity planning. Prerequisite: 500 or consent of instructor.

DNP 834.1 DNP Project I ..... 3(2/1)
This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 200 practicum hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. In addition, the student will collaborate with the mentor and DNP advisor to develop the first 2 sections of the DNP project and complete IRB submission. Practicum hours will consist of project team meetings as well as mentor meetings and preparation of the agency for the project. Seminar discussions will focus on guiding the student through all aspects of the DNP project design, implementation and evaluation. Prerequisite: 500 or MSN, 707, 710, 726, 736, 753, 759, 765, and 816.

DNP 834.2 DNP Project II 4 (2/2)
This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 200 practicum hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. In addition, the student will complete the needs assessment, education, budget, and implementation plan for the project. Practicum hours will consist of meeting with advisers, project team and providing education for the evidence-based practice change. Seminars will focus on guiding the student through all aspects of DNP project design, implementation and evaluation. Prerequisites: 500 or MSN, 707, 710, 726, 736, 753, 759, 765, 816, and 834.1.

DNP 834.3 DNP Project III ..... 3(1/2)
This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 100 practicum hours associated with the course, the student will conduct an evidence-based change project based on principles of science and evidence-based practice, cultural

diversity, healthcare quality and systems leadership. It is expected that the DNP Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Successful completion of the required practicum hours will require the student to present the results of the change project to his/her DNP project team for their approval of the cumulative scholarly work.
Prerequisites: 500 or MSN, 707, 710, 726, 736, 753, 759, 765, 816, 834.1, and 834.2.

College Personnel

College Board Members

Phillip Baer, MBA
Director of Medical Imaging, Radiology
OSF HealthCare Saint Francis Medical Center

Tim Bromley, MA, LCPC
Director of Behavioral Health
OSF HealthCare Saint Francis Medical Center

Jennifer Croland, DNP, RN, NE-BC Vice President, Patient Care Services Chief Nursing Officer
OSF HealthCare Saint Francis Medical Center

Sherri Greenwood, DNP, RN, NEA-BC
Vice President, Outpatient and Ancillary Service OSF HealthCare Saint Francis Medical Center

Wendee Guth, MSN, RN
Dean, Department of Health Careers Illinois Central College

Michael Murtagh
President of Moraisling Consulting

John Pompe, PsyD, SPHR
Manager, Integrated Health Programs Caterpillar Human Services Division

Ashley Simper, MS, RD, LDN
Dietic Internship Director,
OSF HealthCare Saint Francis Medical Center

Robert Sparrow, MD
Chief Medical Officer and Academic Affairs Lead OSF HealthCare Saint Francis Medical Canter

William Tammone
Senior Vice President (retired)
American Sentinel University

Jeffrey D. Thomas
Vice President of Accounting
Citizens Equity First Credit Union (CEFCU)

Michael Wells (ex officio)
President
OSF HealthCare Saint Francis Medical Center

Sister Agnes Joseph Williams, O.S.F OSF HealthCare Board of Directors
OSF HealthCare Board of Directors

College Board Emeriti

Sarah Buller Fenton, MS, RN, BC
Retired, Director of Nursing
Tazewell County Health Department

College of Nursing Administration

Charlene S. Aaron, PhD, RN, President
PhD, University of Iowa, Iowa City, Iowa
MSN, Mennonite College of Nursing at ISU, Normal, IL
BSN, Illinois Wesleyan University, Bloomington, IL

Mary McNamara, DNP, APRN-FPA, FNP-BC, FAANP, Provost
DNP, University of Illinois Chicago, Chicago, Illinois
MSN, University of Illinois Chicago, Chicago, Illinois
BSN, Rush University, Chicago, Illinois
BS, Northern Illinois University, DeKalb, Illinois

Suzanne Brown, PhD, DNP, RN, Dean, Undergraduate Program
PhD, University of Northern Colorado, Greeley, CO DNP, Case Western Reserve University, Cleveland, OH
MSN, Case Western Reserve University, Cleveland, OH
BS, Muhlenberg College, Allentown, PA

Carole Eatock, PhD, APRN-FPA, FNP-C, Dean, Graduate Program
DNP, University of Illinois, Chicago, IL
MSN, University of Illinois, Chicago, IL
BSN, Illinois State University, Bloomington, IL

Christina Garcia, PhD, RN, NE-BC, DNP Chair
PhD, Mennonite College of Nursing at ISU, Normal, IL
MSN, Bradley University, Peoria, IL
BSN, Bradley University, Peoria, IL

Austin Blair, BA, CAEP, Dean, Admissions and Marketing
BS, Eureka College, Eureka, IL
CAEP, Peabody College at Vanderbilt University, Nashville, TN

Beth Harp, PhD, Dean Institutional Effectiveness, Assessment and Accreditation
PhD, University of Nebraska, Omaha, Nebraska
MA, University of Nebraska, Omaha, Nebraska
BA, Notre Dame University, South Bend, Indiana

Kevin Stephens, BS, Dean, Support Services
BS, Illinois Wesleyan University, Bloomington, IL

Faculty

Kaitlin Bailey, DNP, RN Associate, Professor
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, Kaplan University, Des Moines, IA
BSN, Kaplan University, Chicago, IL

Nancy R. Bailey, DNP, RN, CNE, Assistant, Professor
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL
MS, University of Illinois, Chicago, IL
BSN, University of Michigan, Ann Arbor, MI

Mick Best, MS MA, Instructor
MS Bioethics, University of Mary, Bismark ND
MA Theology, Augustine Institute, Florissant, MO
MA Philosophical Studies, Mount St. Mary's Seminary, Emmitsburg, MD
BS Chemistry, University of Illinois at Urbana-Champaign

Leigh Ann Bonney, PhD, RN, CCRN, CNE, Professor
PhD, Mennonite College of Nursing at ISU, Normal, IL
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Laura Bowers, DNP, APRN, NNP-BC, Instructor
DNP, University of Missouri – Kansas City, Kansas City, MO
MSN, University of Missouri – Kansas City, Kansas City, MO
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Susan Buck, MSN, RN, Assistant Professor
MSN, Walden University, Minneapolis, MN
ADN, Carl Sandburg College, Galesburg, IL

Kelly J. Cone, PhD, RN, CNE, Professor
PhD, Saint Louis University, St. Louis, MO
MS, University of Illinois, Chicago, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Rebecca Culp, MSN, RN, Assistant Professor
MSN, Kaplan University (online)
BSN, Mennonite College of Nursing at ISU, Normal, IL

Robert J. Degitz, PhD, RN, CCRN, Associate Professor
PhD, Mennonite College of Nursing at ISU, Normal, IL
MSN, Bradley University, Peoria, IL
BSN, Bradley University, Peoria, IL

Julie Deibel, DNP, RN, Associate Professor
DNP, Chamberlain University
Postgraduate Certificate – FNP, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, University of Illinois-Chicago, Chicago, IL
BSN, University of Illinois-Chicago, Chicago, IL

Dragica Durman, MSN, RN, Associate Professor
MSN, Loyola University, Chicago, IL
BSN, Loyola University, Chicago, IL

Diana Eeten, MSN, RN, Assistant Professor
MSN, Bradley University, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Katie Fosburgh, MSN, RN, Assistant Professor
MSN, Goldfarb School of Nursing, St. Louis, MO
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Megan Frye, PhD, RN, Associate Professor
PhD, Capella University
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Erin Havron, MSN, RN, Assistant Professor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Gerri Hellhake-Hall, DNP, APRN, FNP-BC, Assistant Professor
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, Southern Illinois University, Edwardsville, IL
BSN, Hannibal LaGrange College, Hannibal, MO

Jordan Herring, DNP, RN, CNP, Associate Professor
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, Western Governors University, Salt Lake City, UT
BSN, Methodist College, Peoria, IL

Theresa Hoadley, PhD, RN, TNS, Professor
PhD, University of Northern Colorado, Greeley, CO
MS, University of Illinois, Chicago, IL
BSN, Illinois Wesleyan University, Bloomington, IL

Janessa Jenkins, MSN, RN, Assistant Professor
MSN, Vanderbilt University, Nashville, TN
BSN, Mennonite College of Nursing, Normal, IL

Faith Johnson, MSN, RN, Instructor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Angela Kouri, MSN, RN, RN-BC, Instructor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Creighton University, Omaha, NE

Jaclyn Lamer, DNP, RN, CPN, Instructor
DNP, University of Illinois-Chicago, Chicago, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Anne Look, MSN, RN, Assistant Professor
MSN, University of Illinois-Chicago, Chicago, IL
BSN, University of Wisconsin, Madison, WI

Margaret Markley, MSN, RN, Assistant Professor
MSN, Western Governors University, Salt Lake City, UT
BSN, Western Governors University, Salt Lake City, UT

Kyle May, DNP, RN, Assistant Professor
DNP, Maryville University, St. Louis, MO

MSN, Maryville University, St. Louis, MO
BSN, Benedictine University, Springfield, IL

Dana McVicker, MSN, RN, Assistant Professor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Stephanie Meuser, MSN, APRN, FNP-BC, Assistant Professor
MSN, Mennonite College of Nursing at ISU, Normal, IL
BSN, Mennonite College of Nursing at ISU, Normal, IL

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

Tiereny Minassian, MSN, APN, FNP-C, Assistant Professor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Jessica Nash, DNP, APN, FNP, RN, Clinical Coordinator
DNP, Bradley University, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Danielle Pagano, MSN, APN, FNP-C, Assistant Professor
MSN, Mennonite College of Nursing, Normal, IL
BSN, Mennonite College of Nursing, Normal, IL

Lauren Patton MSN, RN, Instructor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Truman State University, Kirksville, MO

Lisa Pitzer, DNP, RN, CNE, Assistant Professor
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, University of Phoenix, Phoenix, AZ
BSN, Methodist College, Peoria, IL

Victoria Schick, MSN, RN, Assistant Professor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Stephanie Sivori, MSN, RN, Assistant Professor
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Crystal Slaughter, DNP, APRN, ACNS-BC Professor
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Sheri Streitmatter, MSN, RN Assistant Professor
MSN, Chamberlain University of Nursing, Addison, IL
BSN, Chamberlain University of Nursing, Addison, IL

Carol Swank, DNP, RN, Assistant Professor
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL

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

Jillian Thomas, MSN, RN, Assistant Professor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Michelle Thompson, MSN, RN, Assistant Professor
MSN, Chamberlain College of Nursing
BSN, Methodist College of Nursing, Peoria, IL

Angela Timm, MSN, RN, Assistant Professor
MSN, University of Phoenix Online, Phoenix, AZ
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Rebecca Vaughn, MSN, RN, Assistant Professor
MSN, University of Kansas School of Nursing, Kansas City, KS
BSN, University of Iowa College of Nursing, Iowa City, IA

Jessica Verplaetse, PhD, RN, RNC-NIC, Associate Professor
PhD, Capella University
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Southern Illinois University, Edwardsville, IL

Alissa Watkins, PhD, PCNS-BC, RN, PCNS-BC, Associate Professor
PhD, Capella University
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

June West, MSN, RN, Instructor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Amber Wold, MSN, APN, PMHNP-BC, Instructor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Indiana Wesleyan University, Marion, IN

Carolyn (CJ) Wright Boon, MSN, RN, Assistant Professor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Bradley University, Peoria, IL

Jenna Yates, MSN, RN, CRRN, Instructor
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Staff

Jack Arnett, Professional Recruiter
BS, Eureka College, Eureka, IL

Kimberly Buffington, Coordinator of Admissions
AAS, Illinois Central College, East Peoria, IL

Michaela Cordes, Student Finance, Financial Aid Assistant
BS, Greenville College, Greenville, IL

Alice Evans, Coordinator, Student Accounts and Business Services
BS, Midstate College, Peoria IL

Camry Gantt, College Support Representative (CSR)

Kimberly Hampe, BSN, RN, Graduate Advisor
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Angela Kautz, Executive Assistant

Jeff Kepler, MS, Instructional Design/Technology Specialist
BME Illinois State University, Normal, IL
MS Western Illinois University, Macomb, IL

William Komanecki, MPA, MLS
Medical Librarian

Jennifer Larson, Institutional Effectiveness Data Analyst
BA, Illinois State University, Normal, IL
MS, Illinois State University, Normal, IL

Ried Morrell, Professional Recruiter
B.S. Eureka College, Eureka, IL

Carlene Murali, Alumni Relations and Event Coordinator
AAS, BMCC, New York, NY

Donna Neff, College Registrar
BS, Eureka College, Eureka, IL

Nancy Perryman, Coordinator, Student Finance, Financial Assistance
BS, Illinois State University, Normal, IL

Nicole Roahrig, Administrative Assistant
BS, University of Illinois at Springfield, Springfield, IL

Kaylee Wagner, Library Technician
BA, Augustana College, Rock Island, IL

Elizabeth Zaluska, College Support Representative (CSR)
Warsaw University (Accounting & Statistics), Warsaw, Poland

Important Phone Numbers

College of Nursing Main Number 309-655-2217

Academic Support Center (ASC) 309-624-3161

Administration

President of the College – Dr. Charlene Aaron.....309-655-4124
Provost – Dr. Mary McNamara.....309-655-7353
Executive Assistant – Angela Kautz.....309-655-7353
Dean, Undergraduate Program – Dr. Suzanne Brown.....309-655-2206
Administrative Assistant - Nicole Roahrig.....309-624-4525
Dean, Graduate Program- Dr. Carole Eatock.....309-655-2230
Dean, Admissions and Marketing – Austin Blair.....309-624-4890
Dean, Dean Institutional Effectiveness, Assessment and Accreditation- Dr. Beth Harp.....815-282-7900
Dean, Support Services – Kevin Stephens.....309-655-2291

Admissions

Admissions Assistant – Kim Buffington.....309-655-2596
Recruiter – Jack Arnett 309-655-6362
Recruiter – Reanna Hamm.....309-655-2245
Recruiter – Ried Morrell 309-655-3274

College Counselor - Victoria Hopp (dial 911 for emergency situations) 309-655-7100

Financial Aid Assistance.....309-655-4119

Library 309-655-2180

Student Accounts/Payment Assistance.....309-655-3450

Technology Assistance - Jeff Kepler.....309-655-4121

Disclaimer

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

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

2025-2026 Traditional Academic Calendar

Fall 2025 Semester

Fall Tuition Due ..... July 18, 2025
Faculty Return ..... August 11, 2025
BSN New Student Orientation ..... August 13 or 14, 2025
Classes Begin ..... August 18, 2025
Last Day to Change Registration ..... August 22, 2025
Labor Day Holiday ..... September 1, 2025
BSN White Coat Ceremony (at Jump) ..... September 22, 2025
Scholarship Reception ..... October 7, 2025
Last Day to Withdraw with "W" ..... October 24, 2025
No classes ..... November 26, 2025
Thanksgiving Holiday ..... November 27-28, 2025
Classes End ..... December 5, 2025
Final Examinations ..... December 8-12, 2025
Graduate Program Recognition Dinner ..... December 12, 2025
Commencement ..... December 13, 2025
Faculty Last Day ..... December 19, 2025

Spring 2026 Semester

Spring Tuition Due ..... December 12, 2025
Faculty Return ..... January 5, 2026
BSN New Student Orientation ..... January 8 & 9, 2026
Classes Begin ..... January 12, 2026
Last Day to Change Registration (Add/Drop) ..... January 16, 2026
BSN White Coat Ceremony (at TBD) ..... February 16, 2026
Last Class Day Before Spring Break ..... March 6, 2026
Spring Break ..... March 9-13, 2026
Classes Resume ..... March 16, 2026
Last Day to Withdraw with "W" ..... March 27, 2026
Good Friday Holiday ..... April 3, 2026
Classes End ..... May 8, 2026
Final Examinations ..... May 11-15, 2026
Graduate Program Recognition Dinner ..... May 15, 2026
Commencement ..... May 16, 2026
Faculty Last Day ..... May 29, 2026

Summer 2026 Session

Summer Tuition Due ..... April 17, 2026
Classes Begin ..... May 18, 2026
Last Day to Change Registration (Add/Drop) ..... May 22, 2026
Memorial Day Holiday ..... May 25, 2026
Last Day to Withdraw with "W" ..... June 12, 2026
Classes End ..... July 10, 2026
Final Exams ..... July 13-14, 2026

Accelerated BSN 12 Month Program Calendar

Fall Semester	**2025**
Fall Tuition Due	Sept 5
Orientation	Oct 1
Classes Begin	Oct 6
Last Day to Change Registration	Oct 10
Last Day to Withdraw with "W" from course NAC 344	Nov 14
Last Day to Withdraw with "W" from courses: NAC 346, NAC 348, PAC 342	Dec 19
Thanksgiving Break	Nov 24-28
Classes Resume	Dec 1
Christmas/New Year Holiday Break	Dec 22-Jan 2
Last Day to Withdraw with "W" from course NAC 352	Jan 30
Final Week of Semester	Feb 9-13
2 Week Remediation Period (if required of student)	Feb 16-27
1 Week Break Between Semesters	Mar 2-6

Spring Semester	**2026**
Spring Tuition Due	Feb 6
Classes Begin	Mar 9
Last Day to Change Registration	Mar 13
Last Day to Withdraw with "W" from course NAC 359	Mar 27
Last Day to Withdraw with "W" from course NAC 362	Apr 3
Last Day to Withdraw with "W" from courses: NAC 356, NAC 358	Apr 10
Last Day to Withdraw with "W" from course NAC 363	May 1
Final Week of Semester	May 11-15
2 Week Remediation Period (if required of student)	May 18-29
1 Week Break Between Semesters	Jun 1-5

Summer Session	**2026**
Summer Tuition Due	May 8
Classes Begin	Jun 8
Last Day to Change Registration	Jun 12
Last Day to Withdraw with "W" from NAC 432, NAC 433, NAC 436, NAC 440	Jul 3
1 Week Break	Aug 3-7
Classes Resume	Aug 10
Last Day to Withdraw with "W" from NAC 444, NAC 446	Sept 4
Final Week of Semester	Sep 28-Oct 2
2 Week Remediation Period (if required of student)	Oct 5-16