Nursing Department

Nursing Faculty Handbook
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INTRODUCTION
This handbook augments the Brookline College catalog and serves as a source of important information for students in the nursing program. It will inform you about important Nursing Department requirements and describe expectations of nursing students. It is a reference source for information about academic requirements, Nursing Department policies, and students’ rights and responsibilities.

The information contained in the Nursing Student Handbook is subject to change at any time. Students will be notified of changes through classroom announcements, email, the Nursing Department communications board, and on the Nursing Department website.

Brookline College History
Brookline College was originally incorporated and licensed in Arizona on October 18, 1979 as Arizona Institute of Business and Technology (AIBT), a non-profit business and technical school. The institution was accredited in 1982 by the Association of Independent Colleges and Schools (now the Accrediting Council for Independent Colleges and Schools, ACICS). In 1999, ACICS awarded AIBT Junior College status and granted approval for the institution to offer the Associate degrees at all campus locations.

In 2001, AIBT was awarded Senior College status by ACICS and received approval to offer Bachelor of Arts degrees via online delivery. In 2002, Arizona Institute of Business and Technology became International Institute of Americas (IIA) and opened a campus in New Mexico.

The planning of the Nursing Department began in 2001 culminating in its provisional approval by the Arizona State Board of Nursing in 2004. In 2004, IIA also received formal approval from ACICS to award an Associate of Arts degree in Nursing. Subsequently in early 2005, IIA officially opened its Nursing Program at 43rd Avenue and Bethany Home Road as part of the Phoenix Campus. The School was initially named after Ms. Ethel Bauer because of her tireless work in education and her passion to provide opportunities for others to advance their careers. The Ethel Bauer School of Nursing is now known as the Brookline College Nursing Department.

In July 2007, the Hamilton White Group IIA, LLC (now Brookline College, LLC) purchased the assets of IIA, and changed the school’s name to IIA College in March 2008. In June 2009, the institution was renamed Brookline College.

In June 2010, Brookline College received approval to offer baccalaureate degrees via residential and online delivery. In June 2011, Brookline College received approval to offer master degrees via residential and online delivery.

Accreditation and Approvals
Brookline College is accredited by the Accrediting Council of Independent Colleges and Schools (ACICS) to award certificates, diplomas, associate’s degrees, bachelor’s degrees, and master’s degree. Brookline College is licensed and approved to offer the nursing programs by the following state agencies:

- Arizona State Board of Nursing
- Arizona State Board for Private Postsecondary Education
- New Mexico Board of Nursing
New Mexico Higher Education Department

The Brookline College – Baccalaureate (BSN) nursing programs have been granted initial accreditation by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 850; Atlanta, Georgia 30326; 404-975-5000; www.acen.org)

The baccalaureate/master’s nursing program at Brookline College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Brookline College Mission Statement
Brookline College is an independent, accredited institution dedicated to meeting the educational needs of a developing multicultural society. The institution is committed to preparing students academically and professionally to meet the constantly changing employment requirements of business, industry, public service organizations, and medical support agencies functioning in a highly advanced and expanding technological community.

Brookline College Objectives
The objectives of Brookline College are to:

1. Provide comprehensive, concentrated, qualitative educational programs, which will guide students through the development of the competencies needed to meet the employment requirements in a highly technological environment.
2. Provide services that will support a diverse student body in their pursuit of postsecondary education on a variety of levels and eliminate the barriers to the completion of their educational objectives.
3. Provide innovative approaches and methodologies in a non-traditional educational environment emphasizing a multiplicity of skills.
4. Recognize and integrate lifelong learning and academic experiences as they would apply to each student’s program of study.
5. Provide students with access to faculty members whose academic qualifications and practical experience will provide the valuable leadership necessary to prepare students for successful integration into the workplace.
6. Provide learners with the academic, cognitive, and professional skills necessary for career advancement.
7. Provide all students with a hands-on working knowledge of information technology procedures and applications.

Bachelor of Science in Nursing (BSN) Program Mission Statement
The mission of the Nursing Department is to prepare highly competent professional nurses to address complex human needs within a multicultural environment that will improve the health of individuals, families, and communities through the discovery and dissemination of nursing knowledge and the translation of science into practice. Faculty facilitate the education of students in the art and science of nursing to provide ethical, holistic, culturally competent, evidence-based care in collaboration with other members of the healthcare team in a variety of health care settings within a constantly evolving health care environment. Students, as members of the community in which they receive their education, are stakeholders in the health and welfare of the community they will serve.
BSN Outcomes
The Nursing Department has seven (7) student learning outcomes that are derived from the College-wide learning goals, Department mission and philosophy, and professional standards of practice. The graduate of the BSN program:

1. Utilizes the nursing process and critical thinking as tools to make culturally-sensitive patient-centered clinical decisions in all health care settings within systems-based environments.
2. Collaborates with patients and other members of the healthcare team in the planning, coordination, and provision of competent care.
3. Integrates evidence-based findings into nursing and collaborative practice.
4. Promotes patient and staff safety utilizing the process of quality improvement based on available evidence.
5. Uses information and technology for communication, knowledge development, and clinical-decision making.
6. Demonstrates leadership behaviors and professionalism when providing care to patients across the lifespan in all health care settings.
7. Integrates legal, ethical, and professional standards into nursing practice.

The Nursing Department has established five (5) BSN program outcomes. These are:

1. NCLEX pass rates: Graduates will achieve a first-time NLCEX-RN pass rate above the national average.*
2. Program completion: 75% of students enrolled in the program will graduate within 150% of the published program length.
3. Program satisfaction: 85% of graduates will agree or strongly agree they are satisfied with the BSN program.
4. Employer program satisfaction: 80% of employers will agree or strongly agree they are satisfied with graduates’ competencies.
5. Post-graduate activity: 80% of program graduates who pass the NCLEX examination will be employed as registered nurses within twelve months of graduating or will be enrolled in a graduate program in nursing.

*Students in the BSN/RN track are already licensed as registered nurses and therefore outcomes of NCLEX pass rates are not evaluated for this track.

Master of Science in Nursing (MSN) Program Mission Statement
The mission of the Brookline College graduate nursing program is to provide students with the knowledge and skills needed to build upon and advance their nursing practice. Students will learn to apply advanced philosophies, theories, concepts, research findings, and skills to specialty practice. Graduates of the program will be equipped with the knowledge and competencies to assume roles as nursing leaders in multicultural healthcare and academic settings.

MSN Outcomes
The Nursing Department has identified six (6) graduate-level Student Learning outcomes that are derived from the College-wide learning objectives, Graduate Nursing mission, Department philosophy, and professional standards of practice. The graduate of the MSN program:

1. Synthesizes concepts from nursing and other disciplines to build upon and advance professional nursing practice.
2. Integrates evidence-based advanced knowledge and skills into specialist nursing roles.
3. Utilizes technologies that support specialist nursing practice through critical thinking, decision making, and interprofessional collaboration.
4. Demonstrates the use of leadership strategies that advance the design, implementation and evaluation of specialist nursing practice.
5. Functions effectively as a change agent, member and leader of interprofessional teams to influence healthcare and nursing practice for individuals, families, populations, and systems.
6. Analyzes the impact of social, political, economic and technological trends in healthcare on nursing practice and healthcare delivery.

The Nursing Department has established five (5) MSN program outcomes. These are:
1. Program completion: 75% of students enrolled in the program will graduate within 150% of the published program length.
2. Graduate program satisfaction: 85% of graduates will express they are satisfied or highly satisfied with the MSN program.
3. Employer program satisfaction: 80% of graduates’ employers will express they are satisfied or highly satisfied with graduates’ competencies.
4. Job placement rates: 90% of program graduates will be employed in a specialty nursing role within 12 months post-graduation.
5. Professional achievement: 85% of program graduates will engage in continued professional growth through membership in professional organizations, continuing education, specialty certification, and/or doctoral study in nursing.

Nursing Department Philosophy
The Nursing Department philosophy is consistent with the mission statement of Brookline College and serves as a link between the Nursing Department and the college as it carries out the mission through the nursing curricula. Nursing Department faculty will regularly review and revise the nursing philosophy and program outcomes.

The Nursing Department believes nursing is a professional, scientific discipline with academic and practice dimensions. The discipline has as its primary focus the maintenance and promotion of health achieved through collaboration with individuals, families, groups, and the community in a manner that is consistent with society’s expectations and needs. The Nursing Department believes the baccalaureate level to be the essential educational preparation for professional nursing practice. Nursing should achieve higher levels of education and practice to the full extent of their education and training.

The theoretical underpinnings of professional nursing practice derive from the related disciplines of the natural sciences, social sciences, and nursing. The profession of nursing builds its knowledge base through the rigorous scientific inquiry of theory and practice that continues the process of theory development and provides the foundation for evidence-based practice. The nursing process establishes the foundation for critical thinking and decision making skills that allow complex independent judgments to be made based on available data and knowledge.

Nursing competencies are guided by professional standards and include psychomotor and interpersonal skills, collaboration, and leadership using the processes of critical thinking, problem solving, and decision-making. Advocacy and caring are cornerstones of the role of the professional nurse who acts on behalf of individuals, families, communities, and global populations.

Nurses work autonomously within a defined scope of practice and collaboratively with members of the health team. Regulations and standards, such as those defined by state Boards of Nursing, the Scope and Standards of Practice, and the Code of Ethics for Nurses guide nursing practice as nurses are accountable to the public they serve.
Scientific and technological advances and the increasing incorporation of nursing research into practice mandates involvement in lifelong learning. Commitments to continuous quality improvement, improved patient outcomes, enhanced patient safety, and active involvement within the profession are key elements in professional nursing.

**Nursing Metaparadigms**

**Patient**
The patient is the recipient of nursing care and may be a person, family, group, and/or community, each moving through its own unique developmental stages. The recipient of care may be conceptualized as holistic, encompassing personal, social, and physical dimensions. Patients are persons with unique lifestyles, knowledge, beliefs, values, needs, and goals who interact dynamically with their environment, respond to health issues in individualized ways, and are capable of making critical choices. They have a right to participate collaboratively with nurses in decisions and have shared accountability for outcomes. The role of the professional nurse is to foster health promotion activities and to assist the patient/person in optimizing wellness, including identifying and utilizing resources within all healthcare settings.

**Environment**
The environment comprises both the internal and external contexts of the individual and involves dynamic forces which affect the health status of the patient. The environment includes forces that are physical, cultural, social, political, economic, and spiritual. The larger society is a network of relationships that link individuals in families and groups. Individuals, as open systems, are in constant interaction with the environment in a dynamic, mutual exchange. Professional nursing practice considers the impact of the sociopolitical, legal, ethical, and economic forces on persons, families/groups, and communities.

**Health**
Health may be defined as the state of well-being at a given point in time for a patient. It is a multidimensional adaptive state within a constantly changing environment, characterized by wellness, illness, disease, or dysfunction. Health influences and is influenced by the patient’s developmental level. It is both objective and subjective and encompasses physical, psychosocial, and spiritual dimensions. Health is a relative state with parameters that may be defined differently by diverse cultures. Patients have responsibility for their health status through the health choices they make. The role of the professional nurse is to foster health promotion activities and facilitate adaptation.

**Nursing**
Nursing is a professional, scientific discipline with academic and practice dimensions integrating theory and practice. The science of nursing is the generation and application of a body of theoretical knowledge to health care situations. The art of nursing is the synthesis of theoretical knowledge and the experience of skills learned, translated into competent practice. Nursing care is patient-centered and provided to patients/clients in a wide range of health care settings with the goal of assisting them to achieve maximal health through interventions derived from evidence-based practice.

**Educational Philosophy**
The faculty of the Nursing Department believes that teaching-learning is a continuous, dynamic, and reciprocal process that varies with learner-centered, student encounters according to individual student needs and differences. Nursing Department faculty embrace and subscribe to development of a spirit of inquiry and the ability to think critically in all students as these are essential attributes for all professional nurses. Faculty pride themselves in promoting and facilitating student-centered learning that leads to student self-actualization. This process of fostering and promoting student-centered learning is a foundational and fundamental responsibility of nursing faculty.
There is emphasis on the teaching-learning process as a component of the professional nurse role and students are encouraged and engaged throughout the nursing curriculum to move toward becoming contributing and accountable members of the nursing profession and of a global society. Evaluation is a strong thread of the Nursing Department and there is evidence of this thread at all levels of the program, focusing on continuous quality improvement of the program against professional nursing standards and national benchmarks guiding nursing and healthcare delivery in a complex society. Systematic evaluation is conducted regularly by faculty, students, and others involved in the learning process.

Educational Process
Nursing Department faculty believe the goal of the educational process is fourfold, to:
• Help a highly diverse student body become liberally educated professionals.
• Afford students an opportunity to explore and develop a personal philosophy of nursing that is built upon a sound theoretical foundation and incorporates practice elements into a seamless continuum of “embodied know-how”.
• Achieve a balance between theory and practice to achieve fully, dimensional learning.
• Teach students to value the research process as one that builds on and adds to the foundation of nursing and health care knowledge.

Academic Environment
Nursing Department faculty believe in a learner-centered, facilitative academic environment that delivers nursing education to a diverse student body based on four values:
• The educational process partners students and faculty in collaborative mentoring relationships that transcend traditional educational boundaries.
• The infrastructure aids flexible educational efforts rather than having the infrastructure dictate the education that may be offered.
• There is a synthesis of conceptual and theoretical information with the practical realities of the current healthcare environment.
• Higher education is made accessible to students who are adult learners, who may have families and who may choose to work.

Nursing Department Values
The Nursing Department faculty believe in the following eight values on which all nursing education is based.
• Treat students as we treat each other, with genuine interest, egalitarian respect, and positive but realistic expectations, all based on honest and open communication.
• Be committed to changing people’s lives and facilitating students’ desire to achieve an education, with a focus on living, learning, growing, and achieving.
• Be dedicated to providing education with passion and inspiration in a way that instills a commitment to lifelong learning.
• Participate in out-of-class teaching and mentoring, whenever and wherever the teachable moment occurs.
• Be committed to doing whatever it takes to help a student, whether in class, in an office, on the telephone, or in e-mail.
• Provide contemporary experiential and theoretical knowledge engaging with students and bring a sense of fun and adventure to the hard work.
• Participate in continuing education activities to promote professional growth.
• Support evidence-based learning activities.
Professional Characteristics
As a profession, nursing places great reliance upon individual responsibility and accountability. Therefore, students are held responsible and accountable for their professional behavior.

Personal Characteristics
Students are expected to exhibit personal and emotional characteristics consistent with the professional nurse role. Students who do not manifest these characteristics may be referred to the Dean of Nursing or designee and advised or required to seek appropriate assistance. Students who refuse to obtain assistance and/or persist in exhibiting inappropriate behaviors will not be permitted to continue in the nursing program. Students whose behavior indicates issues related to professional ethics and a sound moral foundation place themselves at risk for course failure or dismissal from the program.

Students may also be dismissed from the program for exhibiting improper behavior or professional misconduct. Such behaviors include but are not limited to: rude or inappropriate behavior, fighting on campus or institutional grounds, plagiarism, breaching patient/student confidentiality, compromising the safety of a patient, or unsafe nursing care. The Brookline College Student Code of Conduct policy may be found in the College Catalog. Instances of such behavior may be documented and the student referred to the Dean.

FACULTY ROLE AND RESPONSIBILITIES
Faculty Employment Requirements
All faculties in the nursing department are required to provide or obtain the following at time of hire:

1. Completed Human Resources packet (including I-9)
2. Current Resume/Curriculum Vitae
3. Current, unrestricted Arizona RN license or current, unrestricted license from a compact state
4. Current CPR card
5. Current Immunizations - Clinical faculty must have current immunizations and proof of negative TB status
6. Social Security card
7. Official Transcripts - faculty are required to provide official transcripts for all degrees
8. Faculty ID Badges are required for all faculty and are issued upon hire
9. Fingerprint Clearance Card

All nursing faculty teaching didactic courses are required to have a minimum of two years of direct care clinical experience and possess a minimum of a master’s degree in nursing. The Nursing Department is committed to having all faculties, didactic as well as clinical, possess a master’s degree in nursing. All nursing faculty teaching clinical courses are required to have a minimum of three years direct care clinical experience or clinical instructor experience within the last five years; and possess a minimum of a master’s degree in nursing.

Teaching Responsibilities
Faculty responsibilities include:

1. Planning student learning activities to meet course objectives
2. Clearly articulating expectations for teaching/learning
3. Assessing student learning
4. Mastering course material and presenting in stimulating and creative ways
5. Selecting and evaluating textbooks and other academic resources
6. Providing timely feedback on student assignments
7. Facilitating student remediation or tutoring
8. Making appropriate referrals for students experiencing difficulty
9. Revising and updating courses as needed
10. Maintaining records of class attendance
11. Submitting grades on time
12. Sharing and collaborating with colleagues
13. Instilling respect for the profession
14. Developing a plan for ongoing professional growth

College ID
Faculty will be issued identification cards that are needed to enter affiliating clinical sites; ID must be worn at all times while on campus or in clinical experiences.

CPR Certification
Faculty must maintain current CPR certification which includes rescue and care of adults, children, infants, and choking resuscitation. Faculty are required to carry and have a copy in their file an American Heart Association (AHA) Healthcare provider card. CPR certification by any other provider will not be accepted.

Faculty Dress Code
The purpose of a dress code is to allow employees to work comfortably while projecting a professional image to students, coworkers, and community stakeholders. The dress code for the Nursing Department is business casual. For full detail on the faculty dress code please see Appendix A.

Professionalism
While Brookline College supports the faculty-student mentoring model, it is not permitted for faculty and students to engage outside of the learning environment within social media or non-school approved social events while each party is engaged in an academic relationship (didactic, laboratory, clinical, simulation, administration).

Department Governance
Under the leadership and direction of the Dean, Nursing Department faculty are responsible for determining, implementing, and evaluating educational policy for the nursing program and participating in the governance of the department through the departmental committee structure. Full time faculty are required to serve on departmental committees for two year terms, contributing to curricular and governance decisions. Part time and adjunct faculty are encouraged to participate in committees. Each full time faculty member will serve on at least one committee and will be invited to volunteer to serve on the committee of their choice; each committee will elect a chair at its first meeting in the fall semester of each year unless otherwise indicated. Committee chairs provide general oversight to the committee process. The role of the chair is to: coordinate meeting dates/times; ensure follow-up of assigned tasks; ensure meeting minutes are completed and distributed; provide committee reports at department meetings. The Dean is an ex officio member of all committees.

Committees include:
Admission, Progression, and Retention
The purpose of the Admission, Progression, and Retention (APR) Committee is to address areas related to admission, progression, retention, and graduation.
Functions:
1. Review and revise admission criteria
2. Review and revise policies related to admission, progression, and graduation
3. Monitor and track student academic progress
4. Coordinate support for student success
5. Review student issues in collaboration with the PASS coordinator

Curriculum
The purpose of the curriculum committee is to monitor the development, implementation, coordination, and evaluation of the BSN curricula.

Functions:
1. Evaluate the curriculum objectives in relation to the mission and program student learning outcomes
2. Review new course offerings or proposed course revisions prior to submission to the full faculty
3. Maintain current syllabi
4. Review faculty course evaluations as an assessment of the curriculum

Clinical Practice
The purpose of the Clinical Practice committee is to address any issue related to the clinical education of students.

Functions:
1. Ensure consistent teaching current practices in clinical, lab, and simulation settings
2. Provide an annual review of clinical learning experiences and recommendations for new experiences
3. Review clinical course evaluations as an assessment of program outcomes
4. Review and revise student formative/summative clinical evaluation tools

Evaluation
The purpose of this committee is to coordinate all activities related to ongoing program, course, and student evaluation.

Function:
1. Collect data related to the systematic evaluation plan
2. Review, revise, maintain the systematic evaluation
3. Recommend program changes related to data analysis and findings

Student Affairs
The purpose of the Student Affairs committee is to facilitate student self-governance, student scholarly activities, and student participation in the activities of the college.

Functions:
1. Consider needs and concerns of students and make recommendations to faculty and administration
   a. Facilitate Student Leadership Council meetings
   b. Facilitate Town Hall meetings
   c. Facilitate communication via newsletter, bulletin board, social media
   d. Identify, recommend, evaluate student resources
2. Review and recommend changes in student policies and procedures
3. Review and recommend changes in student handbook
4. Plan, coordinate, implement, and evaluate school-sponsored programs and service initiatives.

Minutes will be taken by committee members on a rotating basis. Minutes of each meeting will be maintained electronically. At each Department Meeting, committee chairs will report on activities, solicit faculty input, and raise items for discussion and vote by the full faculty.

Department committees meet at least once each semester. All full-time faculty are required to attend; all part-time and adjunct faculty are strongly encouraged to attend.
Faculty Supervision/Performance/Evaluation

Full-time, part-time, and adjunct nursing faculty will be assigned to didactic and clinical courses, consistent with their areas of education and experience. Full-time didactic faculty will serve as liaisons for part-time and adjunct faculty. Nursing faculty are expected to develop and maintain expertise in the areas in which they teach as it is expected that all full-time and adjunct nursing faculty have an educational and experiential connection to the classroom or clinical teaching areas for which they have responsibility. Faculty is assigned specific courses and clinical activities by the Nursing Department Dean or designee. Faculty qualifications are documented via official transcripts and current resumes.

Faculty is expected to adapt teaching strategies to the patient population, course learning objectives, clinical specialty area, and agency requirements. Nursing faculty are also subject to specific requirements as identified by the agencies with which Brookline College has affiliation agreements to provide student clinical experiences. These regulations and requirements relate primarily to educational preparation and the need for background checks, BLS/CPR certification, and health and immunization records.

Faculty performance is evaluated annually and focuses on classroom and clinical performance, participation in department activities, and professional development activities. Performance ratings are guided by Brookline College policies as outlined in the Employee Handbook. The Dean or designee evaluates all didactic and clinical faculty. Student and peer evaluations of faculty members are reviewed by the Dean and designee; relevant information is included in overall performance reviews. Faculty is evaluated in June of each calendar year and is expected to address their professional development plan for the coming year.

Office Hours

Faculty is expected to be available to address student concerns. Full time faculty is expected to be in the office every day unless they are teaching in a clinical setting. All faculty are expected to be available to students at least five hours/week. Each semester, faculty is expected to establish and publish office hours in course syllabi.

Consistent with creating a student-centered environment, faculty are responsible for providing timely feedback to students as outlined below:

Student Assignments
- Exams must be reviewed and uploaded 48 hours prior to testing
- Exam grades must be posted within 72 business hours of exam administration
- Assignment grades must be posted within 7 business days of the assignment due date
- Weekly clinical evaluations must be completed within 48 business hours of the clinical experience

Student Communication
- Part-time faculty are expected to respond to student requests within 72 business hours
- Full-time faculty need to respond to student requests within 48 business hours

ACADEMIC POLICIES

Integrity, Plagiarism and Copyright Infringement
Brookline College requires all students, faculty, and staff to conduct themselves and produce academic work in an ethical manner. Students are expected to conduct themselves at all times with the highest academic standards.

Plagiarism is typically defined as the use of another person’s or a group’s words or ideas without clearly acknowledging the source of that information, resulting in the false representation as one’s own work. .
is understood that plagiarism can be intentional and unintentional; therefore, the following descriptors provide the student with an understanding of how to avoid plagiarism. Plagiarism is also defined in other ways including the use of one’s own previous written work without citing and/or resubmitting it for another course. In addition, plagiarism can occur when another’s words are used without quotation marks and/or citation provided. More specifically, to avoid plagiarizing, a student or other writer must give credit when he/she uses:

- Another person's idea, opinion, or theory
- Any facts, statistics, graphs, drawing - any piece of information that are not common knowledge
- Quotations of another person's actual spoken or written words
- Paraphrases of another person's spoken or written words
- Another person's data, solutions, or calculations without permission and/or recognition of the source, including the act of accessing another person's computerized files without authorization
- One's own written ideas from the past or from another class without providing proper citation. It is never acceptable to turn in a previous paper in its entirety or with changes as if it were a new paper. This is considered academic self-plagiarism.

Plagiarism may be either deliberate or unwitting. Regardless; it is the responsibility of a college student to know what constitutes plagiarism, so they may avoid it. Ignorance is not a legitimate defense against a charge of plagiarism. Cheating, falsifying work or plagiarism will not be tolerated. The penalties for these offenses are as follows:

- First offense: Student receives a "0" on the assignment or test
- Second offense: Student receives an "F" for the course.
- Third offense: Student receives an "F" for the course and may be expelled from the college.

Copyright – Students, faculty, and staff must also be cognizant of and avoid copyright infringement. Copyright infringement is using someone else’s ideas or material, which may include a song, a video, a movie clip, a piece of visual art, a photograph, and other creative works, without authorization or compensation, if compensation is appropriate. The use of copyright material without permission is against federal law, and penalties may include fines and/or imprisonment.

As a consequence of expanded availability of digitized files and computing, peer-to-peer file sharing has become common place. However, making a copyrighted material available to others through the use of file sharing networks (e.g., Shareaza, Kazaa, BitTorrent, eMule, or the like) is also prohibited by Brookline College and is considered copyright infringement. In addition to the aforementioned potential for federal penalties, Brookline College reserves the right to revoke the Information Technology privileges of those using or contributing to the use of file sharing networks to either access or provide use of or access to copyright material.

Class Lists and Student Attendance/Ratio
Students are expected to attend all classes unless otherwise excused by the instructor. All faculties are required to submit attendance for all classes weekly. Please refer to Attendance Policy in Student Handbook.

Course/Syllabus Revision
Course revision is a collaborative process. Suggestions for course revisions should be referred to the Clinical Practice or Curriculum Committee. For changes involving scheduling the Dean and Academic and Clinical Coordinators should be notified. Approved revisions must be made as addenda to the original syllabus. The addendum should be given to the students and updated on the V drive.

Student Assistance/Student Success

Revised 12/2016
PASS Program
Students are often challenged by the demands that define full-time academic programs. Given the nature and intensity of the proposed program, the College has specific resources designed to assist students to successfully progress through coursework. The Nursing Department has implemented a program called Promoting Achievement and Student Success (PASS). The enrollment of students into the PASS program can begin as early as the first semester and may continue until graduation.

The PASS program is a support service offered by the Nursing Department which focuses on academic counseling and includes assessments such as identification of educational difficulties, difficulty with coursework or study habits, poor organizational skills, excessive absenteeism or chronic tardiness, issues with test taking skills as well as identification of external stressors that yield ineffective coping skills. Once barriers to learning are identified, the PASS program facilitates implementation of an individualized learning plan developed collaboratively with the student to promote success. The College has additional resources that may be available to students. The Brookline College Catalog contains additional information related to student services.

Problem Resolution
The Nursing Department documents informal student concerns as part of the Informal Appeal Process as outlined below. A Student Concern/Issue form which provides for documentation of the complaint, discussion with the faculty member or administrator and desired outcomes is completed when students meet with faculty or administration regarding a concern. The Forms are reviewed by the Dean and used to identify trends and implement change based on student complaints.

A complaint is a claim by a student that there has been a violation, a misinterpretation or an inequitable application of an existing policy, rule or regulation of the College. An appeal and/or a formal grievance are two ways sponsored by the School to request a formal change to an official decision of the Institution. Whenever possible the submission of an appeal or grievance will be dealt with confidentially. In addition, all investigations will be undertaken impartially with no reprisals of any kind being undertaken by any member of the School for the submission of an appeal or grievance. Appeal and/or grievance proceedings will be treated in accord with the College’s FERPA policy.

The steps involved with resolving a student concern are: An informal appeal, a formal appeal, and formal grievance. It is a requirement of the College that a student exhaust the appeal process in its entirety prior to submitting a grievance in order to allow for an appropriate resolution to be reached. Further, if an appeal or grievance is not submitted within ten (10) business days the initial decision of the school will stand.

Step 1: Informal Nursing Appeal
The Informal Appeal process allows students to identify a concern and have it addressed expeditiously without the need for the issue to go to the Appeal Committee.
1. Students will meet with the instructor, if appropriate
2. If not satisfied with the outcome, the student may file an Informal Appeal
3. For an Informal Appeal, the student must complete and submit a student issues/concern form
4. The student will meet with the Dean of Nursing or designee to discuss the Informal Appeal
5. If unsatisfied with the outcome, the student may file a Formal Appeal

Step 2: Formal Nursing Appeal Procedure
The Nursing Department Appeals Committee acts upon requests for exceptions to existing academic policies and requirements. The committee works to find equitable and reasonable solutions supported by evidence.
1. For a Formal Appeal, the student must complete and submit a student issues/concern form.
2. The Appeals Committee, composed of faculty, Dean or designee, and representatives from appropriate functional departments will convene to review the student’s appeal.
3. The Committee will evaluate the appeal based on the following:
   a. The Committee will review the appeal and supportive documentation.
   b. Review student academic performance.
   c. Evaluate the impact of significant non-academic issues.
   d. Interview the student, if she/he desires to present her/his case to the committee.
   e. Review documentation provided by the student.
4. If the student is unsatisfied by the decision of the Appeals Committee, she/he may request a review by the Vice President of Nursing.

**Step 3: Formal Grievance Procedure**

Students may wish to formally file a complaint with the College. In instances where all other attempts at resolution have failed, a student’s concerns can be resolved through the use of the Grievance Procedure:

1. Within five (5) business days of the alleged action(s), the student must present in writing, all facts of the grievance as below:
   **E-mail address:** Professionalethics@brooklinecollege.edu
   **Mailing address:** Chief Compliance Officer
   Brookline College
   Attn: Professional Ethics Department
   2141 East Highland Avenue, Suite # 200
   Phoenix, AZ 85016-4738
2. A response to the grievance will be made within ten (10) business days of the receipt of the written complaint. A grievance committee, if formed, will be comprised of the appropriate number of individuals from the appropriate areas to ensure a fair and unbiased evaluation.
3. After the initial decision has been rendered, the student may request that the Chief Compliance Officer, review the process and outcomes of the grievance.
4. After a decision has been rendered by the Chief Compliance Officer, the student may request that the CEO review the process and outcomes of the grievance.
5. If the student is not satisfied after exhausting the above procedures, the student may contact one of the following:

<table>
<thead>
<tr>
<th>Arizona State Board for Private Postsecondary Education</th>
<th>Arizona State Board of Nursing</th>
<th>New Mexico Higher Education Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400 W. Washington St. Rm 260</td>
<td>4747 N. 7 Street, Ste 200</td>
<td>2048 Galisteo St.</td>
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<tr>
<td>Phoenix, AZ 85007</td>
<td>Phoenix, AZ 85014</td>
<td>Santa Fe, NM 87505</td>
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<tr>
<td>(602) 542-5709</td>
<td>(602) 889-5150</td>
<td>(505) 476-8400</td>
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<td><a href="http://azppse.state.az.us">http://azppse.state.az.us</a></td>
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<tr>
<th>NM Board of Nursing</th>
<th>ACICS</th>
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<tr>
<td>6301 Indian School Rd., NE, Suite 710</td>
<td>750 First Street NE., Ste. 980</td>
</tr>
<tr>
<td>Albuquerque, NM 87110</td>
<td>Washington, DC 20008</td>
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<tr>
<td>(505) 841-8340</td>
<td>(202) 336-6780</td>
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6. For Baccalaureate Nursing programs, students may contact the following:
7. For a student attending online and residing in Maryland, if a complaint cannot be resolved after exhausting the Institution’s grievance procedure, the student may file a complaint with the Maryland Higher Education Commission and the institution is subject to investigation of complaints by the Office of the Attorney General of Maryland Higher Education Commission. Students must contact the State Board for further details:
   Maryland Higher Education Commission
   6 North Liberty St., 10th Floor
   Baltimore, MD 21201
   (410) 767-3301; 1-800-974-0203 (toll free)
   www.mhec.state.md.us

8. For a student attending online and residing in Georgia, if a complaint cannot be resolved after exhausting the Institution’s grievance procedure, the student may file a complaint with the Nonpublic Postsecondary Education Commission (NPEC) and the institution is subject to investigation of complaints by the appropriate Standards Administrator (SA) at the NPEC. The NPEC Student Complaint Process can be found in detail at the following website address: http://gnpec.org/forms/pdf%20files/ComplaintProcess.pdf

   Students must contact the Commission for further details:
   Nonpublic Postsecondary Education Commission
   2082 East Exchange Place, Suite 220
   Tucker, Georgia 30084-5305
   (770) 414-3300
   www.gnpec.org

Any questions regarding this grievance procedure should be directed to Brookline College corporate office at 602-644-7000.

CLINICAL LABORATORY/ALTERNATIVE CLINICAL EXPERIENCES
The nursing lab is used by faculty to explain, clarify, and demonstrate nursing procedures. It is used by students to practice these procedures in a supportive learning environment to further develop their skills and understanding of nursing care procedures. Assigned readings and learning activities are to be completed prior to lab/lecture so that the student is able to take full advantage of in-lab/lecture time to discuss and clarify assigned material and to practice and demonstrate skills.

Faculty evaluation of clinical skills competency will be conducted in all clinical courses. Students who fail a clinical skills evaluation will be provided an opportunity to remediate prior to retesting. Retesting will be conducted by clinical faculty members who were not part of the first skills evaluation. Students who fail the second attempt will receive a clinical failure and a failing grade for the course.

Students are required to demonstrate competency in designated nursing procedures as determined by faculty assessment. Competency involves the ability to correctly perform designated skills as well as the ability to demonstrate an understanding of the knowledge and rationales required. Students are responsible for carrying their nursing skills checklist to their clinical experiences as it is the responsibility
of the student to maintain the checklist. Students cannot perform designated skills in the clinical setting until the skills have been satisfactorily performed in the nursing lab.

Students are required to demonstrate competency in the clinical setting. For courses with a clinical component, students must pass the clinical component of the course as well as the lecture portion of the course to receive a passing grade. Students who fail the clinical component will automatically receive an “F” for the entire course.

**Clinical Preparation**
During the orientation for the Clinical Instructor, it is important to take note of the unit routine and staffing, the location where students post assignments, procedure for obtaining lab work and test results, medication routine, and other skills/equipment students may be doing/using, etc. An orientation to a computerized charting system may need to be arranged. In some facilities, the Clinical Instructor is expected to obtain this training and to orient the students. The Clinical Coordinator will provide the instructor with any orientation packets for the assigned facility if applicable. Some facilities require students to wear a facility student ID badge in addition to the college nursing student ID name badge.

It is the Clinical Instructor’s responsibility to identify additional agency requirements and assist students in meeting those. If there is a question regarding student immunizations or CPR cards, etc., please direct these questions to the appropriate person at the college. A Clinical Experience Requirements Form (CERF) will be completed and forwarded to each facility by the clinical coordinator.

**Clinical Experiences/Student Assignments**
Students are assigned randomly to clinical groups and clinical sites. The Nursing Department reserves the right to assign students to sites that best facilitate learning opportunities. Every effort will be made to assign students to sites that are geographically convenient and to facilitate requests based on child care, elder care, or other needs. Please be advised this may not always be possible based on availability of learning experiences and clinical agency affiliation contracts. Clinical hours vary and may include evenings, nights, weekends, and 10- or 12-hour shifts.

Clinical experiences are based on contractual agreements between the Nursing Department and each clinical facility. Students are required to adhere to all agency policies and procedures during the clinical rotation. Agency staff, patients, and family members have the right to refuse care provided by nursing students. Faculty reserve the right to change student assignments as deemed appropriate to provide optimal learning experiences.

Students must arrive at clinical setting on time, professionally attired according to the dress code, with appropriate equipment including the PDA, a watch with second hand, the equipment kit, and Brookline College picture ID. Students are expected to provide an appropriate report on patient status to the instructor and/or designated agency personnel.

Students are expected to remain on their assigned unit in the clinical setting for the entire shift unless otherwise relocated by the instructor. Students who wish to leave the unit for a break or to accompany a patient to another area must obtain permission from the instructor to do so. Students will be assigned a meal break and will return at the time identified by the instructor. Students who return more than five minutes late will be subject to the policy on lateness.

Clinical experiences in selected courses may require field experiences and/or observations during which instructors are available, but may not be on site with the student(s).
Clinical Instruction
Clinical faculty members are expected to work actively with students and guide their learning during clinical experiences. The instructor must be available to students at all times. Students are responsible for notifying instructors of opportunities to perform skills, administer medications, or accompany a patient to another service.

Faculty members are not required to cosign for procedures or medication administration they do not actually witness/supervise the student perform or administer the medication. Cosigning indicates the clinical instructor is accepting responsibility that the procedure was performed correctly or the medication was accurately administered.

Although the student nurse may be providing patient care, nursing personnel at the facility are ultimately responsible for the patient. Having a nursing student assigned to a patient does not absolve the staff nurse from performing his/her own assessments and documenting important observations and interventions.

The instructor is responsible for:
- Observing students performing skills during their first experience and ongoing as needed
- Assessing medication knowledge and monitoring medication calculation and administration
- Reviewing documentation and following facility guidelines for student documentation
- Identifying student clinical strengths and weakness and facilitating goal setting
- Evaluating and grading clinical assignments

Clinical Deficiency
When the clinical instructor identifies that a student is failing to perform adequately or safely and course objectives are not being met, a conference must be held with the student to communicate the concern. The problem should be documented and discussed with the clinical course lead. The clinical course lead, clinical instructor, and student develop and implement a remediation plan. The clinical instructor identifies and implements a remediation plan in collaboration with the student. Remediation may include, but is not limited to, skills practice, simulation, and/or alternative clinical activities.

Evaluating Student Clinical Performance
Ongoing evaluation of clinical performance will occur during clinical experiences. Students will receive weekly feedback on clinical performance and a final evaluation at the end of the clinical rotation. Students identified as being at risk for failure for the clinical component of a course will be referred to the clinical course lead.

CONFIDENTIALITY AND SAFETY
Confidentiality
Health Insurance Portability and Accountability Act (HIPAA)

All verbal, electronic, and written information relating to patients/clients and contracted agencies is considered confidential and is not to be copied or discussed with anyone. Information may be disclosed only as defined in HIPAA guidelines. Any breach of confidentiality will result in disciplinary action, up to and including possible dismissal from the course and/or program.
During didactic and clinical experiences, students will come in contact with patients, families, and many health care professionals. As representatives of Brookline College, students are expected to conform to the Student Code of Conduct, the ANA Standards of Practice, and the ANA Code of Ethics.

**Family Education Rights and Privacy Act (FERPA)/Maintaining Student Privacy**
The Nursing Department follows the guidelines established under the Family Education Rights and Privacy Act (FERPA).

To avoid violations of FERPA rules, faculty should not:
- Use student social security numbers
- Provide information or materials to students that allows them to see the work of other students
- Circulate a printed class list with student name and social security number
- Discuss the progress of any student with anyone other than the student without the express consent of the student thorough a FERPA release, including parents or spouse
- Provide student schedules except as required by a clinical facility
- Share student email addresses, phone numbers, or home addresses

**Drug Screening “For Cause” Testing**
This policy refers to the use/misuse of or being under the influence of: alcoholic beverages, illegal drugs or drugs which impair judgment while on duty in any healthcare facility, school, institution or other work location as a representative of Brookline College.

1. When an instructor perceives the odor of alcohol or observes behaviors such as, but not limited to, slurred speech, unsteady gait, or confusion, and these behaviors cause the faculty or clinical instructor to suspect the student may be impaired by alcohol or drugs, the following steps will be taken:
   a. The instructor will remove the student from the classroom, lab, patient care, or other assigned work area.
   b. Upon the student’s oral consent, the instructor will arrange for transportation to take the student to a designated medical service facility for drug testing. The cost will be paid by Brookline College. The Dean of Nursing will be immediately notified of the situation.
   c. The student is to have a picture ID in his/her possession.
   d. After testing, the student should call the transportation service for transport home; the cost will be paid by the College.
   e. Students who admit to alcohol or drug use still require drug testing.
   f. The student will pay all costs associated with the for-cause drug testing.

2. If the results of the test(s) are negative for drugs, alcohol, non-prescribed legal substances, or illegal substances the student will meet with the Dean of Nursing within 24 hours of the test results to discuss the circumstances surrounding the impaired clinical behavior.
   a. If the indicator was the odor of alcohol or marijuana, the student will be mandated to discontinue the use of whatever substance may have caused the odor before being allowed to return to academic activities.
   b. If the indicator was behavioral, consideration must be given to a possible medical condition being responsible for the symptoms and a medical evaluation may be required before returning.
   c. Based on the information provided and further medical evaluation, if warranted, the Dean of Nursing will make a decision regarding return to academic activities.

3. If the results of the test(s) are positive for alcohol, non-prescribed legal substances, or other illegal substances the Dean of Nursing will withdraw the student from all nursing courses for a period of one year.
4. The results of the positive drug test will be reported to the State Board of Nursing.

5. If a student refuses “for cause” testing
   a. The instructor will remove the student from the clinical setting pending a full investigation. The Dean of Nursing will be immediately notified of the situation.
   b. The instructor will arrange for transportation to take the student home. If the student refuses transportation, the student should be informed that security/law enforcement will be notified.
   c. Failure to comply with any aspect of this policy will result in dismissal from the program.

Readmission Guidelines Related to Substance Abuse
1. Students withdrawn for reasons related to substance abuse will
   a. Submit a letter requesting readmission with one of the following:
      1) Documentation from a therapist specializing in addictions indicating the status of abuse, addiction, or recovery and/or documented rehabilitation related to the alcohol/drug illness.
      2) Documentation of compliance with a treatment program including a statement that the student will be able to function effectively and provide safe and therapeutic care for patients.
   b. Undergo drug screen for alcohol/drugs immediately prior to readmission.

2. If a student, after being re-admitted to the nursing program, has positive results on an alcohol/drug test the student will be permanently dismissed from the program.

Latex Allergy/Sensitivity
Latex is used in a variety of medical products including, but not limited to, gloves, blood pressure, equipment, tourniquets, urinary catheters, and certain skin barriers such as Tegaderm. Allergic reactions range from mild to severe. Those individuals who have reactions to balloons, rubber bands, and foods such as nectarines, avocados, bananas, potatoes, tomatoes, kiwi fruit, papaya, or chestnuts are at risk.

Symptoms of a suspected localized reaction to latex include development of urticaria, erythema, scaling of skin, vesicles and/or pustules following contact with latex products. If this occurs the faculty must
   • cease contact with the product and notify the Assistant Dean or Dean.
   • notify the physician or primary health care provider as antihistamines may be required.

Symptoms of a suspected systemic reaction include systemic urticaria, angioedema, rhinitis, wheezing, conjunctivitis, shock, bronchospasm, and anaphylaxis. In this case, the faculty should seek immediate emergency medical care at a hospital and/or call 911.

Faculty will need to identify themselves as allergic in any and all school/clinical activities. If latex gloves are chosen, use reduced protein, powder-free gloves to reduce exposure and reactions to latex chemical additives.

Medication Errors
A medication error is defined as any situation in which one or more of the seven rights of medication administration are violated without intervention of faculty and/or staff. If an error occurs, the patient’s safety is of utmost importance. Students must report a medication error to the clinical instructor faculty as well as the unit nurse manager or charge nurse as soon as the error is recognized. Any behavior in the clinical area which exposes a patient to physical or emotional harm may cause a student to be dropped from the nursing program.
Exposure Guidelines
Brookline College’s Accidental Needle Stick Procedures establishes the policy and protocol for accidental needle sticks that occur at a Brookline College campus or at a clinical site. It is Brookline College’s policy that students, faculty, or staffs who are involved in an accidental needle stick receive immediate medical attention and are offered counseling, evaluation, and treatment, as necessary. The protocol calls for immediate action in providing medical evaluation, treatment and follow-up to students, faculty and staff involved in an exposure incident. In accordance with OSHA regulations, these procedures must be strictly followed.

In the event of a needle stick or other exposure, the Dean and/or Assistant Dean must be immediately notified. Faculty should complete the Accidental Needle Stick report (Appendix C) and submit to the nursing department within 24 business hours.

While not required, it is strongly recommended that all Brookline College Health Care instructors have their Hepatitis B vaccine series prior to beginning clinical assignments.

Injury/Accidents
If a student is injured during the clinical experience, it is his or her responsibility to inform the instructor immediately. Agreements with clinical facilities demand specific procedural steps that faculty and students are expected to follow. A copy of the Injury/Accident Report or written summary of the incident must be forwarded to the Dean of Nursing within three days of the incident.

Students involved in an accident or who are injured while on campus are responsible for reporting the circumstances immediately to a faculty member and/or Dean of Nursing. Failure to report an incident and to complete appropriate documentation may result in dismissal from the program.

Faculty Health/Safety
Faculty is required to be physically and mentally able to provide safe patient care in clinical practice settings. This includes, but is not limited to, the following abilities

- Lifting 40 or more pounds, the national standard identified for nursing
- Performing psychomotor skills necessary for carrying out nursing procedures with students
- Possessing sufficient hearing, visual acuity, and depth perception to perform nursing functions with students
- Lifting, moving, and operating equipment used in the care of patients
- Walking and standing for prolonged periods of eight hours or more

Faculty must provide the following documentation prior to teaching clinical courses

- Current American Health Association CPR certificate
- Two-step PPD
- Proof of immunity to measles, mumps, rubella, varicella, Hepatitis B, or Hepatitis B series in progress or signed refusal
- Td or Tdap recommended

Security
Brookline College contracts with a security company to provide onsite security. Security staff patrols the campus during all hours the campus is open. In addition to securing and monitoring the campus, security staff provides escorts for faculty, staff, and students and enforce campus parking regulations.

Parking
Brookline College has ample parking for students, faculty, staff and visitors. Parking areas include the appropriate number of handicap accessible spaces to accommodate the parking needs of the facility. There is no charge for parking facilities.

**Background Checks**
Brookline College conducts background checks on candidates in order to hire individuals whose background, skills, and experience are best suited to the needs of the job, as well as to ensure that we do not hire individuals whose backgrounds pose a legal liability to Brookline College or a safety risk to our employees.

This policy applies to all regular full-time, regular part-time, adjunct instructors and Brookline College temporary employees. In addition, former employees who are re-hired after six months may be required to be re-screened.

Brookline College will keep the information gathered confidential in the background screening reports and will use the information solely for the purpose of establishing eligibility for employment. Brookline College will not disclose this information to third parties without the applicant’s or employee’s consent, except if required by law.

**Faculty Workload Policy**
Faculty supports the mission of the College and does so through the primary activities of teaching, service, practice, and scholarship. Faculty participate in classroom and clinical teaching, scheduled office hours, student advising, tutoring, course and curriculum development, supervision of students in clinical settings, committee and other governance participation, assistance in academic administration, and other academic commitments that contribute to the overall enrichment of faculty, students and the College community. The profession of nursing is a practice profession and the Department recognizes that clinical time provides a valuable teaching environment for students.

Didactic and clinical teaching assignments for a given semester shall be established through a coordinated, collegial, consultative approach involving the faculty and the Dean or designee. A part of this process includes recognition that the intensity and time-demand of clinical teaching is highly variable. This variability is a function of the design of the course, requirements for onsite faculty supervision, the number of students per clinical group, and the type of student clinical performance being supervised.

Faculty workload is based upon a traditional 40 hours per week for 52 weeks per year. Full-time faculty is expected to be available on campus 40 hours each week. The workload assignment for faculty teaching in the Nursing Department is decided in a collaborative process with the Dean or designee.

The normal teaching load is 20 face-to-face teaching hours in a week. Any teaching load greater than 25 hours per week is considered overload and faculty will be paid under a separate adjunct contract, as per College policy.

Faculty may be assigned other activities that reduce their teaching load. These activities may include committee chair responsibilities, mentoring assignments, coordination activities, administrative assignments, and special projects.

**BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM**
The Nursing Department offers three tracks leading to a Bachelor of Science in Nursing (BSN) degree. The first track is a traditional BSN program and the second is an accelerated program designed
specifically for students who have completed a bachelor’s degree in another field of study (Bachelor of Science in Nursing for Baccalaureate Degree Graduates: BSN/BDG). Upon completion of either of these BSN tracks, students are eligible to take the NCLEX-RN examination and are prepared for entry into professional nursing practice. The third track is designed for students who hold an Associate’s Degree in nursing (ADN) and wish to earn a Bachelor of Science in Nursing degree (Bachelor of Science Nursing for Registered Nurses; BSN/RN). Graduates of all three BSN tracks are prepared to practice in a variety of health care settings and to exercise sound clinical judgment to improve the health of individuals, families, and communities in complex and culturally diverse environments.

### Curriculum: Traditional BSN track

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Course Number</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
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<td>Clinical Integration Capstone</td>
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Curriculum: BSN/BDG Track

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<td>Pediatric Nursing</td>
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<td>NUR 406</td>
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<td>Clinical Integration Capstone</td>
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<td>Nursing Concepts Synthesis</td>
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Revised 12/2016
Curriculum: BSN/RN track

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Grading System

Bachelor of Science in Nursing Programs Grading System

The Bachelor’s-level nursing programs (BSN) use different grading systems for nursing courses and nursing support courses. Because of the critical nature of the work and employment standards, the BSN programs use the following grading system:

<table>
<thead>
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<th>Grade</th>
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<th>Rating</th>
<th>Grade Point Value</th>
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<td>A</td>
<td>90-100%</td>
<td>Excellent</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>77-79%</td>
<td>Average (Nursing Courses and Nursing Support)</td>
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<tr>
<td>Grade</td>
<td>Percentage</td>
<td>Rating</td>
<td>Grade Point Value</td>
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<tr>
<td>-------</td>
<td>------------</td>
<td>--------</td>
<td>-------------------</td>
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<tr>
<td>C</td>
<td>70-79%</td>
<td>Average (General Education Courses)</td>
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<td>D</td>
<td>60-76%</td>
<td>Failing (Nursing Courses and Nursing support)</td>
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<tr>
<td>D*</td>
<td>60-69%</td>
<td>Any Failing (General Education Courses) Failing (did not meet additional course requirements)</td>
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</table>

In the BSN programs, a grade of less than “C” in any program concentration or nursing support course is considered unsatisfactory, and the course must be repeated.

Please refer to the College Catalog for comprehensive information on Incomplete “I”, Repeat “R”, Credit “CR”, Withdrawal “W”, and Transfer Credit “TC” grades.

Grading Criteria
Students must achieve a Final average course grade of 77% or higher in all nursing and nursing support classes. Only the final grade will be rounded from the tenth place (one decimal). Example, 76.5% will be rounded to a final course grade of 77%.

Late assignments will receive a point reduction of 10% of the assignment grade for every day late. There is no extra credit available for any assignment or poor result on a course quiz or exam.

Academic Progression
Students must achieve a grade of C or better in all general education courses to progress through the program. Students who receive a grade below a C may repeat the course, consistent with the Brookline College and Nursing Department policies on course repetition.

In order to progress from semester to semester in the traditional BSN and BSN/BDG nursing tracks, students must complete and pass all coursework in all prior semesters (unless approved by the Dean of Nursing due to mitigating circumstances). A grade of less than “C” in any two or more nursing program concentration courses at any time in the curriculum will result in dismissal from the program.
In addition, students enrolled in a nursing program must meet all of the standards set forth in the College Catalog and Nursing Student Handbook.

MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

The Nursing Department offers two tracks leading to a Master of Science in Nursing (MSN) degree. The Master of Science in Nursing Education (MSN-Ed) track prepares graduates to assume the role of a nurse educator within academic or health care settings. The Master of Science in Nursing, Health Systems Administration (MSN-HSA) track prepares graduates to assume a variety of administrative and leadership roles within academic or health care settings. Core courses in both tracks provide the foundation for specialty practice roles in the areas of health systems and policy, organizational leadership, and research applications. Specialty courses provide learning related to specific track related concepts.

Curriculum Plan: MSN-Ed track

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<th>Contact Hours Clinical</th>
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<td>Term I</td>
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<td>MSN 620 Research Methods and Evidence-Based Practice</td>
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<td>MSN 630 Theoretical Foundations of Higher Education</td>
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<td>MSN 640 The Nurse Educator: Roles and Responsibilities</td>
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<tr>
<td>Semester 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN 670 Measurement and Evaluation of Student Learning</td>
<td>3</td>
<td>45</td>
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</tr>
<tr>
<td>MSN 675 Advanced Health Assessment for the Nurse Educator</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Term II</td>
<td></td>
<td></td>
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<tr>
<td>MSN 680 Teaching with Technology</td>
<td>3</td>
<td>45</td>
<td>90</td>
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<tr>
<td>MSN 700 Practicum for Nursing Education</td>
<td>3</td>
<td>15</td>
<td>90</td>
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<td>Total</td>
<td>36</td>
<td>510</td>
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Curriculum Plan: MSN-HSA track

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Contact Hours Didactic</th>
<th>Contact Hours Clinical</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Term I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN 600 Health Care Systems and Policy</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>MSN 610 Organizational Theory and Leadership</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Term II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN 620 Research Methods and Evidence-Based Practice</td>
<td>3</td>
<td>45</td>
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</tr>
<tr>
<td>MSN 622 Health Care Economics</td>
<td>3</td>
<td>45</td>
<td></td>
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<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN 624 Essentials in Nursing Administration</td>
<td>3</td>
<td>45</td>
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<tr>
<td>MSN 626 Financial Operations and Management I</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Term II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN 628 Financial Operations and Management II</td>
<td>3</td>
<td>45</td>
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<tr>
<td>MSN 631 Human Resource Management</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Term I</td>
<td></td>
<td></td>
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<tr>
<td>MSN 633 Quality Management and Patient Safety</td>
<td>3</td>
<td>45</td>
<td></td>
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<tr>
<td>MSN 635 Legal, Regulatory and Ethical Issues in Healthcare Administration</td>
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Grading System
The following grading scale applies to all courses in the Master of Science in Nursing degree program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Rating</th>
<th>Grade Point Value</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Failing</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-60%</td>
<td>Failing</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>None</td>
<td>Passing</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>None</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>None</td>
<td>Repeated</td>
<td>N/A</td>
</tr>
<tr>
<td>CR</td>
<td>None</td>
<td>Test Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>None</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>None</td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

In the MSN programs, a grade of less than “C” in any course is considered unsatisfactory and the course must be repeated.

Please refer to the College Catalog for comprehensive information on Incomplete “I”, Repeat “R”, Credit “CR”, Withdrawal “W”, and Transfer Credit “TC” grades.

Academic Progression
Students must achieve a grade of C or better in all general education courses to progress through the program. Students who receive a grade below a C may repeat the course, consistent with the Brookline College and Nursing Department policies on course repetition.
Brookline College
Nursing Department Dress Code

The purpose of a dress code is to allow employees to work comfortably while projecting a professional image to students, coworkers, and community stakeholders. The dress code for the Nursing Department is business casual. The following is a general overview of appropriate business casual attire.

**Slacks, Pants, and Suit Pants**  
Full length dress slacks of any type are acceptable. Inappropriate pants include jeans, leggings, spandex, or other form-fitting pants.

**Skirts, Dresses, and Skirted Suits**  
Casual dresses and skirts at or below the knee are acceptable. Dress and skirt length should be at a length at which employees can sit comfortably in public. Mini-skirts, skorts, beach dresses, and spaghetti-strap dresses are inappropriate for the office.

**Shirts, Tops, Blouses, and Jackets**  
Casual shirts or blouses, dress shirts, sweaters, golf-type shirts, and turtlenecks are acceptable attire for work. Most suit jackets or sport jackets are acceptable attire; inappropriate attire for work includes tank tops, halter tops, shirts with writing or slogans, and t-shirts.

**Shoes and Footwear**  
Conservative shoes, loafers, clogs, sneakers, boots, flats, dress heels, and dressy sandals are acceptable for work. Athletic shoes, thongs, and flip-flops are not acceptable in the office; sneakers or athletic shoes may be worn in the laboratory or clinical setting.

**Jewelry, Makeup, Perfume, and Nails**  
Makeup should be in good taste. Employees may not have visible body piercings. Some employees are allergic to the chemicals in perfumes and make-up, so these should be worn with restraint. Nails should be short and may be painted with a solid color polish; artificial nails may not be worn in the clinical setting if prohibited by hospital policy.

**Tattoos**  
All tattoos must be covered in the workplace.

**Hats and Head Covering**  
Hats may not be worn. Head coverings that are required for religious purposes or to honor cultural tradition are acceptable.

**Name Badges**  
Name badges should be worn and visible at all times in the office, lab, or clinical settings.

**Clinical/Lab Setting**  
Business casual dress as described above is appropriate for the laboratory or clinical setting. Faculty may also wear scrubs. A lab coat is required when teaching in the lab or in the clinical environment. Specific requirements identified by the clinical facility should be followed when in the clinical setting.
ACCIDENTAL NEEDLE STICK REPORT

Sections A, B, C, D are to be completed by the Instructor (or Supervisor if at extern site). Sections E and F are to be completed by the Extern/Clinical Coordinator.

A. DATE, TIME AND LOCATION OF INCIDENT
Date __________________________ Time __________________________

Campus: ☐ Phoenix ☐ Tempe ☐ Tucson ☐ Albuquerque ☐ Oklahoma City

Incident Involved: ___ Student ___ Employee ___ Other

☒ Externship/Clinical site: ______
Supervisor __________________________
Phone __________________________

Instructor’s Name __________________________

Reporting Party __________________________ Contact Number __________________________

B. INDIVIDUALS INVOLVED (Individual sustaining the needle stick)

Name __________________________ Date of Birth __________________________

Home Address __________________________

City __________________________ State ______ Zip Code __________________________

Home Phone __________________________ Work Phone __________________________

SOURCE (Individual whose blood contacted the EXPOSED)

Name __________________________ Date of Birth __________________________

Home Address __________________________

City __________________________ State ______ Zip Code __________________________

Home Phone __________________________ Work Phone __________________________

Witness’s Name __________________________
Contact Info __________________________
C. DESCRIPTION OF THE INCIDENT

Type/size of needle involved _________________________________________________

Physical location and depth of injury__________________________________________

Were gloves being worn at the time? ☐ Yes ☐ No

How did the injury occur? *(Be specific—state all detail)* __________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

D. DESCRIPTION TREATMENT

Was the wound bled under running water? ☐ Yes ☐ No

Was the wound thoroughly and repeatedly washed with antibacterial soap and water? ☐ Yes ☐ No

Was the wound dressed? ☐ Yes ☐ No

What corrective action has been taken to prevent reoccurrence? ________________________

_________________________________________________________________________

_________________________________________________________________________

Signature of Instructor or Extern/Clinical Site Supervisor
E. EVALUATION AND TREATMENT: (to be completed by the EXTERN/CLINICAL COORDINATOR)

Were the EXPOSED (and SOURCE if applicable) counseled regarding testing and their medical/legal rights?  ☐Yes ☐No

Did the EXPOSED (and SOURCE, if applicable) complete an Evaluation & Treatment Election form?  ☐Yes ☐No

Was the designated care facility contacted to arrange for evaluation and/or treatment for the EXPOSED?  ☐Yes ☐No

If so, what facility? ____________________________________________________________

Was the EXPOSED provided with an Authorization for Examination or Treatment Form?  ☐Yes ☐No

Was the SOURCE (if applicable) provided with Authorization for Examination or Treatment Form and the number of the medical facility to arrange for an evaluation?  ☐Yes ☐No

F. ADDITIONAL COMMENTS

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

G. FOLLOW-UP

President’s Executive Assistant notified?  ☐Yes    Date_____________________________

________________________________________________________

Signature

☒ Extern/Clinical Coordinator    ☒ Campus Director of Education    ☐Other ____________
Brookline College LLC
2141 E Highland Ave #200
Phoenix, AZ 85016

Dear Margie,

Thank you for your interest in collaborating with Total Transit/Discount Cab for your transportation needs. Since 1984, Total Transit has been offering an increasing number of services for private and government organizations as well as the public in the metropolitan Phoenix, Tucson and Prescott areas. We are the parent company of several divisions including:

- Discount Cab (taxicab transportation for ambulatory clients)
- Ridesource (custom management for any transportation need)
- Valutrans (public bus transportation)

Procedures to Place Transportation Order

1) Call our Customer Service Line at 602-200-2077 (taxi), or fax to 623-939-4222
2) Tell the operator you are placing an ACCOUNT transportation order for BROOKLINE COLLEGE LLC #2588. Give complete pick-up information (include names of office buildings, apartment complexes, apartment numbers, building numbers or letters where applicable). Please be sure to give the Operator your name.
3) Give complete destination information.
4) Please specify whether the return trip is a will-call or a pre-arranged time.

If you would like to restrict your account to only allow authorized personnel to order and cancel transportation, please list the names of Authorized Personnel below and return to me.

N/A

You will receive a monthly invoice and a detailed billing report of all of the trips provided by Total Transit, Inc.: Your credit card will be drafted by the 5th of the month. Confirmation of payment will accompany the invoice and detailed billing report. Please remit payment by check, money order or credit card by the due date.

If you have questions regarding your bill please contact Jeanie Finnesyat 602-200-5500 ext 1640.

Sincerely,

Antoinette Clark
Accounts Receivable Manager
602-200-5500 ext 1638
## STUDENT NURSE ACTION PLAN

<table>
<thead>
<tr>
<th>Nature of Occurrence</th>
<th>Action Taken:</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) Dress Code</td>
<td>( ) Notice</td>
</tr>
<tr>
<td>( ) Absence</td>
<td>( ) Verbal Warning</td>
</tr>
<tr>
<td>( ) Tardiness</td>
<td>( ) Written Warning</td>
</tr>
<tr>
<td>( ) Policy Violation</td>
<td>( ) Other:</td>
</tr>
<tr>
<td>( ) Harassment</td>
<td></td>
</tr>
<tr>
<td>( ) Academic Performance/Clinical Performance</td>
<td></td>
</tr>
<tr>
<td>( ) Other:</td>
<td></td>
</tr>
</tbody>
</table>

Previous SNAP forms? (# / Reason) __________________________________________

### Summary of violation / occurrence (attach any additional documentation):
The student listed above is in jeopardy of academic failure for the following reasons: *(Mark an “X” for all that apply.)*

| ____ Poor Attendance (Tardies/Absence) | ____ Does not turn in homework |
| ____ Low quiz grades/Low Test Grades  | ____ Submits incomplete assignments |
| ____ Unprofessional Behavior (Dress/Conduct) | ____ Needs to improve note-taking skills |
| ____ Does not apply his/her self in class | ____ Needs to improve study skills |
| ____ Does not utilize extra assistance | ____ Clinical Performance Below Expectations |
| ____ Other                           |                           |

### Summary of corrective plan of action (attach any additional documentation):

| ____ Instructor Tutoring |
| ____ Remediation         |
| ____ Peer Tutoring       |
| ____ Other               |

---

Improvement is expected immediately. Adherence to school policies is a vital aspect of your education since adherence to policy in the work place is essential. Continued violations of student conduct policies will result in continued implementation of the disciplinary action process up to including course failure or dismissal from the nursing program. Please remember that we will help you in any way possible to correct this situation. If you have any further questions, please feel free to contact the Dean of Nursing.

---

**Student Signature** (*Student notice does not require student signature.*)  
**Date**

Your signature is intended to acknowledge receipt of the notice; it does not imply agreement or disagreement with the notice itself. If you refuse to sign, someone in a supervisory position within the agency will be asked to initial the form indicating that you received a copy of the form.

---

**Staff/Faculty/Administration Name**  
**Staff/Faculty/Administration Signature**  
**Date**

---

Revised 12/2016