



Research
COLLEGE OF NURSING

Excellence in Nursing Education

2018 - 2019

CATALOG



www.ResearchCollege.edu

Research College of Nursing

2525 East Meyer Boulevard

Kansas City, Missouri 64132

(816) 995-2800

The programs and degree requirements specified in this publication apply to students who commence their studies at Research College of Nursing during the academic year 2018-2019 and who remain in continuous enrollment at the institution until they graduate. This publication does not, however, constitute a contract between the College and a student. The College reserves the right to make changes in degree requirements, course offerings, and procedures as educational and/or financial considerations require.

Although academic requirements are subject to change without notice, as a general rule, and whenever possible, students may elect to comply with new academic requirements or elect to remain under the academic requirements in effect when they began their studies. Policies may be implemented during a student's academic experience that will be considered effective at the time of implementation. Students will be expected to comply with those policies. Students who withdraw and are subsequently readmitted will be bound by the program and degree requirements in force during the academic year in which they are readmitted.

Information in this Catalog concerning academic programs, notices and policies, tuition, financial aid, academic rules and regulations, and faculty is current as of August 1, 2018. This information and any subsequent changes may also be found on the web site <http://www.researchcollege.edu>.

Research College of Nursing is sponsored by Research Medical Center, which is owned by HCA Healthcare, Inc., One Park Plaza, Nashville, Tennessee 37203, (615) 344-9551.

Catalog Revised as of: 8/17/2018

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Contact Information

Research College of Nursing

General Information	(816) 995-2800
President	(816) 995-2815
Dean	(816) 995-2855
Registrar	(816) 995-2808
Director of Admission	(816) 995-2820
Director of Student Affairs	(816) 995-2806
Director of Technological Resources and Data Management	(816) 995-2818
Computer Services Help Desk	(816) 276-4357
Student Affairs Office	(816) 995-2812
Director of Financial Aid	(816) 995-2832
Coordinator of Student Accounts - Billing	(816) 995-2816
Learning Resource Center	(816) 276-4740
Fax	(816) 995-2817
Research Homepage	www.researchcollege.edu

Research Medical Center

Operator	(816) 276-4000
Information (Lobby)	(816) 276-4127
Employment	(816) 276-4175
Safety and Security	(816) 276-4411
Homepage	www.researchmedicalcenter.com

Rockhurst University

General Information	(816) 501-4000
Vice President for Academic Affairs	(816) 501-4617
Computer Services Help Desk	(816) 501-4357
Alumni Office	(816) 501-4025
Student Accounts	(816) 501-4175
Career Center	(816) 501-4061
College of Arts & Sciences	(816) 501-4076
Student Development Office	(816) 501-4125
Registrar	(816) 501-4057
Office of Admission and Financial Aid	(816) 501-4100
Toll Free	1-800-842-6776
Rockhurst Homepage	www.rockhurst.edu

Accreditation and Affiliations

Research College of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) and has full approval granted by the Missouri State Board of Nursing. Research College of Nursing holds membership in the Greater Kansas City Collegiate Nurse Educators, the American Association of Colleges of Nursing, the Missouri Association of Colleges of Nursing, and the Jesuit Conference of Nursing Programs.

Commission on Collegiate Nursing
Education

655 K Street, NW, Suite 750

Washington, DC 20001

202-887-6791

North Central Association
of Colleges & Schools

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604

800-621-7440

Missouri State Board of Nursing

3605 Missouri Boulevard

P.O. Box 656

Jefferson City, Missouri 65109

573-751-0681

Research College of Nursing

Vision

Transforming health care through heroic leadership.

Mission

The mission of Research College of Nursing is to educate students as **professional** nurses who provide **safe, quality health care**. Through a **commitment to excellence in nursing education**, this academic community promotes development of the individual as a **scholar** and **leader** dedicated to providing **service to the greater society**.

Research College of Nursing is committed to the following values and behaviors, which are incorporated in key terms of the Mission:

Professionalism:

- Protection of the public
- Responsible & accountable
- Professional standards, code of ethics, & values
- Grounded in nursing theories and body of knowledge
- Lifelong learner

Provision of safe, quality care:

- Positive patient outcomes
- Standards of nursing care
- Evidence-based practice
- Quality improvement

Commitment to excellence in nursing education:

- Nurtures a culture of respect and caring
- Innovative teaching strategies grounded in the scholarship of teaching
- Encouragement and support for faculty development
- Emphasis on current trends in higher education and nursing education
- Institutional support of scholarship

Development of the individual as:

Scholar:

- Critical thinking, clinical reasoning
- Rooted in evidence based practice
- Research knowledge & skills

Leader:

- Brings out the best in self & others
- Inspire to connect
- Models behaviors expected of others

Service to the greater society:

- Attends to the needs of others - the individual, the community, and global society

Introduction to Research College of Nursing Programs

Undergraduate Program

Research College of Nursing, in partnership with Rockhurst University, offers a Bachelor of Science in Nursing (B.S.N.) degree. The B.S.N. program is provided in two tracks, a Traditional B.S.N and an Accelerated B.S.N. The Traditional B.S.N is for first-time college students and transfer students. It is designed to be completed in four years on a full-time basis. The Accelerated B.S.N. is for students who have completed a baccalaureate degree in a field, other than nursing, at an accredited institution. Students in the Accelerated B.S.N. track are considered to have met the general education requirements (liberal arts and sciences) with their prior degree. It is designed to be completed in one calendar year on a full-time basis.

The faculty and administration of both institutions have carefully designed the nursing program to provide a consistent, integrated educational experience. Information about Research College of Nursing, its mission, the curriculum and policies and procedures of the College are provided in this catalog. Students and other interested persons should also review the Rockhurst University Catalog for information about the mission, curriculum, and policies and procedures of Rockhurst University.

Graduate Programs

Research College of Nursing began offering a Master of Science in Nursing degree in 1997. Currently four tracks are offered in the graduate program.

The Adult-Gerontological Nurse Practitioner track prepares nurses to provide primary care for individuals, starting at age 13, and older adults. The Executive Practice & Healthcare Leadership (EPHL) track prepares nurses for leadership and management roles in diverse healthcare delivery systems. The Family Nurse Practitioner track prepares nurses to provide primary care for individuals and families across the lifespan. The Nurse Educator (NE) track prepares nurse educators with knowledge and strategies for teaching in both clinical and academic settings. The RN-M.S.N. entry point option provides the opportunity for Associate Degree or Diploma nurses to continue their education toward a master's degree in nursing.

Three post graduate certificate programs are offered: Adult- Gerontological Nurse Practitioner, Executive Practice & Healthcare Leadership, and Family Nurse Practitioner,

The certificate programs are designed for individuals prepared with a Bachelor of Science in Nursing degree and a minimum of a Master's degree in nursing or a health related field who would like to develop specialty knowledge in these roles.

As of April 1, 2016, admission to the Nurse Educator track and certificate program has been suspended until December 2018.

Student Learning Outcomes

Undergraduate Student Learning Outcomes

At the generalist level, the RCoN graduate will:

1. Engage in professional nursing practice to assure safe, quality health care.
2. Utilize the principles of health promotion and disease prevention to provide nursing care across the lifespan.
3. Communicate effectively to facilitate teamwork and collaboration in the delivery of patient centered care.
4. Apply clinical reasoning using current evidence to plan, implement and evaluate outcomes of care.
5. Employ a global view to provide culturally sensitive nursing care and service to diverse populations.
6. Utilize technology and information management tools to improve patient outcomes and support safe health care environments.
7. Demonstrate basic knowledge of healthcare policy, finance, regulatory processes relevant to the provision of care.
8. Apply leadership concepts in the delivery of care in complex health systems.

Effective beginning with Accelerated BSN Class of 2018 and Traditional BSN Class of 2020:

1. Students will provide safe, quality care across the lifespan and in the continuum of healthcare environments.
2. Students will demonstrate professional nursing values and standards.
3. Students will integrate the pillars of leadership into clinical practice.

Graduate Student Learning Outcomes

The RCoN graduate will:

1. Integrate scientific findings to guide advanced nursing roles.
2. Integrate organizational and systems leadership principles into practice.
3. Develop quality improvement and evidence-based practice projects to enhance practice.
4. Incorporate informatics and technologies in the provision of healthcare.
5. Analyze policy and finance as they influence practice roles.
6. Demonstrate interprofessional collaboration in advanced nursing roles.
7. Apply the principles of clinical prevention and population health.

Nursing Licensure

Graduates earning the Bachelor of Science in Nursing degree are eligible to apply to write the NCLEX-RN, National Comprehensive Licensure Examination - Registered Nurse. However, graduation does not automatically ensure eligibility to write the licensure examination. Each graduate must apply to write the licensure exam; the application includes a criminal background check (Missouri and FBI search with fingerprinting). There is not any one specific type of crime that will disqualify an applicant. The Missouri State Board of Nursing reviews all criminal records and supporting documentation on a case-by-case basis to determine if an application will be approved or denied. Section 335.066, RSMo, of the Nursing Practice Act, which can be viewed at <http://pr.mo.gov/boards/nursing/npa.pdf>, lists the reasons for which a person may be denied a license.

Upon passing the NCLEX-RN, the nurse is able to practice in the state where they applied for licensure. Nurses practice under the provisions of each state's nurse practice act. In Missouri, it is the Nursing Practice Act, Missouri Statutes Chapter 335. Students are expected to possess a copy of and be familiar with the entire Practice Act which can be found at <http://pr.mo.gov/boards/nursing/npa.pdf>.

Advanced Practice Certification

Graduates earning the Master of Science in Nursing with the NP track are eligible to apply to write the corresponding Nurse Practitioner Certification Exam they are enrolled in through a nationally recognized credentialing organization. NP graduates are also eligible to apply for Advanced Practice Nurse recognition in Missouri and Kansas. Graduates who wish to apply for recognition in other states should contact the state board of nursing. Graduates of the Nurse Educator track are eligible for certification through the National League of Nursing (NLN).

Post-Graduation

While Research College of Nursing does prepare students for a role in nursing, the college does not guarantee employment in the graduate's selected area. No formal career services are available at Research College of Nursing, but the faculty and staff provide support in the area of resume-writing, interview preparation, and employer recruitment activities.

Notices and Policies for Undergraduate and Graduate Students

Academic Accommodations Policy (August 1, 2017)

I. Introduction

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination against individuals with disabilities. These laws require the College to provide reasonable accommodations for otherwise qualified students with disabilities. Generally, the term “disability” means that an individual has a mental or physical impairment which substantially limits one or more major life activities. This policy is intended to guide the student disability accommodation process once a request for an academic accommodation has been made.

Those with questions about this policy, including prospective students who may need a disability accommodation during the admissions process, should contact the ADA/Section 504 Coordinator. The ADA/Section 504 Coordinator at Research College of Nursing is the Dean of Nursing: Dr. Julie Nauser, 2525 East Meyer Boulevard, Kansas City, MO 64132; 816-995-2855; julie.nauser@researchcollege.edu.

II. The Interactive Process Between the College and the Student

A. General

1. At the postsecondary level, students are required to self-identify as a person with a disability and affirmatively make a request for an accommodation to the College. Once a request has been made, the College will engage in an interactive process with the student to determine what, if any, reasonable accommodations are available.
2. A student requesting an accommodation based on a disability must have a disability covered by law and be qualified with or without reasonable accommodation. The College is only obligated to provide reasonable accommodations, and it is not required to fundamentally alter its programs to accommodate a student. Thus, not all accommodation requests will necessarily be granted.
3. Accommodation requests and supporting documentation are reviewed on an individualized, case-by-case basis. As such, approved accommodations may vary from person to person and from environment to environment for students with the same disability diagnosis. Documentation of a specific disability does not translate directly into specific accommodations.
4. During the interactive process, appropriate College officials may be consulted to determine the appropriateness of requested accommodations and how best to implement certain accommodations.
5. Temporary accommodation may be available while the College engages in the interactive process to determine whether ongoing accommodation is appropriate and, if so, what reasonable accommodations are needed. However, temporary accommodations do not reflect a determination that ongoing accommodations will be granted and/or what reasonable accommodations are appropriate, nor do they create an obligation on the part of the College to continue accommodating the student

B. Requesting Accommodations and Documentation

1. Students should arrange a meeting with the ADA/Section 504 Coordinator in order to request accommodations. Students should not make accommodation requests directly to faculty members; if this occurs, faculty members will refer students to the ADA/Section 504 Coordinator.

a. The College encourages the timely request of accommodations prior to the start of a semester because the documentation and determination process may take some time. However, accommodation requests can be made and will be accepted and considered at any time. NOTE: Granted accommodations are not effective retroactively so that students will not be able to re-do assignments or re-take exams with accommodations that they originally took before they asked for and received accommodations.

b. Some common accommodation requests include: testing services (including extended time on exams and/or reduced distraction rooms), reader, tape recorded lecture, note taker, magnified text, and specific classroom seating. This list is not exhaustive and students should feel free to request other accommodations for consideration by the College.

2. Appropriate documentation will be required. This may vary depending on the circumstances but should generally include (1) a description of the qualified professional's credentials, (2) a description of disability-related impairments as they relate to the student's ability to learn and participate in the academic program, (3) a description of any tests, assessments, facts, observations, records, other materials, and/or evaluations that the professional relied on in arriving at their specific diagnosis, and (4) a list of accommodations which the professional believes would allow the student to fully and equally participate in his/her educational program and how the professional expects the suggested accommodations to help the student.

a. The fact that specific accommodations are recommended by a professional does not guarantee that those accommodations will be granted; the College may provide alternative accommodations instead.

b. While documentation of past accommodation history is important and will be considered, it is not decisive as to what accommodations will be granted by the College.

c. The College reserves the right to request additional documentation if the initial documentation does not provide sufficient information.

III. Implementation of Approved Accommodations

Once a student has been approved for accommodations, the ADA/Section 504 Coordinator will prepare a document outlining these accommodations. This document will be provided to the student and the course coordinator for the courses the student is enrolled in for that semester. It is the student's responsibility to confirm the approved accommodations with the course coordinator of each course for which the student wants the accommodations to be implemented.

A student who believes that an approved accommodation is not being appropriately implemented, or is otherwise having difficulty with a faculty member related to accommodations, should first attempt to resolve the issue informally with the faculty member involved. The ADA/Section 504 Coordinator may act as a liaison in some circumstances in order to assist in resolving issues between the student and the faculty member. If the situation cannot be resolved informally, the student may file a grievance in accordance with the procedures outlined below.

IV. Checking-In, Modifications, and Additional Accommodations

Students who have approved accommodations should check-in with the ADA/Section 504 Coordinator prior to the start of each semester. The purpose of checking-in is to generally discuss the implementation of the student's accommodations, identify any issues of concern, discuss the student's upcoming class schedule, consider whether any additional accommodations are necessary or if current accommodations need to be modified, etc. It is the student's responsibility to engage the ADA/Section 504 Coordinator in this discussion, and the presumption will be that there are no significant issues of concern if the student fails to contact the ADA/Section 504 Coordinator to check-in.

Notwithstanding the previous paragraph, students do not need to wait until the pre-semester check-in to request additional accommodations or modifications. Students who have been granted accommodations may request additional accommodations and/or modifications to their already granted accommodations at any time by contacting the ADA/Section 504 Coordinator.

V. Grievance Procedure Related to Disability Accommodations

A student who believes that the ADA/Section 504 Coordinator has not granted him/her an accommodation to which he/she is entitled may file a grievance within 10 days of the denial. The grievance should be in writing and filed with the College President. The President will review the situation, consult with appropriate personnel, and make a final determination on the matter.

A student with any other grievance related to disability accommodations, such as, for example, a faculty member that the student believes is not implementing accommodations appropriately, may file a written grievance with the ADA/Section 504 Coordinator. The ADA/Section 504 will review the situation, consult with appropriate personnel, and make a final determination on the matter.

Academic Appeal (approved FGA 5/9/2016)

Filing an Appeal

A student may file an academic appeal for a failing final course grade. A student wishing to make an academic appeal must submit an "Intent to Appeal Failing Course Grade" form via Research College of Nursing email to the Course Coordinator and Program Director no later than two (2) college working days* after being notified of the failing final course grade. The "Intent to Appeal Failing Course Grade" form can be found on the College's website (www.researchcollege.edu) under the "Resources & Forms" tab. After submitting the "Intent to Appeal Failing Course Grade" form, the student then has three (3) college working days* to submit a formal letter of appeal to the Chair of the Admissions Progression Graduation (APG) Committee. The formal letter of appeal should be a typed statement and must include the following:

1. a description of what occurred and why an appeal is being filed;
2. specific steps that have already been taken to resolve the issue with the Course Coordinator;
3. evidence supporting why the decision made was
 - a. inconsistent with existing Research College of Nursing policy,
 - b. inconsistent with course policy, or
 - c. arbitrary.

In preparing the appeal, it is the student's responsibility and burden to show that the action taken by the faculty member was inconsistent with existing RCoN policy or course policy or was arbitrary. An appeal that is not timely filed and/or does not adequately cover the points above will not be reviewed by the APG Committee. Also, students are advised that the professional judgment of faculty members cannot be challenged and appeals made solely on that basis will not be considered.

An appealing student may continue in course work until the appeal is resolved. Pre-requisite requirements will be waived during this period.

Faculty Assistance

The student may seek assistance from a RCoN faculty member in preparing the statement for an appeal. The role of the faculty member is to assist the student in understanding this policy and procedure and attend the APG Committee meeting with the student as a support person, if the student desires and the faculty member is available. The role of the faculty member providing assistance does not include gathering information, presenting evidence, or advocating for or speaking on the student's behalf.

Composition of the APG Committee & Conflicts of Interest

The APG Committee is comprised of: the directors of the Traditional B.S.N. Program, the Accelerated B.S.N. Program and the Graduate Program, two faculty teaching in the undergraduate program, one faculty teaching in the graduate program, who is a nurse practitioner, and the Assistant Dean of Arts and Sciences from Rockhurst University.

If an APG Committee member is directly involved in awarding the failing course grade, he/she will be replaced by a faculty member appointed by the Dean. If an APG Committee member assisted the involved student in preparing the statement for appeal, a replacement APG Committee member will be assigned by the Dean for the purpose of the appeal. The Program Director involved will abstain from voting on the appeal decision. Any other possible conflicts of interest raised regarding members of the APG Committee will be considered and, if necessary, replacements will be made.

APG Committee Meeting Procedures

Upon receipt, the Chair of the APG committee will forward the student's appeal documents to the involved faculty member. The faculty member will submit his/her response and supporting documentation to the Chair within three (3) college working days*. The Chair will forward the faculty member's response to the student.

The APG Committee will meet within three (3) college working days* of receiving all (student and faculty) written appeal documents. The student and the faculty member will be notified of the scheduled date, time, and location of the APG Committee meeting at least twenty-four (24) hours in advance. Upon good cause shown, the student may request one rescheduling of the APG Committee meeting, not to exceed one (1) week.

It is preferable that the student and faculty attend the APG Committee meeting in person; however, the college will accommodate the use of speakerphone or other electronic transmission methods for those unable to attend the meeting. The meeting is confidential and restricted to those persons listed, and attorneys will not be permitted to attend for either the student or involved faculty member.

Prior to the APG Committee meeting, the Committee members are expected to review and become familiar with the written appeal documents. At the APG Committee meeting, the student and the faculty member will be given the opportunity to individually provide an oral statement regarding the appeal to the Committee. The Committee members may ask questions of the parties as deemed appropriate.

Following the oral statements and questions, the APG Committee members will meet in private to discuss the appeal. The APG Committee will make a decision within two (2) college working days* after the meeting, unless circumstances require a lengthier time frame. If the time frame is to be extended, the student and the involved faculty member will be notified in writing.

The APG Committee can come to either of the following conclusions:

1. uphold the assigned grade, or
2. return the grade to the involved faculty member for reconsideration.

If the faculty is asked to reconsider a grade by the APG Committee, the faculty can uphold the assigned grade or change the grade. The faculty member will notify the APG Committee of his/her decision within three (3) college working days*. The faculty member's decision is final.

The Chair of the APG Committee will notify the student, Dean, and Program Director of the Committee's decision and, if applicable, the subsequent decision made by the involved faculty member as to whether the final grade will be changed. The APG Committee's written decision, and subsequent faculty member decision if applicable, will be sent by Research College of Nursing email and certified mail within three (3) college working days* after the decision has been made.

Final Appeal in Cases Resulting in Dismissal

If a student's failing grade remains in place following a grade appeal and the failing grade will result in dismissal from the program, the student may make a final appeal to the President of the College. This appeal should include a short written statement explaining the appeal and attaching all previous appeal documents. This appeal must be filed with

the President within three (3) college working days* after the date of the Committee's written decision. The President may take any action he/she deems is appropriate under the circumstances of the case and will make a decision within five (5) college working days* of receiving the appeal, unless circumstances require a lengthier time frame. If the time frame is to be extended, the student and the involved faculty member will be notified in writing. The decision of the President is final. Appropriate parties, including the student, will be notified by Research College of Nursing email and certified mail within three (3) college working days* of the decision being made.

*College working days are those days that faculty are contracted to work and does not include weekends or holiday/vacation days. The following is a list of holidays/vacation days: Martin Luther King Day, Spring Break (5 days), Good Friday, Easter Monday, Memorial Day, Independence Day, Labor Day, Fall Break (3 days), Thanksgiving Break (2 days), and Winter Break (10 days)

Academic Honesty Policy (approved FGA 5/9/2016)

- I. **Philosophical Statement:** Honesty and integrity are prerequisites to academic life and more specifically, to the practice of nursing. Honesty is defined as being truthful, free of deceit and having integrity (Webster, 1976). Integrity is defined as utter honesty and adherence to a code of values (Webster, 1976). Integrity also encompasses "being truthful, avoiding acts of cheating, fraud or outright lying, and refusing to engage in deception or false representation in practice" (Hoyer, Booth, Spelman & Richardson, 1991, p. 171). Professional integrity in nursing is reflected in the American Nurses Association (ANA) Guide to the Code of Ethics for Nurses (2015) and the ANA Nursing: Scope and Standards of Practice, 3rd ed. (2015). It is the responsibility of every person in the academic community – faculty members, students, and administrators – to ensure that academic dishonesty or misconduct is not tolerated.
- II. **Definition:** Academic honesty includes adherence to guidelines pertaining to integrity established for a given course as well as those established by the College for conducting academic, administrative, and research functions. All forms of academic dishonesty or misconduct are prohibited. The examples given are not intended to be all inclusive of the various kinds of academic dishonesty, cheating, plagiarism, or misappropriation which may occur. Examples include, but are not limited to, the following:
 - a. Cheating
 1. Copying, or the offering, requesting, receiving or use of unauthorized assistance or information in examinations, textbooks, reports, computer programs, term papers or other assignments.
 2. Attempting to change answers after an exam has been submitted.
 - b. Plagiarism
 1. The appropriation of ideas, language, or work of another without sufficient attribution or acknowledgment that the work is not one's own.
 2. Violations include but are not limited to:
 - a) Submitting as one's own work material copied from a published source.
 - b) Submitting as one's own work someone else's unpublished work.
 - c) Submitting as one's own work a rewritten or paraphrased version of someone else's work.
 - d) Allowing someone or paying someone to write a paper or other assignment to be submitted as one's own.
 - e) Utilizing a purchased pre-written paper or other assignment.
 - c. Intentional acts of commission or omission that could adversely affect patients.
 - d. Falsification of documentation.
 - e. Manipulation, alteration, or destruction of another student's academic work or faculty material.
 - f. The unauthorized removal, mutilation or deliberate concealment of library or other resource material or collections.
 - g. Unauthorized use of College facilities, equipment or other property, including computer accounts and files.
 - h. Any other act which might give one an unearned advantage in evaluation or performance.

III. **Nurturing Academic Honesty:** Faculty members, administration, staff, and students are responsible for modeling and nurturing academic honesty. Faculty members, especially, should strive to nurture academic honesty by citing sources in lecture and class material thereby modeling for their students and advises the type of precautions to be taken to ensure academic honesty. It is further expected that faculty will take reasonable actions to reduce opportunities for dishonesty through such practices as monitoring examinations or requiring sequences of an assignment to be submitted. It is further expected that each student will be informed of the definition of academic dishonesty and the processes the College will take in dealing with it.

IV. **Academic Dishonesty: Procedure, Penalties, and Due Process**

- a. **First Occurrence** – As much as possible, a member of the faculty, staff or administration (hereafter referred to as College representative) will deal individually with suspected violations of the Academic Dishonesty Policy. The College representative who suspects that such a violation has occurred will confer with the student, present support, listen to and evaluate the student’s explanation, and then, if the student is found to have violated the Academic Honesty Policy, impose a penalty based upon the findings. Penalties relate to specific violations and may include, but are not limited to:
1. Warning the student
 2. Lowering the grade of the assignment or examination
 3. Suspension from classroom, lab or clinical
 4. Requiring the student to repeat the assignment or examination
 5. Assigning a failing grade for the semester

The College representative will provide the student with a written decision within three (3) working days* of conferring with the student. This decision can be delivered in person, via email, or via certified mail using the student’s last known local or permanent address. A student who wishes to appeal the decision must indicate, in writing, her/his intent to appeal within three (3) working days* following the delivery of the decision to the student using the “Intent to Appeal Academic Dishonesty” form. This form can be found on the College’s website (www.researchcollege.edu) under the “Resources & Forms” tab. This intent to appeal must be received by the Dean within three (3) college working days*. If the student chooses not to appeal, then the violation and penalty will be reported to the Dean using the “Academic Honesty Policy Violation Report.”

b. **Appeal Process for First Occurrence Decisions:**

The Academic Disciplinary Board will be composed of four (4) individuals consisting of the directors of the Traditional B.S.N. Program, the Accelerated B.S.N. Program and the Graduate Program, and a faculty member, appointed by the Dean, in the program within which the student is enrolled. The composition of the Academic Disciplinary Board will avoid a conflict of interest. This may result in the Dean appointing other representatives in lieu of the aforementioned Board composition. In cases before it, the Academic Disciplinary Board will consider relevant supportive information presented by any side. The Board may uphold the decision, return the decision to the College representative for reconsideration, or recommend to the Dean the suspension or dismissal of the student.

Procedures before the Academic Disciplinary Board Hearing

1. The Academic Disciplinary Board must be formed within three (3) college working days* of the Dean receiving the student’s written intent to appeal the decision.
2. Within three (3) college working days* of the filing of the written intent to appeal the decision, the student must deliver to the Dean all supportive information relevant to the appeal, including any request for hearing.
3. Within three (3) college working days* of receipt of the student’s relevant supportive information, the Academic Disciplinary Board will notify the College representative. Within three (3) college working days* of notice of the College representative to the Academic Disciplinary Board, that College representative must

deliver all relevant information in support of the decision to the Academic Disciplinary Board, including any request for hearing.

4. The Academic Disciplinary Board may require a hearing and the decision to hear any case is in the discretion of the Academic Disciplinary Board.
5. At least five (5) college working days* before the scheduled hearing, if any, the Academic Disciplinary Board will provide the student and the College representative written notice of:
 - a. The alleged violation(s) to be heard;
 - b. The time, date and place of the hearing;
 - c. A statement of the charge(s) and documents in support of and in opposition to the charge(s). In cases where there are multiple charges, the Academic Disciplinary Board may consolidate all charges into one hearing.

This notice can be delivered in person, via email, or via certified mail using the student's last known local or permanent address.

6. The student may bring a faculty member of the College community with him/her as a support person to any hearing and, if so, the student must notify the Academic Disciplinary Board of the name of the faculty member within one (1) working day* of the hearing. The student, however, is expected to present his/her own case in his/her own words.
7. The Academic Disciplinary Board will be responsible for creating a record of the hearing if a hearing should occur.
8. The decision of the Academic Disciplinary Board may be presented orally at the conclusion of the hearing or in writing via email or certified mail using the student's last known local or permanent address, and to the College representative (using the same methods) within five (5) college working days* of any hearing and if there is no hearing, within ten (10) college working days* of timely receipt of all relevant supportive information from the student and College representative.
9. Materials related to disposition of the charge(s) of the Academic Honesty Policy, including a summary record of any appeal process and decision(s), will be maintained in the office of the Dean.
10. If the student is cleared of any wrongdoing, the incident is not reported to the Office of the Dean.
11. If the student is found to be in violation of the Academic Honesty Policy, the findings of the Academic Disciplinary Board will be reported to the Office of the Dean.

Grounds for Appeal

Below are listed the only bases upon which a student may appeal the decision of the Academic Disciplinary Board:

1. A procedural error occurred.
2. The decision of the Academic Disciplinary Board was arbitrary.
3. New and significant evidence was not available or could not have been obtained prior to the Academic Disciplinary Board's ruling.

Appeal of the Decisions of the Academic Disciplinary Board

A student may appeal the decision of the Academic Disciplinary Board by filing an "Intent to Appeal" with the Office of the Dean within one (1) college working day* of the decision of the Academic Disciplinary Board. The "Intent to Appeal" form can be found on the College's website (www.researchcollege.edu) under the "Resources & Forms" tab. On notice of the filing of the "Intent to Appeal Academic Dishonesty" from the Dean, the Academic Disciplinary Board will forward all information related to the case to the Dean. Absent extraordinary circumstances, the student may not present additional supportive information for consideration by the Dean. Any request to present additional information must be made to the Dean within three (3) college working days* of filing of the "Intent to Appeal" and the request must include a substantive description of the additional supportive information. The Dean may request additional information or a meeting with any individual

regarding the charge(s). In general, the Dean will present his/her decision to the student within five (5) college working days* of receipt of information or meeting with the student. The decision of the Dean may be presented orally or in writing addressed to the student at the student's last known local or permanent address on file. The decision of the Dean is final. Pending the decision of the Dean, the student's status as a student will remain unaltered except in cases where there are reasons relating to the emotional or physical welfare of the student or other members of the College community or for reasons involving the safety of property or the good of the College.

c. Second and Subsequent Occurrences – Centralized Reporting for Academic Honesty Policy Violations

First occurrences involving students found to be in violation of the academic honesty policy will be reported to the Office of the Dean and reviewed at the end of each semester. Upon the second reported violation for any one student, a formal review of those violations will occur. It is also possible for a first offense to be reviewed. This review will be conducted by members of the Program Leaders Council which is composed of the Dean and directors of the Traditional B.S.N. Program, the Accelerated B.S.N. Program and the Graduate Program.

Upon review of the reported violation(s), the Program Leaders Council may impose any of the following sanctions:

1. Issue a letter of warning to the student
2. Deem the student to be out of good standing in terms of the Academic Honesty Policy. To be out of good standing is a probationary status and may render the student ineligible for special privileges including awards or scholarships, letters of recommendation, academic honors, etc.
3. Suspension
4. Dismissal

A student under review will be notified by Research College of Nursing email and by certified mail addressed to the student's last known local or permanent address on file in order to schedule a meeting between a representative from the Program Leaders Council and the student to discuss the reviewed violations and any sanction that might be imposed. The sanction(s) imposed will then be communicated to the student within three (3) college working days* of the meeting addressed to the student's last known local or permanent address on file.

This information will be maintained in the Office of the Dean. Access to this information for the purposes of the determination of awards, honors, letters of recommendation, etc. can be obtained using the FERPA release form available in the Registrar's office.

After three semesters, if a student placed on academic integrity violation probation has no further reported violations, the student will no longer be on probation. However, the previous violations will not be expunged. If the student is later found in violation of the academic honesty policy, all offenses will be considered for the determination of a sanction.

*College working days are those days that faculty are contracted to work and does not include weekends or holidays/vacation days. The following is a list of holidays/vacation days: Martin Luther King Day, Spring Break (5 days), Good Friday, Easter Monday, Memorial Day, Independence Day, Labor Day, Fall Break (3 days), Thanksgiving Break (2 days), and Winter Break (10 days).

Anti-Discrimination Policy

Research College of Nursing is committed to providing equal opportunities for all persons and does not discriminate or retaliate on the basis of race, color, creed, religion, sex, pregnancy status, sexual orientation, marital status, national origin or ancestry, age, gender, disability, citizenship or intending citizenship status, gender identity, veteran status, or

any other status protected by law (“protected status”). This policy extends to admissions, financial aid (Title IV funding as well as institutional), employment, housing, services, and in the other educational programs and activities that Research College of Nursing operates (collectively “programs and activities”).

Computer Policy (approved FGA 5/2017)

All students enrolled at Research College of Nursing (RCoN) are required to provide their own Windows or Mac compatible computer. Undergraduate students must have a laptop computer. Students assume liability for all functions of personal computers, including all costs of damages, loss of data, or any other consequential, incidental, indirect or punitive damages, however caused. Students are strongly encouraged to back up all data on a regular basis, including personal information, music, and photos to a separate device. The College is not responsible for any damage to students’ laptops, including loss of data or function.

Responsibilities:

1. Students are responsible for knowing how to operate the computer system they choose and the software packages required. Students are responsible for all repairs, updates, and configurations to their computer. Students are expected to complete assignments in a timely manner regardless of the state of repair of their individual computer system.
2. Over the course of the student’s program, computer upgrades may be necessary. Students are responsible for upgrades required for curriculum completion.
3. Individual coursework may require additional specialized software not already delineated. In this case, it is the faculty member’s responsibility to insure the software requirements are clearly delineated in the class syllabus. Students are responsible for acquiring the specialized software necessary to complete specific course requirements.

Access:

Options for access include, but are not limited to, home cable, DSL, or Satellite High Speed Internet Access. The computer labs at RCoN, Carl R. Ferris Health Sciences Library, and RU are equipped with computers that allow access the Internet, run web browsers, Windows 7, Office 2013-2016, and Blackboard. Guest access may be available on campus.

Minimum Requirements:

At a minimum, a student computer configuration should include Microsoft Office software suite, antivirus, audio and video capabilities. NOTE: Google Chromebooks or Netbooks are not supported.

Configuration for Windows:

Suggested Hardware Recommendation:
Intel Core 2 Duo, or I series processor
4GB of RAM or more (8 GB Recommended)
256 Gigabyte Hard Drive or higher
DVD-R/RW Drive (can be USB)
Web-Cam (can be built into the computer)
Microphone (can be built into the computer)
USB ports (at least 2)
Wi-Fi wireless networking on laptops
Sound card, and speaker or headphones
Adobe Reader (current version)

Configuration for Macintosh Computers:

Mac computer with an Intel processor, Mac OS X 10.5.6
Leopard or later.
Microphone (Can be built into the computer)
Web-Cam (Can be built into the computer)
Adobe Reader

Suggested Software Recommendation:

Updated Java and Flash
Modern Internet Browser (i.e. Google Chrome or Apple Safari)

Operating System:

Windows 7 or higher (Windows 10 recommended)

Suggested Software Recommendation:

Current Antivirus (Microsoft Windows Defender is sufficient)
Updated Java and Flash
Modern Internet Browser (i.e. Google Chrome)

For questions related to technology, email Bill.Hampson@researchcollege.edu.

Distance Education Policy

Programs offered via distance education shall be consistent with the role and mission of Research College of Nursing. Only courses and programs approved by the appropriate curriculum committees and FGA shall be offered via distance education.

Distance education students shall receive clear, accurate, complete, and timely advisement and information on the curriculum, course and degree requirements, nature of faculty/student interaction, required technological competence and skills, technical equipment requirements, availability of academic resources, availability of student services, program/course costs and payment policies, dates, time frames and deadlines, and academic policies.

Distance education students shall have reasonable and adequate access to the range of student services and student rights appropriate to support their learning. These will be comparable to those offered to on-ground students. The institution shall provide reasonable accommodation and support services for students with disabilities according to policy.

Instructors shall provide distance students with information about library services through a handout, via website, or course platform. Information regarding access to college email, courses, and the college website should be included as well as technical assistance information.

Diversity Statement

Research College of Nursing is committed to building a community in which diversity in all of its forms unites in a spirit of learning to celebrate the uniqueness of each individual and affirm human differences. We are dedicated to being leaders within our community by fostering an environment where the principles of personal responsibility, mutual respect and the pursuit of social justice are vigorously pursued.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that regulates the maintenance and release of student records at educational institutions and related agencies. The purpose of the FERPA is to protect the privacy of student education records and affords students certain rights concerning their education records. The primary rights afforded to students include: (1) the right to inspect and review education records, (2) the right to request to have the education records amended, (3) the right to consent to or prohibit the disclosure of certain information retained by the College, and (4) the right to file a complaint with the United States Department of Education if the student believes his or her FERPA rights have been violated. Research College of Nursing annually informs students of their FERPA rights through a variety of methods such as the College website, Catalog, and on campus at the Office of Academic Programs. This policy statement sets forth the College's procedures for maintaining the privacy of education records, responding to request for amendments, and disclosing student records in compliance with FERPA. The complete FERPA policy is available at www.researchcollege.edu in the Resources & Forms tab.

Requirements for First-Time Students

All B.S.N. students and M.S.N. students enrolling in their first course at Research College of Nursing must complete the following through Blackboard under the NU 0000 link:

- a. Research College of Nursing Catalog and Guide to Student Life Acknowledgement Form
- b. Sexual Misconduct Prevention (Title IX) Training

Requirements for Clinical/Practice Experiences

For all B.S.N. students and M.S.N. students participating in clinical/practice experiences, the following are requirements that comply with expectations of most clinical agencies. Research College of Nursing has partnered with CastleBranch to manage the students' documentation of clinical requirements. Failure to meet these requirements will result in suspension from classroom, clinical/practicum and lab sessions or may result in course failure, which could result in dismissal from the program.

1. Tuberculin Testing: At the start of the program, individuals must provide proof of the absence of active tuberculosis (TB) disease.
 - a. An initial TB skin test (TST) or IGRA* (blood test for TB) will be required within one year of starting clinical education. If documented TST in the past 12 months, see below. If you have never been skin tested for TB, you will need to do a 2-step screening as follows:
 - i. If first TB Skin test (TST) is positive (+)—individual is considered infected (see guideline for + TST in next column).
 - ii. If first TST is negative (—) —do the second TST 1-3 weeks later.
 - iii. If second TST is positive (+)—individual is considered infected (see guideline for + TST in next column).
 - iv. If second TST is negative (—)—considered a negative (—) baseline.
 - b. If you have documentation of a TST done within the past 12 months, you will need to have one additional TST within 60 days of the start of clinical education.
 - c. If contraindication to TB skin testing (examples include: History of (+) TST or History of BCG vaccination against TB), or if personal preference dictates, the individual will provide documentation of a negative (—) Interferon-Gamma-Release-Assays (IGRA) within 60 days of the start of the clinical education.
 - i. If IGRA is negative (—), individual will provide documentation annually of a negative (—) IGRA
 - d. Notes:
 - i. Be aware if receiving a live virus immunization (such as varicella, MMR or Flu), you will need to have your TST done either at the same time, or wait 4 weeks.
 - ii. TB Screening compliance must remain current throughout the clinical rotation.
 - iii. Chest X-ray is not permitted in lieu of TB screening
 - iv. Unique situations/exceptions can be found in the Clinical Orientation Manual at kchealthcareers.com
 - e. Throughout the program, TB screen tests are completed annually and must be current (less than one year) for the entire academic year. Documentation must include the type, date, and results of the screening.
2. Rubella, Rubeola (Measles), and Mumps (MMR). Provide documentation of 2 (two) MMR vaccinations at least 28 days apart, OR serological proof of immunity (+) positive IgG titers for rubella, rubeola and mumps.
3. Varicella (Chicken Pox): Provide documentation of 2 (two) varicella (chicken pox vaccine) immunizations at least 28 days apart, OR serological proof of immunity (+) positive IgG for varicella.
4. Hepatitis B immunization. Evidence of 3 (three) immunizations over a six month period followed by a post-series positive hepatitis B surface antibody titer 4-8 weeks after the last vaccine is given. Though not recommended, this vaccine can be waived; a signed waiver is required to be kept on file. Additional information about additional steps to take if a positive antibody cannot be attained can be found in the Clinical Orientation Manual at kchealthcareers.com.
5. Tetanus-Diphtheria-Acellular Pertussis (Tdap). Evidence of one dose of Tdap. A Td booster is required every 10 years or, if wound injury occurs, after 5 years since last dose.
6. Influenza. Proof of vaccination during the flu season (October 1-March 31), according to the current CDC guidelines and pending availability.
 - a. In the rare occurrence a student has a medical contraindication or request for religious exemption, an appropriate accommodation form must be completed, approved by a designated hospital representative, and on file. [Agencies may not honor an accommodation—please allow 3-4 weeks for this process to take place.]
 - b. Some agencies will not accept accommodation requests.
 - c. There is an alternative vaccine for those with egg allergies.
 - d. Wearing a mask at the clinical site may or may not be an option for non-immunized; check at specific facilities for policy on non-immunized persons.
7. Proof of Health Insurance. Contracts with clinical agencies require that all students provide evidence of health insurance coverage or a waiver.

- a. Traditional B.S.N. students are required to enroll in the Rockhurst University health plan or provide evidence of an appropriate hard waiver indicating insurance coverage through their parents.
 - b. Insurance for Accelerated B.S.N. students is optional; however students may enroll in a health insurance plan through Rockhurst. Accelerated B.S.N. students who do not choose to carry health insurance must sign a waiver indicating that they assume responsibility for all costs of medical treatment due to illness or injury. All students must be aware that if illness or injury occurs during a clinical or classroom experience, they may be required to seek appropriate medical care at a health care facility and assume the cost of any required testing or treatment. Documentation of health insurance or waiver must be provided annually.
 - c. Insurance for M.S.N. students is optional; however students who do not choose to carry health insurance must sign a waiver indicating that they assume responsibility for all costs of medical treatment due to illness or injury. All students must be aware that if illness or injury occurs during a clinical or classroom experience, they may be required to seek appropriate medical care at a health care facility and assume the cost of any required testing or treatment. Documentation of health insurance or waiver must be provided annually.
8. American Heart Association (AHA) for Healthcare Providers BLS certification. Students must maintain current Healthcare Provider (AHA Standards with a two-year expiration date) certification throughout their clinical courses. AHA Healthcare Provider BLS certification/recertification should be completed at a time when it will be valid for an entire academic year.
 9. Color Blindness (for all B.S.N. students and M.S.N. Nurse Practitioner students only). An assessment for color blindness is administered by the nursing program. The screening must be done using a test which is approved by an ophthalmologist (Ishihara's test).
 10. Criminal Background Check. Students must have a criminal background check completed by CastleBranch prior to enrollment in nursing clinical courses. A single negative check does not preclude the requirement of additional checks at a future time. Students should be aware that any affirmative results from a criminal background check may result in an inability to participate in required clinical activities and therefore may result in the student's inability to complete degree requirements. In the event that a student's criminal background check is reported affirmatively, the student will have the opportunity to request an additional criminal background check. The rationale and policy related to repetition of criminal background checks is found in the federal Fair Credit Reporting Act.
 11. Missouri Family Care Safety Registry. Students must register for this state required safety registry. (Applies to all B.S.N. students and M.S.N. Nurse Practitioner students only).
 12. Drug Screen: Students must complete a drug testing through CastleBranch. Previous drug testing done through a physician's office or an employer is not accepted. A positive drug screen without appropriate documentation could jeopardize the student's ability to complete the clinical rotation. The school will determine the student's ability to progress in the nursing program.
 13. The follow items must be completed through Blackboard under the NU 0000 link.
 - a. Substance Abuse Quiz with score of 90% or better. (For all B.S.N. students only.)
 - b. Exhibit A, B, and C. Exhibit A and B forms are signed with the name of the facility left blank; Exhibit C form requires completion of student information leaving the signature area blank. Undergraduate students must bring the forms to registration. Graduate students must submit the forms to the Registrar by email, fax, mail, or hand delivery. The Registrar will upload these forms to CastleBranch after the Dean's signature has been obtained.
 - c. Clinical Orientation Competency Exam.* Score 90% or better required.
 - d. Confidentiality Statement.* Students must print Confidentiality Statement, sign, write Clinical Orientation Competency Exam score on it, and upload it to CastleBranch.

14. HIPAA Training.* Completed in class immediately prior to clinical/practice experiences. Additional HIPAA training may be required by specific clinical agencies. (For all B.S.N. students and M.S.N. Nurse Practitioner students only.)

* Traditional B.S.N. students must complete these items annually. R.N.-M.S.N. students must complete these items prior to pre-M.S.N. courses and repeat prior to N.P. practicum courses.

NOTE: If for some reason, a student cannot be immunized or otherwise satisfactorily meet the requirements above, the Dean will consider appropriate options on a case-by-case basis.

Readmission Following Dismissal (approved FGA 5/9/2016)

Dismissal from the program is a serious action. Therefore, a student who has been dismissed should not expect to be readmitted. A student who is dismissed may choose to apply for readmission to that program through the Admission, Progression and Graduation (APG) Committee.

The following must be submitted:

1. Application for readmission to the Director of Admission at Research College of Nursing (Applications for readmission for the spring and summer semesters must be received by November 15th. Applications for readmission for the fall semester must be received by April 15th.)
2. Letter to Chair of the APG Committee describing
 - actions that have been taken to warrant consideration for readmission,
 - evidence to support probability of future academic success, and
 - plan for achieving future academic success.
3. Two letters of support for readmission from Research College of Nursing faculty

The APG Committee will review the materials and make a decision. The Program Director will make a determination regarding repeating courses or additional requirements to assure current knowledge. Course registration will be decided by the Program Director on a space available basis.

Any failure in a future nursing course will result in immediate dismissal from the program without possibility for readmission.

Respect Statement

Nursing is a caring and compassionate profession that is rooted in personal and professional accountability. Treating others with respect and dignity is central to our mission and purposes. Faculty, students, staff and clinical partners are considered equal and active members of our community. All who work, live, study, and teach in our community are here by choice and as a part of that choice should be committed to principles of respect which are an integral part of Research College of Nursing. As members of a community, our goal is to treat others and ourselves with respect, dignity and care.

We will achieve that goal by engaging in the following activities:

- Sensitive communication practices and behaviors.
- Acknowledging each person's self-worth and unique contributions to the community.
- Recognizing our individual backgrounds, outlooks, values and styles.
- Sharing principles of personal responsibility, mutual respect and common decency.
- Celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical or mental potential.
- Growing and sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part.
- Discouraging intolerance, hatred, and injustice and promote constructive resolution of conflict.

As members of our community, students are expected to:

- Respect the sanctity of the education process by expressing respect for the faculty member as the organizer and guide through this learning experience as well as for fellow students.
- Take responsibility for their own learning.
- Treat other members of our community with respect, a sense of cooperation and with concern for their welfare.

As members of our community, faculty members are expected to:

- Respect the sanctity of the education process by honoring their commitment to students in terms of time, fairness and enthusiasm.
- Provide responsible teaching to the students.
- Treat other members of our community with respect, a sense of cooperation and with concern for their welfare.

As members of our community, staff members are expected to:

- Respect the sanctity of the education process by acknowledging the importance of education and supporting the process to the fullest.
- Treat other members of our community with respect, a sense of cooperation and with concern for their welfare.

Members of our community are honor bound to address disruptive, disrespectful or discriminatory behavior. We will work together to achieve our goal of treating others with respect, dignity and care and work toward sensitizing ourselves to what could be interpreted as disrespect. This goal should be reflected in our daily lives and our interactions and moments with other members of our community and with our clinical partners.

Research College of Nursing insists on the highest standards of academic and professional integrity. The College will not tolerate dishonesty in any form. Anyone found in a dishonest act may be disciplined according to the policies and standards contained in the Research College of Nursing [Guide to Student Life](#).

The academic community is represented by the Governing Board, faculty, administrators, students and friends. This community has an obligation for the growth and development of its members and it sets the standards of behavior for its members. Disciplinary and academic policies are set in place to guide and support the accomplishments of these obligations and goals.

Sexual Misconduct Policy and Complaint Resolution Procedures

I. POLICY STATEMENT

Research College of Nursing (the “College”) is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. The College considers sex discrimination in all its forms to be a serious offense. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated. Sex discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity.

Sexual harassment, whether verbal, physical, visual, or digital, is a form of prohibited sex discrimination. The specific definitions of sexual harassment and sexual violence, including examples of such conduct, are set forth below.

II. SCOPE

This policy applies to all College employees, including staff, faculty, and administrators; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the College’s educational programs and activities, including third-party visitors on campus (the “College Community”). This policy prohibits sex discrimination, sexual harassment, and sexual violence when the complainant and alleged perpetrator are members of the same or opposite sex, and it applies regardless of national origin, immigration status, or citizenship status. The College’s prohibition on sex discrimination and sexual harassment extends to all aspects of its educational

programs and activities, including, but not limited to, admissions, employment, academics, housing, and student services.

The College has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official College program or activity (regardless of location), or off campus when the conduct could create a hostile environment on campus. The College will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of sex discrimination and remedy its effects.

III. TITLE IX STATEMENT

It is the policy of the College to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the College’s educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. The College has designated the following Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination:

Amanda Gray
Student Affairs Director/Title IX Coordinator
816-995-2806

A person may also file a complaint of sex discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

IV. SEXUAL MISCONDUCT

A. Sexual Misconduct

“Sexual misconduct” is an umbrella term covering sex discrimination, sexual harassment, and sexual violence and this term will be used throughout the remainder of this policy and the Complaint Resolution Procedures when collectively referring to these types of conduct.

B. Sexual Harassment

1. Definition of Sexual Harassment:

Sexual harassment is unwelcome conduct of a sexual nature and includes sexual advances, requests for sexual favors, and other verbal, physical, visual, or digital conduct of a sexual nature when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual’s employment or education
- Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual, or
- Such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment, education, or living environment

2. Examples of Sexual Harassment: Some examples of sexual harassment include:

- Pressure for a dating, romantic, or intimate relationship
- Unwelcome touching, kissing, hugging, rubbing, or massaging
- Pressure for sexual activity

- Unnecessary references to parts of the body
- Sexual innuendos, jokes, humor, or gestures
- Displaying sexual graffiti, pictures, videos or posters
- Using sexually explicit profanity
- Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities
- Social media use that violates this policy
- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Sending sexually explicit emails or text messages
- Commenting on a person's dress in a sexual manner
- Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that suggest the desire for a romantic relationship
- Commenting on a person's body, gender, sexual relationships, or sexual activities
- Sexual violence (as defined below)

C. Sexual Violence

1. Definition of Sexual Violence: Sexual violence is a form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity, because he or she is below the minimum age of consent in the applicable jurisdiction, or because of his or her incapacitation due to the use of drugs and/or alcohol.
2. Examples of Sexual Violence: Some examples of sexual violence include:
 - Rape or sexual assault: sexual intercourse (anal, oral, or vaginal) by a man or woman upon a man or woman without consent
 - The use of force or coercion to effect sexual intercourse or some other form of sexual contact with a person who has not given consent
 - Unwilling sexual penetration (anal, vaginal, or oral) or other sexual touching with any object or body part that is committed by force, threat, intimidation, or otherwise without consent
 - Having sexual intercourse with a person who is unconscious because of drug or alcohol use
 - Hazing that involves penetrating a person's vagina or anus with an object
 - Sexual exploitation, which includes, but is not limited to, the following:
 - Sexual voyeurism
 - Use of the "date rape drug" to effect sexual intercourse or some other form of sexual contact with a person
 - Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity
 - Coercing someone into having sexual intercourse by threatening to expose their secrets
 - Secretly videotaping or photographing sexual activity where the other party has not consented
 - Disseminating sexual pictures or videos of another person without consent regardless if the pictures or videos were obtained with consent
 - Prostituting another person

3. Consent: Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent
- If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent
 - Warning signs of when a person may be incapacitated due to drug and/or alcohol use include: slurred speech, falling down, passing out, and vomiting
- If a person is asleep or unconscious, there is no consent
- If a person is below the minimum age of consent in the applicable jurisdiction, there cannot be consent
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity
- Consent can be withdrawn: A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent
- Being in a romantic relationship with someone does not imply consent to any form of sexual activity
- Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee)

D. Domestic Violence, Dating Violence, and Stalking: The crimes of domestic violence, dating violence and stalking can also constitute sexual misconduct when motivated by a person's sex. These crimes, no matter the motivation behind them, are a violation of this policy.

1. Domestic Violence

"Domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of a victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse or the victim under the domestic or family violence laws of the jurisdiction [...], or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

- Missouri's definition of domestic violence can be found at Mo. Rev. Stat. § 455.010.
- Under Missouri law, domestic violence also includes the crime of "domestic assault" which can be found at Mo. Rev. Stat. §§ 565.072-565.074.

2. Dating Violence

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

- Missouri law does not specifically define dating violence, but conduct of this nature is covered by Missouri's definitions of domestic violence and domestic assault.

3. Stalking

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

- Missouri’s definition of stalking can be found at Mo. Rev. Stat. § 455.010 and § 565.225.

V. ROLES AND RESPONSIBILITIES

A. Title IX Coordinator

It is the responsibility of the Title IX Coordinator to: (1) receive complaints under this policy; (2) coordinate dissemination of information and education and training programs; (3) assist members of the College Community in understanding that sexual misconduct is prohibited by this policy; (4) answer questions about this policy; (5) ensure that employees and students are aware of the procedures for reporting and addressing complaints of sexual misconduct; and (6) to implement the Complaint Resolution Procedures or to designate appropriate persons for implementing the Complaint Resolution Procedures.

B. Administrators, Deans, Department Chairs, and Other Managers

It is the responsibility of administrators, deans, department chairs, and other managers (i.e., those that formally supervise other employees) to:

- Inform employees under their direction or supervision of this policy
- Work with the Title IX Coordinator to implement education and training programs for employees and students
- Implement any corrective actions that are imposed as a result of findings of a violation of this policy

C. Employees: Throughout this policy, the term “employees” includes all faculty, staff, and administrators. It is the responsibility of employees to review this policy and comply with it.

D. Students: It is the responsibility of students to review this policy and comply with it.

E. The College: When the College is aware that a member of the College Community may have been subjected to or affected by conduct that violates this policy, the College will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate steps to stop and remedy the sexual misconduct. The College will act in accordance with its Complaint Resolution Procedures.

VI. COMPLAINTS

A. Making a Complaint

1. Employees

All College employees have a duty to report sexual misconduct to the Title IX Coordinator when they receive a report of such conduct, witness such conduct, or otherwise obtain information about such conduct. This includes employees who may have a professional license requiring confidentiality if

they are not employed by the College in that professional role. An employee not reporting sexual misconduct as required by this policy may be disciplined accordingly, up to and including termination.

This section does not apply to those identified in Section VI.A.4 of this policy.

2. Students

Students who wish to report sexual misconduct should file a complaint with the Title IX Coordinator. Students should be aware that all employees at the College, other than those identified in Section VI.A.4 below, have an obligation to report sexual misconduct that they become aware of or witness.

Students may also file a complaint with the United States Department of Education's Office for Civil Rights, as set forth in Section III above.

3. Other Persons

Any other persons who are involved in the College's programs and activities, including visitors on campus, who wish to report sexual misconduct, should file a complaint with the Title IX Coordinator. They may also file a complaint with the United States Department of Education's Office for Civil Rights, as set forth in Section III above.

4. Confidential Discussions

If a victim desires to talk confidentially about his or her situation, there are resources available. The following resources are available to assist you and will not further disclose the information you provide, unless otherwise required to do so by law (e.g., if the victim is a minor):

- Rockhurst University Counseling Center, Massman 5, 816-501-4275
- Pastoral Care: Dr. Chuck Robertson, Research Medical Center, 816-276-4120, Charles.robertson@hcamidwest.com

5. Content of the Complaint

So that the College has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person(s) involved in the alleged conduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the College may follow up appropriately.

6. Information Provided to Complainant and Respondent

A complainant who makes a claim of sexual misconduct to the College will be given a copy of the document titled "Explanation of Rights and Options After Filing a Complaint Under the Sexual Misconduct Policy." This document provides information about this policy and the Complaint Resolution Procedures used to investigate and resolve complaints of sexual misconduct, options for filing complaints with the local police, resources that are available on campus and in the community, etc. A person against whom a complaint has been filed will also be given information about the process.

7. Conduct that Constitutes a Crime

Any person who wishes to make a complaint of sexual misconduct that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement. If requested, the College will assist the complainant in notifying

the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

8. Special Guidance Concerning Complaints of Sexual Violence, Domestic Violence, Dating Violence, or Stalking

If you are the victim of sexual violence, domestic violence, dating violence, or stalking, do not blame yourself. These crimes are never the victim's fault. When physical violence of a sexual nature has been perpetrated against you, the College recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

If you are the victim of sexual violence, domestic violence, or dating violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. As necessary to preserve evidence, victims of sexual violence, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve evidence in cases of stalking, to the extent such evidence exists. In cases of stalking, evidence is more likely to be in the form of letters, emails, text messages, etc., rather than evidence of physical contact and violence.

Once a complaint of sexual violence, domestic violence, dating violence, or stalking is made, the complainant has several options such as, but not limited to:

- Contacting parents or a relative
- Seeking legal advice
- Seeking personal counseling (always recommended)
- Pursuing legal action against the perpetrator
- Pursuing disciplinary action through the College
- Requesting that no further action be taken
- Requesting further information about the College's policy and procedures for addressing sexual misconduct
- Requesting further information about available resources

9. Vendors, Contractors, and Third-Parties

This policy applies to the conduct of vendors, contractors, and third parties. Members of the College Community who believe they have been subject to sexual misconduct in violation of this policy by a vendor, contractor, or other third party can make a complaint in the manner set forth in this section.

10. Retaliation

It is a violation of this policy to retaliate against any member of the College Community who reports or assists in making a complaint of sexual misconduct or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.

11. Protecting the Complainant

Pending final outcome of an investigation in accordance with the Complaint Resolution Procedures, the College will take steps to protect the complainant from further discrimination or harassment. This

may include assisting and allowing the complainant to change his or her academic, living, transportation, or work situation, to the extent that the College has control over these environments, if options to do so are reasonably available and upon request of the complainant. Such changes may be available regardless of whether the victim chooses to report the crime to campus security or local law enforcement. Requests to change an academic, living, transportation, or work situation, or for any other protective measure, should be made to the Title IX Coordinator.

If a complainant has obtained an ex parte order of protection, full order of protection, or any other temporary restraining order or no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the complainant should provide such information to the Title IX Coordinator. The College will take all reasonable and legal action to implement the order.

12. Amnesty

The College recognizes that an individual who has been drinking alcohol or using drugs may be hesitant to report sexual misconduct. To encourage reporting, the College will not take disciplinary action for drug or alcohol use against an individual reporting sexual misconduct, either as the complainant or as a witness, provided that these conduct violations did not and do not place the health or safety of any other person at risk. The College may, however, require the reporting individual to attend a course or pursue other educational interventions related to alcohol and drugs.

The College's commitment to amnesty in these situations does not prevent action by police or other legal authorities against an individual who has illegally consumed alcohol or drugs.

B. Timing of Complaints

The College encourages persons to make complaints of sexual misconduct as soon as possible because late reporting may limit the College's ability to investigate and respond to the conduct complained of.

C. Investigation and Confidentiality

All complaints of sexual misconduct will be promptly and thoroughly investigated in accordance with the Complaint Resolution Procedures, and the College will take disciplinary action where appropriate. The College will make reasonable and appropriate efforts to preserve an individual's privacy and protect the confidentiality of information when investigating and resolving a complaint. However, because of laws relating to reporting and other state and federal laws, the College cannot guarantee confidentiality to those who make complaints.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the College's ability to respond may be limited. The College reserves the right to initiate an investigation despite a complainant's request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College Community.

The Title IX Coordinator is the person responsible for evaluating requests for confidentiality. The Title IX Coordinator may consult with other appropriate College officials and legal counsel as necessary when assessing a confidentiality request.

D. Resolution

If a complaint of sexual misconduct is found to be substantiated, the College will take appropriate corrective and remedial action to prevent the recurrence of the conduct and correct its discriminatory

effects. Students and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, probation, suspension, demotion, termination, or expulsion. Affiliates and program participants may be removed from College programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, transportation, work, or living accommodations for the complainant, separation of the parties, and training for the respondent and other persons.

E. Bad Faith Complaints

While the College encourages all good faith complaints of sexual misconduct, the College has the responsibility to balance the rights of all parties. Therefore, if the College's investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

VII. ACADEMIC FREEDOM

While the College is committed to the principles of free inquiry and free expression, sexual misconduct is neither legally protected expression nor the proper exercise of academic freedom.

VIII. EDUCATION

Because the College recognizes that the prevention of sexual misconduct, as well as domestic violence, dating violence, and stalking, is important, it offers educational programming to a variety of groups such as: campus personnel; incoming students and new employees participating in orientation; and members of student organizations. Among other elements, such training will cover relevant definitions, procedures, and sanctions; will provide safe and positive options for bystander intervention; and will provide risk reduction information, including recognizing warning signs of abusive behavior and how to avoid potential attacks. To learn more about education resources, please contact the Title IX Coordinator.

SEXUAL MISCONDUCT COMPLAINT RESOLUTION PROCEDURES

I. GENERAL PRINCIPLES

A. Applicability

These Complaint Resolution Procedures apply to the resolution of all reports under the Sexual Misconduct Policy. They apply to the resolution of complaints against students, faculty, administrators, staff, and third parties, and they are the exclusive means of resolving complaints of sexual misconduct.

B. Administration

For purposes of these Complaint Resolution Procedures, "Investigating Officer" means the individual(s) designated by the Title IX Coordinator to investigate a particular complaint. The Investigating Officer shall have responsibility for administering these Complaint Resolution Procedures.

C. Promptness, Fairness and Impartiality

These procedures provide for prompt, fair, and impartial investigations and resolutions. The Investigating Officer shall discharge his or her obligations under these Complaint Resolution Procedures fairly and impartially. If the Investigating Officer determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of

interest, the Investigating Officer shall designate another appropriate individual to administer these procedures.

D. Training

These procedures will be implemented by officials who receive annual training on the issues related to sexual misconduct, domestic violence, dating violence, and stalking and how to conduct an investigation that protects the safety of victims and promotes accountability.

II. INVESTIGATION AND RESOLUTION OF THE COMPLAINT

A. Preliminary Matters

1. Timing of the Investigation

The College will endeavor to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed. The Investigating Officer shall respond to any such request within three (3) days.

2. Informal Resolution

Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. The following standards apply to any informal resolution method that is utilized:

- Can only be used with the complainant's voluntary cooperation and the involvement of the Title IX Coordinator
- The complainant will not be required to work out the problem directly with the respondent
- Either party may terminate the informal process at any time and elevate the complaint to the formal investigation procedures described below
- Informal means, even on a voluntary basis, will not be used to resolve complaints alleging sexual assault

3. Interim Measures

At any time during the investigation, the Investigating Officer may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of the Sexual Misconduct Policy.

4. Support Person/Advisor

During the investigation process, both a complainant and a respondent may ask a support person/advisor to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person/advisor cannot be another complainant or respondent. The support person/advisor does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. A support person/advisor may be removed if he or she becomes disruptive or does not abide by the limitations discussed in the previous sentence.

5. Pending Criminal Investigation

Some instances of sexual misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the College will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the College of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the College will proceed with its own investigation and resolution of the complaint.

6. Rights of the Parties: During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence
- Similar and timely access to all information considered by the Investigating Officer
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigating Officer should the Investigating Officer share such information with the other party
- Equal opportunity to appeal determinations pursuant to Section III, below

B. Commencement of the Investigation

Once a complaint is made, the Investigating Officer will commence an investigation of it as soon as practicable, but not later than seven (7) days after the complaint is made. The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes sexual misconduct. During the course of the investigation, the Investigating Officer may receive counsel from College administrators, the College's attorneys, or other parties as needed.

In certain narrow circumstances, the Investigating Officer may commence an investigation even if the complainant requests that the matter not be pursued. In such a circumstance, the Investigating Officer will take all reasonable steps to investigate and respond to the matter in a manner that is informed by the complainant's articulated concerns.

C. Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

D. Resolution

At the conclusion of the investigation, the Investigating Officer will prepare a written report. The written report will explain the scope of the investigation, identify findings of fact, and state whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence. The report will be provided to the Title IX Coordinator.

If the written report determines that sexual misconduct occurred, the Title IX Coordinator shall set forth in an addendum to the written report those steps necessary to maintain an environment free from discrimination and harassment and to protect the safety and well-being of the complainant and other members of the College

Community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment, and retaliation. Examples of such action include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions.

The complainant and the respondent will receive a copy of the written report and any addendum within three (3) days of its completion. If necessary, the version of the addendum provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, the Family Educational Rights and Privacy Act (“FERPA”), and the Clery Act, as explained by the April 4, 2011 Dear Colleague Letter issued by the U.S. Department of Education, available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>.

The written report of the Investigating Officer and addendum, if applicable, shall be final subject only to the right of appeal set forth in Section III, below.

E. Special Procedure Concerning Complaints Against the President, the Title IX Coordinator, or Other Administrators Ranked Higher than the Title IX Coordinator

If a complaint involves alleged conduct on the part of the College’s President, the College’s Board of Directors (“Governing Board”) will designate the Investigating Officer. Based on the information gathered by the investigation, the Governing Board will prepare and issue the written report determining the complaint. The determination of the Governing Board is final and not subject to appeal.

If a complaint involves alleged conduct on the part of the Title IX Coordinator or any administrator ranked higher than the Title IX Coordinator, the President will designate the Investigating Officer. Based on the information gathered by the investigation, the President will prepare and issue the written report determining the complaint. The determination of the President is final and not subject to appeal.

III. APPEALS

A. Grounds for Appeal

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer, would result in a different decision
- There was a procedural error significant enough to call the outcome into question
- There was a clear error in factual findings
- Bias or prejudice on the part of the Investigating Officer, or
- The punishment or the corrective action imposed is disproportionate to the offense

B. Method of Appeal

Appeals must be filed with the appropriate Appellate Officer within seven (7) days of receipt of the written report determining the outcome of the complaint. When the complaint involves an employee respondent or third-party respondent, the Appellate Officer shall be the President (Dr. Thad Wilson, thad.wilson@researchcollege.edu) When the complaint involves a student respondent, the Appellate Officer shall be the Dean (Dr. Julie Nauser, julie.nauser@researchcollege.edu). When an absence or conflict of interest necessitates, an Appellate Officer may review and resolve an appeal within the jurisdiction of the other.

The appeal must be in writing and contain the following:

- Name of the complainant

- Name of the respondent
- A statement of the determination of the complaint, including corrective action if any
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and
- Requested action, if any

The Appellate Officer will promptly provide written notification to the non-appealing party when an appeal has been filed.

The appealing party may request a meeting with the Appellate Officer, but the decision to grant a meeting is within the Appellate Officer's discretion. However, if a meeting is granted, then the non-appealing party will be granted a similar opportunity.

C. Resolution of the Appeal

The Appellate Officer will resolve the appeal within ten (10) days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The decision of the Appellate Officer is final. The Appellate Officer shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the Investigating Officer's previous written determination and/or the sanctions and remedial measures imposed. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution.

IV. DOCUMENTATION

Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Title IX Coordinator, and the Appellate Officer, as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these Complaint Resolution Procedures, which may include written findings of fact, transcripts, and audio recordings.

V. INTERSECTION WITH OTHER PROCEDURES

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Sexual Misconduct Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other College grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Sexual Misconduct Policy.

Student Right-to-Know and Jeanne Clery Campus Security Act

This Act defines the responsibilities of Research College of Nursing for collecting relevant crime statistics, establishing appropriate security policies and making this information available to current and prospective students through publication and distribution. Persons interested in this information may inquire at the Rockhurst Office of Admission and Financial Aid and the Research College of Nursing Student Affairs Office.

Student Use of Course Materials and Recording in the Learning Environment (approved FGA 5/2017)

Research College of Nursing (the "College") prohibits students from creating a recording in the learning environment unless that student has obtained prior written permission from the instructor. The College also prohibits students from using course materials in a way that violates this policy.

I. **Definitions**

For purposes of this policy:

- A “recording” is a video or audio replication or photographic image recorded on devices including, but not limited to, audio recorders, video recorders, cellular/smart phones, digital cameras, media players, computers and other devices that record images or sound.
- “Course materials” include, but are not limited to, audio, written, and online content. Specific examples of course materials include, but are not limited to, presentations, lectures, handouts, and images.

II. Obtaining and Revoking Permission

A student who wishes to create a recording in the learning environment must first receive written permission from the instructor. The permission to record form can be found on the Research College of Nursing website under the forms and resources tab. Prior written permission is also necessary if a student desires to use a recording or course materials in a manner that does not align with the standards listed in Section IV, below (e.g., making several copies of course materials, keeping a recording longer than the end of the semester, etc.).

An instructor has the option to approve or disapprove such requests. An instructor may also rescind permission after it has been granted by notifying the student in writing. The instructor is not required to give an explanation for not approving a request or for rescinding permission after it had previously been given.

For purposes of this policy, written permission (or revocation of permission) may occur via email communications.

Reasonable Accommodation Exception: In keeping with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, a student with a disability may be preapproved by the Dean of Students for reasonable accommodations involving recording in the classroom and/or use of course materials in a particular manner. In such situations, a faculty member does not have discretion to prevent a student from utilizing the accommodations.

III. Standards for the Use of Course Materials and Recording in the Classroom

The following standards apply to student use of course materials and recordings:

- Course materials and information contained in recordings may be protected under federal copyright laws and should not be published or quoted without permission.
- Course materials and recordings should not be copied or disseminated in any fashion without permission. Students are allowed a single copy for personal use and study, but no systematic copying or distribution is allowed. Also, because a recording is solely for personal use and study, students are required to destroy recordings at the end of the semester for which they apply.
- Course materials and recordings should not be posted on any website or social media site without permission.
- Course materials and recordings should not be used for commercial or non-educational purposes without permission.

IV. Policy Violation

Any member of the College community who believes that an unauthorized recording has been made or that there has been an improper use of a recording or course materials should follow the procedure, penalties, and due process as listed in the Academic Honesty Policy. Violations of this policy may also constitute copyright infringement in violation federal law or a violation of other state laws.

Tuition and Fees

Tuition and fees help cover the costs of providing educational programs for students. Definitions of charges, payment policy, refund policy and schedules are described here. Differences for the undergraduate B.S.N. program (Traditional and Accelerated) and the graduate program are noted. Otherwise it is applicable to all students.

Freshman and sophomore nursing students register and pay fees at Rockhurst University; please refer to their website for a list of fees. Junior, senior and graduate students register and pay fees at Research College of Nursing. Accelerated B.S.N. students register and pay fees at Rockhurst for prerequisites taken prior to enrolling in the one year of nursing. Subsequently, Accelerated B.S.N. students register and pay fees at Research College of Nursing.

Definitions

Tuition Deposit. After a student has been accepted and intends to enroll, they must preregister for classes and submit a non-refundable tuition deposit to reserve space in selected classes.

Undergraduate Tuition. This is the cost of the actual courses taken. Full time tuition covers from 12 to 18 credit hours per semester. Part time students are charged tuition per credit hour (up to 11 hours). Full time students who enroll in more than 18 credit hours in any one semester are charged additional tuition per credit hour.

Graduate Tuition. Graduate students are charged per credit hour each semester.

Fees

Advanced Practice Education Associates (APEA) Fee. APEA provides a variety of exams, learning resources, and remediation tools to assure success in both on boards and in the clinical setting.

ATI Fee. This fee covers the cost of the ATI products that offer a wide variety of learning resources, NCLEX® preparation assessments and remediation resources used throughout the nursing program. These assessments not only prepare students for the NCLEX, but they also help them gain critical thinking skills and a comprehensive nursing knowledge base needed to provide safe, quality patient care.

Clinical Fees. Due to additional costs associated with clinical education, nursing courses with a clinical component have an additional charge based on the number of credit hours allocated to clinical due to additional expense beyond what tuition covers.

Educational Benchmarking Inventory (EBI) Fee. To continuously improve the overall quality of our programs and better serve and engage students, EBI assessments are used to help identify where improvement efforts should be focused.

ExamSoft Fee. ExamSoft is an online platform that allows for exam creation, delivery and reporting, meeting student needs for ready access to secure testing sites.

Graduation Fee. B.S.N. fee covers expenses associated with graduation including the Pinning Ceremony, Baccalaureate Mass, and Commencement. M.S.N fee covers expenses associated with completion of the degree including such things as the diploma, and Hooding and Graduation ceremony.

Housing Fees. Charged to students who live on campus either at Rockhurst or Research. Rockhurst resident students must participate in a board (meal) plan.

Lab Fee. This fee covers the cost of supplies used during lab sessions, support replacement of equipment, and fund adequate support for lab experiences.

Late Registration Fee. Charged to all students who register for classes after scheduled registration sessions have ended.

Library Fee. Provides nursing and other health related resource materials at the Carl R. Ferris Library on the Research campus.

NSNA Total School Enrollment Fee. Provides membership to National Student Nurses' Association, Missouri Nursing Students' Association and Research Student Nurses' Association for one year.

Online Education Fee. Covers the cost of state approval for distance education and additional technology, equipment, and access fees required for online education.

Simulation Fee. This fee covers the cost of supplies used during simulation sessions, support replacement of equipment, and adequately support simulation lab experiences.

Surgireal Supplies Fee. Used to purchase and replace Surgireal (IV arm, suturing arm, etc.) used by students to learn and practice skills.

Technology Fee. Provides access to computers and other technology resources.

Typhon Fee (NPST). Supports a complete and secure electronic student tracking system, including comprehensive clinical skill logs and report, an evaluation and survey tool, scheduling, electronic portfolios and student/preceptor/clinical site database.

Undergraduate Activity Fee (Research & Rockhurst). Provides social and recreational activities planned each year by the Student Government Association (Research) and the Social Activities Board (Rockhurst). These activities include dances, film series, lectures, etc. These fees also support various clubs and organizations. Traditional BSN freshmen and sophomores are not charged the Research College of Nursing Activity Fee. Traditional junior and senior students are charged an activity fee for both institutions. Accelerated BSN students are charged an activity fee for Research College of Nursing.

Other costs, such as the background check, family care safety registry fee, uniforms, and supplies. These fees are paid by the student to the outside agencies. For more information about these fees, visit the Registrar's office.

Payment Policy

Full tuition and fees, including housing, are due at the time of registration. Alternative payment plans are available and may be exercised by eligible students. In order to qualify for any plan the student must have no history of account delinquency. Please contact the financial aid office for any exceptions.

No one who has an unpaid balance from a prior semester will be registered for a subsequent session. Transcripts of records and Certification of Education will not be issued for anyone delinquent in financial obligation to Research College of Nursing or Rockhurst University.

Delinquent Accounts

Overdue accounts will be sent to a collection agency. Collection costs and fees for unpaid balances forwarded to outside agencies for collection will be borne by the student. Transcripts of academic records will not be issued by the Registrar's Office at Research College of Nursing or Rockhurst University for any student or former student whose student account is delinquent or for any student or former student whose Federal Nursing Loan or HCA repayments are delinquent. Delinquent balances must be paid in full or repayment plans brought current prior to the issuance of academic transcripts.

Refunds

Students withdrawing or dismissed after the first week are eligible for refunds in accordance with the schedule as indicated on the Rockhurst University website, www.rockhurst.edu (Academics, Registrar, Drop/Add/Refund).

Students receiving federal financial aid will also have a refund calculated based on Department of Education requirements.

Students receiving financial aid which exceeds the cost of tuition, fees, room and board will be required to repay the appropriate fund as stipulated in federal regulations.

No refunds, either for withdrawal from single classes or for entire withdrawal from the College, are made unless the student has withdrawn properly in writing through the appropriate office. Notification of the individual teacher does not constitute an official withdrawal. Until the Financial Aid Office is informed by an official withdrawal notice the student is billed as though he/she were still attending classes.

Students may appeal the calculated refund if exceptional circumstances exist. The appeal will be reviewed by the Loan and Scholarship Committee and a decision will be sent to the student within two weeks.

Return of Federal Funds

The return of federal funds formula provides for return of Title IV aid if the student received federal financial assistance and withdrew on or before completing 60% of the semester/term. Funds are returned as follows:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Other Title IV funds
7. Other federal, state, private, or institutional sources of aid
8. Student

If funds released to a student because of a credit balance on the student's account, **then the student may be required to repay some of the federal grants or loans released to the student.**

Students receiving federal financial aid who withdraw from anything less than 100 percent of their courses will have tuition refunded using the schedule below. All other students not receiving federal financial aid who withdraw from one or all of their courses (both officially and administratively), will also have tuition refunded according to the schedule below.

Students will receive the following refund if proper written withdrawal is made before the following weeks:

End of 1st week	100%	2nd week	75%
3rd week	50%	4th week	25%
5th week and thereafter	balance due is payable in full 0% refund		

An exception to this schedule applies to 8-week courses in the graduate program, as noted below:

End of 1st week	100%	2nd week	50%
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The College's refund policies are subject to change to comply with applicable laws.

Tuition and Fee Schedules

Separate tuition and fee schedules are published for the undergraduate (Traditional and Accelerated) program and graduate program.

The traditional B.S.N. undergraduate tuition and fee schedule is published each year in the Spring for the following year at Rockhurst. A tuition and fee schedule for the current academic year is available from the Office of Admission and Financial Aid located on the Rockhurst University campus or from the Financial Aid Office at Research College of Nursing. The schedule also appears on the Rockhurst University website <http://www.rockhurst.edu/registrar/tuition.asp>. Tuition and Fee Schedules for the Accelerated B.S.N. and the graduate program are available in the Research College of Nursing Financial Aid Office.

Tuition and Fees for 2018-2019

Following is a list of tuition charges and fees applicable to Traditional and Accelerated undergraduate B.S.N. students, graduate students and students who wish to live on the Research campus. Tuition and fees may be adjusted annually. Current students are notified by email of tuition and fee adjustments in April for the following academic year. The catalog is updated in July to reflect these changes.

Tuition and Fees for Traditional B.S.N.

Tuition	
Undergraduate tuition per semester (12-18 hrs. inclusive), charges are for one semester	\$18,400.00

Tuition for day classes per credit hour (1-11)	\$1228.00
Tuition for evening classes per credit hour(1-11)	\$614.00
Tuition per credit hour for undergraduate hours over 18	\$1228.00
Fees for Junior and Seniors per semester, unless otherwise specified	
ATI Resources Fee (Jr., fall semester only)	\$350.00
ATI Resources Fee (Sr., fall semester only)	\$150.00
Clinical Fee (per clinical credit hour)	\$50.00
EBI Fee (Sr., spring semester only)	\$50.00
ExamSoft Fee (fall semester only)	\$75.00
Lab Fee	\$50.00
Library Fee	\$50.00
Research Activity Fee	\$75.00
Rockhurst Activity Fee	\$50.00
Simulation Fee	\$100.00
Technology Fee	\$50.00

Tuition and Fees for Accelerated B.S.N.

<u>2018 Spring Term</u>	
Tuition (22 credit hours)	\$12,804.00
Activity Fee	\$75.00
ATI Resources Fee	\$350.00
Clinical Fee (\$50.00 per clinical credit hour)	\$250.00
ExamSoft Fee	\$100.00
Lab Fee	\$50.00
Library Fee	\$50.00
Simulation Fee	\$100.00
Technology Fee	\$50.00
Total	\$13,704.00
<u>2018 Summer Term</u>	
Tuition (15 credit hours)	\$8730.00
Activity Fee	\$75.00
ATI Resources Fee	\$350.00
Clinical Fee (\$50.00 per clinical hour)	\$100.00
Lab Fee	\$50.00

Library Fee	\$50.00
Simulation Fee	\$100.00
Technology Fee	\$50.00
Total	\$9,380.00
<u>2018 Fall Term</u>	
Tuition (20 credit hours)	\$11,640.00
Activity Fee	\$75.00
Clinical Fee (\$50.00 per clinical hours)	\$400.00
EBI Fee	\$50.00
Lab Fee	\$50.00
Library Fee	\$50.00
Simulation Fee	\$100.00
Technology Fee	\$50.00
Total	\$12,415.00
<i>Grand Total</i>	\$35,499.00

Tuition and Fees for Graduate Program

Tuition per credit hour (AGNP, EPHL, FNP Tracks)	\$550.00
Tuition per credit hour (RN-M.S.N. pre M.S.N. courses ONLY)	\$350.00
Fees for all students per semester, unless otherwise specified	
APEA Fee (enrolled in NU 7110)	\$100.00
Clinical Fee (per clinical credit hour)	\$50.00
Lab Fee (enrolled in NU 7110, 7151/52, 7451/52)	\$25.00
Library Fee	\$25.00
Online Education Fee	\$25.00
Simulation Fee (enrolled in NU 7063, 7451/52)	\$50.00
Surgireal Supplies (enrolled in NU 7110, 7451/52)	\$130.00
Technology Fee	\$25.00
Typhon Fee (enrolled in NU 7110)	\$90.00

Special Fees for All Students Unless Specified

Graduation Fee (Graduate Final Semester only)	\$100.00
Graduation Fee (Undergraduate Final Semester only)	\$150.00

Late Registration Fee (Traditional BSN only)	\$150.00
NSNA Fee (Undergraduate Fall Semester only)	\$30.00
Rockhurst University Parking Fee (Traditional BSN only)	\$125.00
Syllabus Copying Fee	\$10.00

Other Costs* for All Students Unless Specified

CastleBranch Clinical Requirements Tracking System	\$125.00
Drug Testing	\$42.00
Missouri Family Care Safety Registration (B.S.N. and M.S.N.-N.P. students only)	\$14.25
Equipment (B.S.N. only)	Approx. \$310.00
Research College Polo shirt (B.S.N. only)	Approx. \$35.00
Navy Blue Scrubs (B.S.N. only)	varies

*Related to beginning clinical (one-time expense, student pays directly to vendor)

Housing Fees per Contract Period for Research Student Village Fall 2018 & Spring 2019

Type	# of Residents	Cost
Apartment	1 resident	\$2475/semester
Townhome	1-2 residents	\$2475/semester/person
	3-4 residents	\$1238/semester/person
Family Townhome	5 residents	\$3150/semester

Financial Aid

Freshman and sophomore students of the Research/Rockhurst traditional B.S.N. Program who wish to apply for financial aid do so through Rockhurst University. Junior, senior, Accelerated B.S.N. and graduate nursing students apply for financial aid through Research College of Nursing.

Research College of Nursing and Rockhurst University subscribe to the principle that financial aid programs exist primarily to provide financial assistance to students who, without such aid, would be unable to attend the college of their choice. The free Federal Application for Student Aid (FAFSA) is the preferred form used to evaluate need for all financial aid.

Both institutions are committed to the concept that a student should select a college on educational rather than financial grounds. The financial aid programs, therefore, exist to assist students who have chosen a college for its educational merit to overcome any demonstrated need which might prevent a student from attending their college of choice.

Application for Financial Aid

Students who wish to apply for financial aid should:

1. Complete the admission procedure outlined in the chapter "Admission to the Undergraduate and Graduate Programs."
2. File a Financial Aid Form (preferably by March 1). The free Federal application (FAFSA) is the preferred form. No financial aid will be awarded until formal admission has been granted. Title IV code: 006392.
 - a) Both dependent and independent students must file a FAFSA.
 - b) Students can apply for all types of aid, including institutional, federal and state assistance by completing the FAFSA.

An undergraduate student who qualifies for financial aid typically receives any one or a combination of various types of aid—scholarship, grant, or loan. Financial aid awards are for one year only, so the student must reapply each year. The aid offered may vary from year to year due to changes in funding, statutory provisions, or student circumstances.

Undergraduate students completing a second degree and graduate students are eligible to participate in financial aid programs. The types of aid are limited due to federal regulations.

Students enrolled in the post-master certificate programs (Family Nurse Practitioner, Adult- Gerontological Nurse Practitioner, Nurse Educator and Executive Practice & Healthcare Leadership) are NOT eligible for federal financial aid.

Hours Required to Receive Financial Aid

Undergraduate students: Students that are full-time (12-18) credit hours are eligible for institutional aid, federal aid and outside sources. Students that are half-time (6-11) are only eligible for federal aid. Any student taking less than six hours is not eligible for any aid.

Graduate students: Students must be enrolled in at least 4.5 (half-time) credit hours to be eligible for federal aid in a major semester (fall and spring). Students must be enrolled in at least 2 (half-time) credit hours in the summer to be eligible to receive federal aid. Any student enrolled in fewer hours will not be eligible for federal aid.

Scholarships and Grants

A number of scholarships and grants are available for qualified nursing students who need assistance to finance their college education. Some scholarships do not have a financial need prerequisite for consideration. All students applying for financial aid are considered for aid for which they qualify. Students do not need to apply for specific scholarships and grants except for the HCA Midwest Division Scholarship/Loan Program.

Following are scholarships available to nursing students through **Research College of Nursing**.

Harmon Presidential Scholar Scholarship.

The Research College of Nursing Governing Board, in an effort to attract highly qualified students to the nursing program, offers a full scholarship. The Harmon Presidential Scholar scholarship provides tuition for all four years of the nursing program. Qualified applicants are invited to participate in a competitive interview program. The winner is selected based on interview ratings. Applicants who are seniors in high school and who have outstanding academic records based on class standing and test scores are reviewed for selection. The scholarship award is for four years and the recipient must maintain a cumulative grade point average of 3.4 (A=4.0) after freshmen year and 3.5 for each succeeding year of the nursing program. In order to be considered for this scholarship, students must file a completed application for admission PRIOR to January 15.

HCA Midwest Division Scholarship/Loan Program.

This program offers a combination of scholarship and loan funding to junior and senior Traditional B.S.N. students and Accelerated B.S.N. students during their one year portion of the program. Traditional B.S.N. and Accelerated B.S.N. students must meet admission criteria for the nursing program in order to apply for the HCA program. Students who receive the funding agree to a work commitment as a registered nurse following graduation from the college. Traditional B.S.N. students agree to 3 years and Accelerated B.S.N. students agree to 2 years.

Research College of Nursing Grant.

Awarded based on need.

The following scholarships are available to junior and senior nursing students with a grade point average of at least 2.5 (A=4.0) and are awarded based on financial need through **The Research Foundation**.

The Foundation also awards scholarships to nursing students once a year. Students must submit applications to their office during the application period. The Foundation office will inform students when this period begins and provide applications.

Alumni Award Scholarship.

Each year the Research Nursing Alumni Association gives scholarships to senior nursing students in the name of the recipient of the Outstanding Alumnus Award. The scholarships are based on the criteria of excellence in clinical nursing skills and patient care.

Cheryl A. Burchett Memorial Scholarship.

Established in 2001 by her family and friends in memory of Cheri Burchett, former Team I Leader and faculty member, a scholarship is awarded to an outstanding student annually.

Dr. Kay Sullivan Scholarship.

Established in 1999 by her family in honor of Kay Sullivan, former Coordinator of the Accelerated B.S.N. Program, a scholarship is awarded to an outstanding Accelerated B.S.N. student each year.

Mary Lutz Memorial Scholarship.

Provided in memory of Mary Lutz, M.N., R.N., a member of the faculty 1990-1996.

Sally S. Robinson Scholarship.

Provided in memory of Sally Robinson, M.P.H.N., R.N., a member of the faculty 1982-1992.

Research Belton Scholarship.

Provided by the Research Belton Hospital Foundation.

Following is a list of scholarships and grants available through **Rockhurst University**. These are available for freshman and sophomore nursing students. These scholarships are funded through Research College of Nursing for upper division nursing students provided criteria are met.

Achievement Scholarship.

Renewable scholarships awarded to highly qualified entering freshmen students. Students are selected based on their academic credentials including grades, class rank, and standardized test scores. Recipients must maintain a cumulative grade point average of 3.0 (A=4.0) at the end of each academic year in order to renew the Achievement Scholarship. In order to be considered for this award, students must file a completed application for admission PRIOR to May 1.

Alumni Grant.

Dependent children of Rockhurst or Research graduates are eligible to receive \$500 Alumni Grants assuming they are enrolled as full-time undergraduate students.

McCabe Scholarship.

Renewable scholarships are awarded to highly qualified entering freshmen students. Students are selected based upon their academic credentials including grades, class rank, standardized test scores and extracurricular activities. Recipients must maintain a cumulative grade point average of 3.2 (A=4.0) at the end of each academic year in order to renew the Chancellor's Scholarship. In order to be considered for this scholarship, students must file a completed application for admission PRIOR to May 1.

Weiss Scholarship.

Renewable scholarships are awarded to highly qualified entering freshmen students. Students are selected based upon their academic credentials including grades, class rank, standardized test scores and extracurricular activities. Recipients must maintain a cumulative grade point average of 3.0 (A=4.0) at the end of each academic year in order to renew the Dean's Scholarship. In order to be considered for this scholarship, students must file a completed application for admission PRIOR to May 1.

Knapp Scholarship.

Renewable scholarships are awarded to highly qualified entering freshmen students. Students are selected based upon their academic credentials including grades, class rank, standardized test scores and extracurricular activities. Recipients must maintain a cumulative grade point average of 3.0 (A=4.0) at the end of each academic year in order to renew the Director's Scholarship. In order to be considered for this scholarship, students must file a completed application for admission PRIOR to May 1.

Finucane Service Award.

Renewable awards valued at \$1500 per academic year are awarded to entering freshmen students who have, in addition to a sound academic record, demonstrated outstanding service in their communities. The award is renewable based on service participation documentation by the Center of Service Learning, and maintenance of a cumulative grade point average of 2.5 (A=4.0) at the end of each academic year.

Rockhurst Need-Based Grant.

These need-based grants funded by the University are awarded to students demonstrating financial need. (NOTE: For upper division students this becomes the Research College of Nursing Grant.)

Trustee's Scholarship.

Renewable scholarships valued at full tuition are awarded to highly qualified entering freshman students. Students are selected based upon a competitive interview program. Students are selected to participate in the interview program based upon their academic credentials from high school including grades, class rank, standardized test scores and extracurricular activities. Recipients must maintain a cumulative grade point average of 3.4 (A=4.0) after the freshman year, and 3.5 (A=4.0) at the end of each subsequent academic year in order to renew the Trustee's Scholarship. In order to be considered for this scholarship, students must file a completed application for admission PRIOR to January 15 and meet the criteria for the Chancellor's Scholarship.

Athletic Awards.

NCAA, Division II – awards of variable amount. Awarded by the Rockhurst Athletic Department based on athletic ability and sport. Nursing students receiving athletic awards continue to receive them from Rockhurst University as long as they continue to meet the requirements set forth.

Following is a list of scholarships and grants available through **Rockhurst University**. These are for transfer students. These scholarships are funded through Research College of Nursing for upper division nursing students provided criteria are met.

Distinguished Scholar.

Scholarships valued at \$19,500 per academic year awarded to transferring students who bring in and maintain a cumulative GPA of 3.6 to 4.0.

Founders Scholarship

Scholarships valued at \$15,400 per academic year awarded to transferring students who bring in and maintain a cumulative GPA of 3.3 to 3.59.

Endeavor Scholarship

\$11,300 awarded to transferring students who have a cumulative GPA 2.8-2.99.

Phi Theta Kappa

Scholarship awarded at \$23,000 to transferring students who have proof of membership. This supersedes any other scholarship you receive from Rockhurst or Research.

Family Award

Should more than one family member be simultaneously enroll as full-time undergraduate students at Rockhurst and/or Research, each person may be given a Family Award of \$1,000.

Veteran Award

\$1,000 awarded to transferring students who are military veterans.

Government Aid

Students without a prior degree are eligible to receive all the following sources of financial aid. Students with a prior degree are limited to the Stafford, Perkins, Federal Nursing Loan and GRAD PLUS programs.

Federal Pell Grant.

This federal grant is administered by the Department of Education to undergraduate students demonstrating a high level of financial need. The amount of these grants varies and is determined by the Department of Education.

Federal Supplemental Education Opportunity Grants (FSEOG).

These federal grants are awarded through Research to students demonstrating a high financial need. The amount of these grants varies and awards are limited.

Charles Gallagher Grant (Missouri Student Grant).

These need-based grants are awarded to undergraduate students who are Missouri residents demonstrating financial need. Eligibility is determined by the state based upon data from the student's need analysis form. Applications must be mailed no later than April 1 for consideration.

Brite Flight Scholarship.

Sponsored through the State of Missouri, this scholarship is awarded to Missouri residents who attend a Missouri college/university of their choice and have scored in the top 3% on either the ACT or SAT exam. The scholarship is automatically matched by Rockhurst University and by Research College of Nursing for those indicating nursing as a major. The scholarship is renewable for all four years of the program if the student maintains a 3.3 grade point average.

Federal Stafford Student Loan Programs.

These low interest loans are available to students who demonstrate financial need. Students may qualify for either a subsidized Stafford Loan (interest does not accrue until after graduation) or an unsubsidized Stafford Loan (interest begins accruing immediately). Interest rates on these loans are variable based on the 91-day Treasury Bill, but not higher than 8.25 percent (at time of printing). Loan amounts vary dependent upon year of enrollment in college, the level of demonstrated financial need, and previous loan history. Graduate and undergraduate students are eligible for these programs.

Federal Parent Loan for Undergraduate Students (PLUS), Grad PLUS

These loans are not based on demonstrated financial need. Parents may borrow up to the cost of attending college less any other financial assistance their son or daughter is receiving. Credit history is taken into account by the lender when determining eligibility for a PLUS Loan. Grad students may borrow up to the cost of attending college less any other financial assistance they are receiving. Credit history is taken into account by the lender when determining eligibility.

Federal Nursing Loan.

These federal loan funds are awarded to upper division nursing students based on demonstrated need. Repayment begins following a nine month; interest free grace period after a student ceases to be enrolled on at least a half-time basis (six (6) credit hours). Repayment is based on a simple interest rate (5 percent at time of printing) on the unpaid balance with up to ten years to repay the loan in full.

Further details on these programs may be obtained from the Financial Aid Office.

Reasonable Academic Progress for Continued Receipt of Financial Aid

Students receiving financial aid must make reasonable academic progress toward graduation according to federal and state regulations in order to receive financial aid. Rockhurst University and Research College of Nursing also adhere to the same expectation for students receiving financial aid from institutional sources.

Maximum Attempted Enrollment Credit Hours Time Frame

The maximum attempted enrollment credit hours a student may enroll for to complete their College program of study must not exceed 192 attempted enrollment credit hours for the completion of a 128 credit hour degree program. For students who transfer in the College, the 192 attempted enrollment credit hours maximum includes attempted credit hours at other colleges/universities attended, if transfer hours were accepted by the College. Note: For academic programs requiring less or more than 128 credit hours for degree completion, the maximum attempted enrollment credit hours for program completion is 150% of required credit hours for the program.

Completion Percentage

In order to maintain measurable progress toward the completion of their degrees, students must successfully complete 67 percent of all credit hours attempted. (Hours attempted include repeated courses, dropped courses, withdrawals, and incomplete courses).

Qualitative Requirement: Cumulative College Grad Point Average (GPA)

Students must also maintain a College GPA of 2.00 in order to demonstrate Satisfactory Academic Progress. The College cumulative 2.00 GPA requirement applies to all federal/state student aid programs and or certain College scholarship programs as detailed within each scholarship/award program. Certain College scholarship/award programs require a higher

minimum College cumulative GPA that must be maintained in order to maintain renewal eligibility in addition to other program requirements. See each scholarship/award program description for the minimum renewal College cumulative GPA requirement, other requirements and maximum duration of award eligibility.

Changing Majors, Repeat and Remedial Coursework, Incompletes and Withdrawals, and Second Degree Coursework

In the case where a student changes degree programs, courses taken that do not contribute to the new degree program do not count toward the 150% requirement.

Any remedial coursework (including English as Second Language coursework) do not contribute towards the 150% completion time frame, but are counted towards the qualitative 2.00 GPA requirement.

Any non-credit coursework, repeat coursework or coursework for which a grade of incomplete or withdrawn is given counts toward both quantitative and qualitative measures for calculating SAP.

Any student pursuing a second-degree program is subject to both 150% timeframe and the 2.00 cumulative GPA requirements.

Monitoring Satisfactory Academic Progress

Each student's progress will be reviewed at the end of each semester to determine satisfactory academic progress. Students not meeting the standard for a particular term will be placed on financial aid warning, receive a one-semester financial aid award, and are notified in writing by the Financial Aid Office. Financial aid warnings consist of the summer term and the semester following placement of warning. Students have a one-semester grace period to make up academic deficiencies. Students on financial aid warning who fail to meet the standard by the end of the next semester will be placed on financial aid suspension until all academic requirements are met. No institutional, state or federal financial assistance eligibility can be certified until academic deficiencies are satisfied.

Once financial aid eligibility has been terminated due to lack of satisfactory academic progress, the student must make up all deficiencies in cumulative grades and/or credit hours earned for his or her academic level before financial aid eligibility will be reinstated. Only Research or Rockhurst courses can be used to make up deficiencies in cumulative grade point average, but courses that are pre-approved for transfer credit can make up deficiencies in hours.

Students may appeal the withdrawal of financial aid to the Loan and Scholarship Committee. This written appeal must be submitted no more than one week after being informed of the withdrawal of financial aid and should explain any mitigating circumstances which apply to the particular situation.

The Loan and Scholarship Committee reviews the appeal and responds to the student within two weeks from receipt of the appeal.

Entrance and Exit Interviews

As required by federal regulations, Research College of Nursing requires that both entrance and exit interviews are completed by students receiving financial aid in the form of loans. Students can complete these interviews at www.studentloans.gov. Students are informed of all relevant information regarding their loans such as interest rates, amount of indebtedness, length of repayment period and the amount of expected monthly payment.

Federal regulations require the College to maintain signed documentation of the interviews. The Financial Aid Office will provide documents to sign for verification of these interviews.

Maintenance of Financial Aid Records

Research College of Nursing maintains all individual financial aid records in accordance with applicable Federal laws.

Admission to the Undergraduate Programs

Admission to the Traditional B.S.N. Program

Admission from High School

Application is made to the Director of Admission, Rockhurst University, 1100 Rockhurst Road, Kansas City, Missouri 64110-2561. Upon receipt of a completed application, the application fee, all official transcripts of credit and ACT or SAT scores, applicants will be notified by the Rockhurst University Admission Office of their admission status.

Credit for Nontraditional Work

For advanced placement, dual credit, International Baccalaureate credit and College Level Examination credit, see the current Rockhurst University Catalog at www.rockhurst.edu.

Admission from Another College (External Transfer)

Applications are made using NursingCAS (<https://portal.nursingcas.org>). The application includes all official transcripts. The deadline to apply is February 15th prior to the January a student wishes to enroll. Admission decisions are made on or about March 15th. Students must have a minimum college GPA of 3.0 with C or better in math/science, or 2.8 with at least a B- in Anatomy & Physiology) to be considered, however the admission process is competitive. Transfer admission is very limited and the average admission GPA is higher than the required minimum. Students do not have to complete all the pre-requisites to apply. The nursing curriculum is 2.5 years from the January a student begins.

Students who wish to transfer from another college where nursing courses have been completed should present a letter of good standing or explanation of dismissal from the Dean or Director of the nursing program attended. Previously earned nursing course credits will be reviewed for equivalency to Research College of Nursing courses.

Admission from Rockhurst University (Internal Transfer)

Rockhurst students who wish to enroll in the nursing program should:

1. Submit an internal transfer application form. No application fee is required.
2. Schedule an appointment with the Director of Admission.

Students who have a cumulative Rockhurst GPA of 3.0 (or a 2.8 with at least a B- in A & P II) at the completion of the fall sophomore coursework may enter the January nursing cohort. Students who do not meet these criteria will be placed on a waiting list to be reconsidered for admission with the next cohort the following January.

Admission to the Accelerated B.S.N.

Prospective students who have earned a baccalaureate degree, in a field other than nursing, from a regionally accredited college or university will be considered for admission with 1) a minimum college grade point average of 3.0 with a C or better in all required science courses, or 2) a minimum college grade point average of 2.8 with at least a B- in Anatomy and Physiology. Anatomy and Physiology credits must be earned within five years of applying to the program. College grade point average may be based on the applicant's entire academic record or calculated using transcripts from the last three years of college attendance, whichever is highest.

Applications are made using NursingCAS (<https://portal.nursingcas.org>). The application includes all official transcripts, two letters of recommendation, and a personal statement. Prospective students should apply 1-1.5 years prior to their anticipated start date. This time frame is necessary to allow students to complete remaining pre-requisites and the 9 credit hour residency requirement at Rockhurst University.

For questions related to the NursingCAS application, please contact NursingCAS support directly by phone at 617-612-2880 Monday-Friday 9am-5pm Eastern or by email at nursingcasinfo@nursingcas.org.

International Student Admissions

International students seeking an undergraduate degree should follow the procedures for admission as described in the current Rockhurst University Catalog. In addition, Research College of Nursing requires all international students (any student who is not a citizen or permanent resident of the United States), who are from countries in which English

is not the only official language and primary and secondary instruction may not be in English, to complete the TOEFL, Test of Written English (TWE) and Test of Spoken English (TSE) prior to admission. The following scores are considered to be the minimum for admission without restrictions:

TOEFL: Paper-based: Total score of 550 with all sub-section scores in the 55-58 range or greater. Computer-based: Total score of 213 with all sub-section scores in the 22-24 range or greater.

Internet-based: Score of 79 TWE: 4.5 (not required with computer-based test) TSE: 50.

Standards to Apply for Licensure to Practice as a Registered Nurse

To practice as a registered nurse, graduates must successfully complete the NCLEX-RN™, the National Comprehensive Licensure Examination for Registered Nurses. Graduation from the nursing program does not guarantee eligibility to take the licensure examination. Applicants must meet certain standards to be eligible to sit for this examination.

A written application must be submitted to the board showing the applicant's education. Applicants shall be of good moral character. Non-English-speaking applicants shall be required to submit evidence of proficiency in the English language. The application requires a criminal background check; the Missouri State Board of Nursing has the right to denial, revocation, or suspension of nursing licenses for just cause. For more information, see Sections 335.046.1 and 335.066, RSMo, of the Nursing Practice Act at <http://pr.mo.gov/boards/nursing/npa.pdf>.

Undergraduate Academic Policy

This section describes policies that apply across the undergraduate curriculum. Faculty may establish other course specific policies.

Academic Year

Classes do not meet on certain holidays which are listed on the academic calendar published prior to the start of each academic year.

Traditional B.S.N.

The academic year for the Traditional B.S.N. is divided into two semesters, with each semester approximately sixteen weeks in length. Some classes are offered during summer sessions of varying length.

Accelerated B.S.N.

The academic year for the Accelerated B.S.N. is divided into three semesters, which occur sequentially through the calendar year. An Accelerated B.S.N. calendar is published each year which shows the specific sequence of courses and the schedule of breaks which occur between each term.

Assignment of Credit Hours

Traditional B.S.N.

Each theory credit hour is equivalent to one clock hour per week. Each clinical credit hour is equivalent to three clock hours per credit hour per week. Each lab credit hour is equivalent to two clock hours per credit hour per week. There is a minimum of two hours of out-of-class student work per credit hour per week.

Accelerated B.S.N.

Since credit hours are delivered in one calendar year (three terms), clock hours per week are increased to be equivalent with the standard 15 week semester. Using the ratio of each theory credit hour is equivalent to one clock hour per week, each clinical credit hour is equivalent to three clock hours per credit hour per week, and each lab credit hour is equivalent to two clock hours per credit hour per week, total clock hours for 15 weeks are calculated, then divided by the number of weeks allocated to that specific term. There is a minimum of the equivalent of two hours of out-of-class student work per credit hour per week.

Academic Advising

Upon admission, students are assigned to Research College of Nursing faculty advisors who assist them in selecting courses, reviewing grade reports and completing degree requirements. Academic advising is under the general supervision of the Undergraduate Program Directors. While students are responsible for meeting program requirements, faculty advisors facilitate the progression of students through their program of study. Students experiencing problems may consult their faculty advisor, course faculty, the Learning Centers at Research College of Nursing or Rockhurst University, or the Counseling Center at Rockhurst University for assistance.

Attendance Policy (Approved FGA 12/8/17; Revised 8/17/18)

Students are required to attend classroom, lab and clinical sessions. Any class missed as a result of delayed or incomplete registration, failure to meet Research College of Nursing (RCoN) policies, or absences accrued during suspension, are subject to the Attendance Policy.

Excessive absences: Absence is considered excessive when the total number of contact hours (classroom, lab, clinical) missed exceeds two times the number of credit hours assigned to the course. (See Assignment of Credit Hours in Undergraduate Academic Policy.) Program Directors and the Dean of Nursing will be notified when students have excessive absences.

A student may receive an Incomplete "I" for excessive absences due to illness or special circumstance. A student may be given a failing course grade (F) for excessive absences.

Example of excessive absences in theory:

3 credit hours = 45 contact hours

If absent more than 6 hours in theory class, student may fail.

Example of excessive absences in laboratory:

1 credit hour = 30 contact hours

If absent more than 4 hours in laboratory, student may fail.

Example of excessive absences in clinical:

3 credit hours = 135 contact hours

If absent more than 18 hours in clinical, student may fail.

Classroom absences:

Students are expected to arrive promptly and stay for the entire class period. When absent, the student is responsible for contacting the course faculty as soon as possible to obtain all missed information and plan for meeting course requirements.

Laboratory/clinical absences:

All laboratory/clinical hours are required for successful completion of the course. Any student absent from laboratory/clinical must notify the instructor prior to the start time. The date/time of the make-up will be determined by RCoN. For laboratory/clinical courses with a letter grade, all absences result in 0 points for the day. Students who notify faculty of absence prior to start time may earn up to 50 percent of the points for the make-up. Students who fail to notify faculty of absence will earn 0 points for the make-up.

Assessment

Research College of Nursing assesses student abilities, achievement, and satisfaction at various times throughout its academic programs. The purpose of assessment is ongoing improvement in student learning, in their overall college experience, and the overall function of the college in meeting its Mission. Students are required to complete assessment tests and other measures as part of this effort. Time is provided as part of the regular course schedule to minimize any inconvenience to students. Rockhurst University has a similar assessment process appropriate to its Mission and Purposes which nursing students participate in as Rockhurst University students. Assessment activities begin during the orientation program and continue to graduation. Alumni are also asked to complete surveys and program evaluation measures.

Academic Requirements for Enrollment

Academic Requirements Prior to Enrollment in Nursing Courses

1. Students will fulfill all prerequisite courses prior to enrolling in nursing courses. The APG Committee is responsible for decisions related to progression.
2. To enroll in 2000 level nursing courses, students must meet the Science/Math grade requirements below.

Traditional B.S.N.: Students must achieve a minimum grade of C in all Science and Math courses.

Accelerated B.S.N.: Students must achieve a minimum grade of C in all Science and Math courses.

3. To enroll in 2000 level nursing courses, students must meet the GPA requirements below.

Traditional B.S.N. (*Effective for the class of 2021):

- A. Students must have a minimum cumulative Rockhurst GPA of 2.8 or greater at the end of the summer of their freshman year. If students do not achieve this GPA, they will be placed on a waiting list for consideration for admission with the next cohort group the following January.
- B. Those students who have a cumulative Rockhurst GPA of 3.0 (or a 2.8 with at least a B- in A & P II) at completion of the fall sophomore coursework may enter the January nursing cohort. Students who do

not meet these criteria will be placed on a waiting list to be reconsidered for admission with the next cohort the following January.

- C. All students placed on the waiting list will be evaluated on a competitive basis; placement on the waiting list does not guarantee admission to the nursing coursework.

(*Approved FGA 4/21/2017)

Traditional B.S.N. program (For the class of 2020):

- A. Students must have a minimum cumulative Rockhurst GPA of 2.7 or greater at the end of the summer of their freshman year. If students do not achieve this GPA, they will be placed on a waiting list for consideration for admission with the next cohort group the following January.
- B. Those students who have a cumulative GPA of 2.7 must continue to maintain this GPA following completion of the fall sophomore coursework in order to enter the January nursing cohort. If students do not achieve a cumulative Rockhurst GPA of 2.7 for the fall semester, they will be placed on a waiting list to be reconsidered for admission with the next cohort the following January.
- C. All students placed on the waiting list will be evaluated on a competitive basis; placement on the waiting list does not guarantee admission to the nursing coursework.

Accelerated B.S.N. program: Students must have a minimum GPA of 3.0 (or a 2.8 with at least a B- in A & P).

Academic Requirements for Progression

Traditional B.S.N. Students

Students must achieve minimum grades in all science, and math, and nursing courses as follows in order to continue progression in the nursing program. A grade of less than C (C-, D+, D, F, WF) or an AU is not satisfactory for progression.

Accelerated B.S.N. Students

Accelerated B.S.N. students must achieve a grade of C in all nursing courses. A grade of less than C (C-, D+, D, F, WF) or an AU is not satisfactory for progression.

All Students

1. Students must maintain a cumulative GPA of 2.00 to progress in the nursing curriculum. Students whose cumulative GPA falls below 2.0 will not be allowed to enroll in any other nursing course until they have raised their cumulative GPA to 2.0.
2. No nursing course may be repeated in which the student receives an original grade of C or better.
3. A student who receives a grade of C- or below is placed on academic probation. The Dean of Nursing shall determine when a student may repeat a course based on space available. No student will be permitted to repeat a course more than once in an attempt to achieve a grade of C or better.
4. A student who receives a grade of C- or below in any nursing course must repeat the entire course and achieve a minimum grade of C.
5. A student who receives two course grades below C (including C-, D+, D, F, NP, WF) whether in the same course or another nursing course will be dismissed from the nursing program. This policy applies to nursing courses completed at Research College as well as any completed for transfer credit.

Interruption in Enrollment

Traditional B.S.N. Program

Traditional BSN nursing students who are academically eligible to continue in the program but had an interruption in enrollment must apply for readmission through Rockhurst University. There is no application fee. The student seeking readmission should:

1. Traditional BSN students must complete the readmission application form located on the Rockhurst University website.
2. Contact the Director of Admission at Research College of Nursing.

3. Have up-to-date official transcripts of credit sent to Research College of Nursing from each college attended since the last enrollment at Research College of Nursing or Rockhurst University.
4. In all cases of re-enrollment following an interruption in continuous enrollment, the program director and appropriate course faculty will make a determination regarding repeating courses or additional requirements to assure current knowledge, on a space available basis.

Changes in Enrollment

Changes in registration for students enrolled in nursing courses must be initiated in the Office of Registrar at Research College of Nursing. Class additions will not be allowed after the first week of the semester. Students who stop attending class(es) without processing the official withdrawal forms will receive grades of F. No credit will be allowed for a course in which the student is not appropriately registered.

Classification of Students

Traditional B.S.N.

Traditional B.S.N. degree-seeking students are classified as follows:

Freshman 0-29 earned semester hours

Sophomores 30-59 earned semester hours

Juniors 60-89 earned semester hours

Seniors 90 and above earned semester hours

Enrollment Status

Traditional B.S.N.

Full-time status as an undergraduate student is defined as a minimum of 12 semester hours of credit during a regular Fall, Spring or Summer semester. An undergraduate student is considered to be attending full-time if the minimum 12 semester hours is taken over the course of multiple sessions within a regular semester. Half-time status as an undergraduate student is enrollment in 6 to 11 semester hours during a regular Fall, Spring or Summer semester. Undergraduate enrollment status is considered to be less than half time if the student is enrolled in less than six semester hours during a regular Fall, Spring or Summer semester.

Visiting status as an undergraduate student is defined as a non-degree seeking student who may be admitted to specific courses based on certification from another school that the student is in good standing there. In addition, the student must have permission to take courses at Research College of Nursing to apply toward the program at the primary school.

Declaration of a Major

Traditional BSN students may be accepted into the nursing program as freshmen. In order to continue into upper division, students must complete a Declaration of Major Application. This application must be on file prior to the start of any 3000 level nursing course. This application will initiate a review of the student's record by the Registrar and a credit evaluation is completed to ensure that all lower division requirements have been fulfilled.

Course Progress

Using Blackboard Grade Book

Students may view their progress and grades in all nursing courses using the grade book feature of Blackboard at any time during the academic term. It is the student's responsibility to remain aware of progress in courses and consult with course faculty if additional assistance is needed.

Using Rockhurst University Rockweb

Currently-enrolled undergraduate students may view their midterm and final semester grades on Rockhurst University's Rockweb in a secure environment after obtaining a Personal Identification Number (PIN) from Rockhurst University Computer Services. Final grades are available for viewing after the close of the academic session or semester. Midterm grades, issued for undergraduate students, are progress reports only and do not affect the student's GPA. Undergraduate advisors may also view their advisee's midterm grades on Rockweb. Midterm grades provide an opportunity for students and advisors to discuss academic progress.

Undergraduate Grading Scale

Course requirements and the methodology for assigning grades are the prerogative of the teaching faculty of each nursing course. One letter grade is recorded on the transcript for each course.

The grade schedule and equivalent numerical percentages for Research College of Nursing is as follows:

A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	75-77%
C-	70-74%
D+	68-69%
D	65-67%
F	0-64%

Grade Rounding Policy (Approved FGA 12/8/17)

Grades determined by percentages involving decimals will be rounded up to the next whole number when equal to 0.5 or greater. When the decimal is less than 0.5, the grade will be rounded down.

The quality point values for each grade are listed below. Plus and minus grades indicate upper and lower ranges of each grade category. A+ and D- are not recognized grades. **Grades marked with an asterisk (*) do not allow progression in nursing courses.**

A	4.00	indicates the highest level of achievement and an outstanding level of intellectual scholarship.
A-	3.67	indicates high achievement and an unusual degree of intellectual initiative.
B+	3.33	indicates a consistently good level of achievement and an intelligent fulfillment of course requirements in a manner that approaches the quality of the highest grade.
B	3.00	indicates a good level of achievement, intelligent understanding and application of subject matter.
B-	2.67	indicates attainment well above the average.
C+	2.33	indicates a level of achievement and fulfillment of course requirements that somewhat exceeds average requirements.
C	2.00	indicates a [work of average or] satisfactory level of work.
C-*	1.67	indicates a below average, unsatisfactory and unacceptable level of work.
D+*	1.33	indicates unsatisfactory and unacceptable level of work.
D*	1.00	indicates work of inferior, unacceptable quality.
F*	0.00	indicates work which lacks even the minimum level of understanding and is unacceptable.
AU*		(Audit Status) means no credit given. Students are expected to attend all class sessions, but are not required to complete assignments or to take examinations.
I*		(Incomplete) means incomplete and may be assigned only for serious reasons. Program Directors and the Dean of Nursing will be notified. An incomplete must be removed within six weeks or it will automatically become an F.
NP*		(No Pass) means an unsatisfactory performance in a clinical course that will not add credit and will not affect the grade point average but will count as a failure in a nursing course.
P		(Pass) means a satisfactory performance in a clinical course that will add credit but will not affect the grade point average.
X*		means absence from final examination; may be assigned only when an extension of time has been granted for serious reasons; must be removed within six weeks or automatically becomes an F.
W*		(Withdraw) means the student was allowed to withdraw without penalty.
WF*	0.00	(Withdraw Fail) means the student was failing at the time of withdrawal and will not affect the grade point average, but will count as a failure in a nursing course.

All grades are part of the student's academic record and are computed in the student's cumulative GPA (except those indicated above) and are applicable under any dismissal policy. Grades of C-, D+, D or F are not calculated in a student's cumulative GPA after the student has successfully repeated the course with a grade of C or above. **Course grades of C-, D, D+, F, WF, or NP remain part of the academic record and are subject to the dismissal policy.**

Assignment of Grades for Undergraduate Courses (Approved FGA 12/8/17)

Theory Courses

The student must achieve at least a 75% exam average to successfully complete the course. The final course grade for students who earn at least 75% will be determined by the total course points. The final course grade for students who earn less than 75% will be the exam average.

Students will receive a C- if the average is 70-74%; a D+ if the average is 68-69%; a D if the average is 65-67%; and, an F for a grade equal to or below 64%, as noted in the undergraduate grading scale.

Combined Theory and Laboratory/Clinical Courses

The student must achieve at least a 75% exam average in theory and at least a 75% performance evaluation in laboratory/clinical to successfully complete the course. The final course grade for students who earn at least 75% in both theory and laboratory/clinical will be determined by the total course points.

Students who do not earn a 75% exam average in theory or 75% performance in laboratory/clinical will receive a final course grade that reflects the lowest percentage of the two (theory or laboratory/clinical).

Students who do not earn a 75% in both theory and laboratory/clinical, will receive a final course grade that reflects the highest percentage of the two (theory or laboratory/clinical).

Students will receive a C- if the average is 70-74%; a D+ if the average is 68-69%; a D if the average is 65-67%; and, an F for a grade equal to or below 64%, as noted in the undergraduate grading scale.

Transcripts of Records

No transcript, official or unofficial, or Certification of Education will be issued to or for a student or alumnus who is delinquent in financial obligations to Rockhurst University or Research College of Nursing. Undergraduate students wishing transcripts of records to transfer from Research College of Nursing to another college or for other purposes should submit a written, signed request to the Registrar at Rockhurst University.

Withdrawal from the Nursing Program

Students desiring to withdraw from courses during a semester must secure a withdrawal form from the Office of the Registrar and have it signed by the student's academic advisor, course coordinator(s), and Dean.

Courses dropped during the Drop/Add period (first 7 days) are not recorded on the student's academic record. Courses dropped after the Drop/Add period are recorded with grade notations of W (withdrawal) or WF (withdrawal failing). The assignment of the grade when withdrawing is determined by the student's academic performance at the time of withdrawal. The last date for withdrawal is the date established by the Rockhurst University Registrar's Office and published on the Academic Calendar (2/3 of the scheduled term) unless otherwise noted in the course syllabus and calendar. Following the 2/3 date, course withdrawal will not be allowed.

Tuition and fees paid by a student authorized to withdraw are refundable only as indicated under Refunds from the "Tuition and Fees" section of this catalog. Failure to process withdrawals prior to the last date of withdrawal will result in a grade of F.

A student who withdraws during the semester/term or before final examinations forfeits credit for work done that semester/term. Any student who wishes to withdraw from a course should confer with the course faculty and advisor. The student's right to withdraw remains regardless of the course faculty or advisor's recommendation.

This policy applies regardless of the length of the course. The procedures and deadlines for withdrawal from individual courses also apply to changes to audit status in any class.

Academic Probation

An undergraduate student who receives a final course grade of C- or below in one nursing course, assuming their GPA is above a 2.0, is placed on academic probation until such time as the course is successfully repeated. If a student earns a grade of C- or below in the repeated course or in another nursing course, the student will be dismissed from the program.

Suspension

A student may be suspended from any classroom, lab or clinical session for inappropriate or unsafe behavior or failure to adhere to any Research College of Nursing Academic Policies. Suspension may last from several hours to one calendar year. Suspension results in denied access to Blackboard for quizzes, exams, assignments or other course related materials in every course in which a student is enrolled. Suspension means that the student may not attend class, lab or clinical **AND** will not be allowed to make up any work or assignments or exams that are due during the suspension.

Faculty imposed: Faculty are solely responsible for making the immediate decision to suspend a student from classroom, clinical, or lab sessions in progress for inappropriate or unsafe behaviors. At the time of a suspension by the

faculty, conditions for reinstatement are explained. Failure to meet the conditions of reinstatement may result in course failure.

College imposed: The Dean of Nursing is solely responsible for imposing suspension for failure to adhere to Research College of Nursing academic policies. At the time of a suspension by the Dean of Nursing, the conditions of reinstatement are explained. Failure to meet the conditions of reinstatement may result in course failure or dismissal from the nursing program. The student cannot attend classroom, lab or clinical sessions during the suspension.

Undergraduate Program Requirements

Degree Offered

Research College of Nursing and Rockhurst University confer the Bachelor of Science in Nursing degree for graduates of the undergraduate program. This degree enables the graduate to apply to write the National Comprehensive Licensure Examination for Registered Nurses (NCLEX-RN) to become a licensed registered nurse (RN). Graduation does not automatically ensure eligibility to write the licensure examination. For more information, see Section 335.066, RSMo, of the Nursing Practice Act at <http://pr.mo.gov/boards/nursing/npa.pdf>.

This section contains a description of degree requirements for Traditional B.S.N. students entering with no previous college credit. It also contains information on the Accelerated B.S.N. Each is designed to provide a quality educational experience for the student population it serves.

Transfer students must have an evaluation of all transcripts of credit to determine what courses are needed to meet the degree requirements for the B.S.N. It is recommended that students meet with their advisers to develop a plan of study. As circumstances dictate, the plan may be revised.

Traditional B.S.N. Degree Requirements

The Bachelor of Science in Nursing degree consists of a liberal core curriculum rooted in the values and beliefs expressed in the Rockhurst mission statement (see the Overview section of the Rockhurst University Catalog) and the nursing curriculum which is rooted in the values and beliefs expressed in the Research College of Nursing Mission found in this catalog. The curriculum for the B.S.N. degree program has four categories of courses: the modes of inquiry, proficiencies, prerequisites for the nursing major, and the nursing major.

“The modes of inquiry—that is, the methods or systems by which the human intellect pursues some essential knowledge, truth or aspect of truth—give structure to the core curriculum (that set of required courses taken by all degree-seeking undergraduate students) in a way that encourages the full development of students in various aspects of their humanity. As methods or systems, each mode suggests the appropriate kinds of questions to be asked in its study, organizes the steps by which study is furthered, and measures what counts as progress in its particular sphere” (Rockhurst University Catalog 2014-2016).

Proficiencies consist of oral and written communications and math, representing basic skills and abilities required of all degree-seeking undergraduate students. Prerequisites are those required courses that establish a foundation for the nursing major. Honors Program – Rockhurst and Research offer the Honors Program for outstanding students who want to make the very most of their education. Honors Program students take specially designed liberal arts courses and modified nursing courses which meet program requirements. Nursing students participating in the Honors Program should consult the director of the Honors Program for the appropriate course substitutions. Additional information about the Honors Program, including course descriptions, is available in the Rockhurst University catalog.

The Bachelor of Science in Nursing requires successful completion of the equivalent of 128 semester credit hours which must include:

1. A total of 65 semester credit hours in liberal arts and sciences as follows.

A. *Courses (12 hours) in the Liberal Arts and Sciences designated to meet proficiency requirements:*

Proficiency in Oral Communication (OCP): CT 2000 Fundamentals of Communication (3 credits)

Proficiency in Written Communication (WCP): EN 1110 College Composition I (3 credits) and EN 1120 College Composition II (3 credits)

(Note: Advanced Students may satisfy the proficiency in written communication by the single semester course EN 1140 English Composition.)

Proficiency in Mathematics: MT 1190 Precalculus (3 credits) or completion of an approved equivalent course.

B. *A total of 40 hours in the Modes of Inquiry as follows:*

Artistic

1 level-one course (3 credits)

Historical

1 level-one course (3 credits)

Literary

1 level-one course (3 credits)

(Note: Level-one requirements in the artistic, historical, and literary modes of inquiry may all be satisfied simultaneously by the two semester sequence of HU 2110 and HU 2120, Integrated Humanities.)

Either Historical or Literary

1 level-two course (3 credits)

Scientific Causal

1 level-one course (4 credits)

CH 1050/1060 Principles of General Chemistry

Scientific Relational

1 level-one course (3 credits)

PY 1000 Introduction to Psychology

1 level-one or level-two course from an area that is not psychology (3 credits)

Either Scientific Relational or Scientific Causal (3 credits)

1 level-two course

PY 3400 Developmental Psychology

Philosophical

1 level-one course (3 credits)

PL 1100 Reality and Human Existence

1 level-two course (3 credits)

PL 3100 Ethical Theory

Theological*

1 level-one course (3 credits)

TH 1000 Christianity I: Foundations, TH 1020 Introduction to New Testament, or TH 2000 Introduction to World Religions

1 level-two course (3 credits)

Any TH course in the 3000s or 4000s

Philosophy or Theology* level-two course (choose one)

Swing PL/TH Level II – any course in the 3000s or 4000s

*Note: At least one theology course must be designated as having a Christian focus.

C. *Students must successfully complete at least one approved three-hour, upper-division course with a Global Perspectives designation. Students can also fulfill this requirement with two semesters of the same college-level foreign language or a nursing elective course with Global Perspectives designation.*

D. *Courses (13 hours) in the liberal arts and sciences which are required support courses for the nursing major.*

- BL 2929 Cellular Basis for Human Anatomy and Physiology (1 credit)
- BL 3030/3031 Human Anatomy & Physiology I (4 credits)
- BL 3040/3041 Human Anatomy & Physiology II (4 credits)
- BL 3100/ 3101 Microbiology (4 credits)

2. A total of 63 semester credit hours in the nursing major as follows.

Each theory (T) credit hour is equivalent to one clock hour.

Each clinical (C) credit hour is equivalent to three clock hours.

Each lab (L) credit hour is equivalent to two clock hours.

CURRENT CURRICULUM FOR CLASSES OF 2018 AND 2019

1000 Level Course (1 credit hour)

NU 1000 Freshmen in Nursing (1T) – *required for first-time college students only*

2000 Level Courses (10 credit hours)

NU 2030 Foundations of Nursing Practice (2T, 1L)

NU 2050 Nursing Health Assessment (1T, 1L)

NU 2750 Normal Nutrition (2T)

NU 2850 Pathophysiology (3T)

3000 Level Courses (39 credit hours)

NU 3100 Professional Concepts (3T)

NU 3200 Adult Health Nursing I (3T)

NU 3210 Adult Health Nursing Practice I (3C)

NU 3220 Older Adult Health (2T)

NU 3330 Pharmacology I (2T)

NU 3350 Pharmacology II (2T)

NU 3430 Adult Health Nursing II (4T)

NU 3440 Adult Health Nursing Practice II (3C)

NU 3510 Mental Health Nursing (2T)

NU 3530 Mental Health Nursing Practice (1C)

NU 3570 Nursing Research (2T)

NU 3730 Maternal–Newborn Nursing (3T)

NU 3750 Child Health Nursing (3T)

NU 3770 Maternal–Child and Family Nursing Practice (3C)

NU 3790 Professional Development Strategies (1T)

NU ___ Nursing Elective (2T)

4000 Level Courses (13 credit hours)

NU 4100 Leadership and Professional Issues (3T)

NU 4210 Community Health Nursing (3T)

NU 4230 Community Health Nursing Practice (2C)

NU 4400 Capstone: Leadership in Professional Nursing Practice (5C)

REVISED CURRICULUM EFFECTIVE FOR CLASS OF 2020

1000 Level Course (1 credit hour)

NU 1000 Freshmen in Nursing (1T) – *required for first-time college students only*

2000 Level Courses (5 credit hours)

NU 2750 Normal Nutrition (2T)

NU 2850 Pathophysiology (3T)

3000 Level Courses (37 credit hours)

NU 3010 Fundamentals of Nursing (4T/1L)

NU 3080 Population Based Health Care (2T/2L)

NU 3150 Health Assessment Across the Lifespan (2T/1C)

NU 3190 Professional Development I (2T)

NU 3220 Older Adult (2T)

NU 3330 Pharmacology I (2T)

NU 3350 Pharmacology II (2T)

NU 3470 Adult Health I (3T/3C)

NU 3490 Mental Health (2T/1C)

NU 3590 Evidence Based Practice (2T)

NU 3690 Professional Development II (1T)

NU 3800 Intro to Statistics (3T)

NU ___ Nursing Elective (2T)

4000 Level Courses (20 credit hours)

NU 4170 Maternal-Child, Family & Women's Health Nursing (4T/2C)

NU 4190 Professional Development III (1T)

NU 4270 Adult Health II (3T/3C)

NU 4390 Professional Development IV (2T)

NU 4500 Capstone (1T/4C)

- 3. A minimum grade of C in all math and science courses. *Note: Students must have a C or better in BL 3030/3031 prior to enrollment in BL 3040/3041.**
- 4. A minimum Rockhurst grade point average of 2.8 at the end of freshmen year and 3.0 at end of first semester sophomore year to initially enroll in any NU 2000 nursing courses. Students with a 2.8 grade point average at the end of first semester sophomore AND at least a B- in A&P II may begin NU 2000 nursing courses.**
- 5. A final minimum cumulative grade point average of 2.00 and a minimum grade of C in all nursing courses for graduation.**

CURRENT CURRICULUM FOR CLASSES OF 2018 AND 2019

Lower Division Prerequisites

This section illustrates courses which must be completed to progress in the nursing major. Certain courses must be successfully completed before others can be taken. (* nursing courses ending in "1" are in Accelerated B.S.N. curriculum)

Required Courses for:**NU 2030/2031* Foundations of Professional Nursing**

BL 2929	Cellular Basis for Human Anatomy and Physiology
BL 3030/3031	Human Anatomy & Physiology I
BL 3040/3041	Human Anatomy & Physiology II
MT 1190	Precalculus (or approved equivalent course)

NU 2050/2051* Nursing Health Assessment

BL 2929	Cellular Basis for Human Anatomy and Physiology
BL 3030/3031	Human Anatomy & Physiology I
BL 3040/3041	Human Anatomy & Physiology II
PY 1000	Introduction to Psychology

NU 2850 Pathophysiology

CH 1050/1060	Principles of General Chemistry
BL 2929	Cellular Basis for Human Anatomy and Physiology
BL 3030/3031	Human Anatomy & Physiology I
BL 3040/3041	Human Anatomy & Physiology II

Recommended courses prior to lower division nursing

EN 1110/1120	College Composition I & II
PY 3400	Developmental Psychology
CT 2000	Fundamentals of Communication

Upper Division Prerequisites

The following courses must be completed satisfactorily for progression to upper division. Deficits in prerequisites prohibit a student's progression.

Required courses prior to upper division nursing courses (3000 and 4000 level courses):

BL 3100/3101	Microbiology
PY 3400	Developmental Psychology
CT 2000	Fundamentals of Communication
NU 2750	Normal Nutrition
NU 2850	Pathophysiology
NU 2030/2031	Foundations of Nursing Practice
NU 2050/2051	Nursing Health Assessment

REVISED CURRICULUM EFFECTIVE FOR CLASS OF 2020**Required Courses for:****NU 2850 Pathophysiology**

CH 1050/1060	Principles of General Chemistry
MT 1190	Precalculus (or approved equivalent course)
PY 1000	Introduction to Psychology
BL 2929	Cellular Basis for Human Anatomy and Physiology
BL 3030/3031	Human Anatomy & Physiology I
BL 3040/3041	Human Anatomy & Physiology II

NU 3000 and 4000 Level Courses

EN 1110/1120	College Composition I & II
BL 3100/3101	Microbiology
CT 2000	Fundamentals of Communication
PY 3400	Developmental Psychology
NU 2750	Normal Nutrition
NU 2850	Pathophysiology

Typical Four-Year Curriculum (Traditional B.S.N.)

Students work closely with their advisers throughout their college years to fulfill program requirements. To illustrate the degree requirements a curriculum guide has been developed. This is intended as a model only. Actual sequence and course selections are developed by individual students and their advisers, following guidelines for prerequisites and progression.

CURRENT CURRICULUM FOR CLASSES OF 2018 AND 2019

First Year – Fall		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
NU 1000	Freshman in Nursing	1
CH 1050/1060	General Chemistry	4
EN 1110	College Composition I	3
PL 1100	Reality and Human Existence	3
PY 1000	Introduction to Psychology	3
MT 1190	Precalculus	3
Total Credits		17

First Year – Spring		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
BL 2929	Cellular Basis for Anatomy and Physiology	1
BL 3030/3031	Human Anatomy & Physiology I	4
EN 1120	College Composition II	3
TH level one	Christianity I: Foundations, TH 1020 Introduction to New Testament or TH 2000 Introduction to World Religions	3
SR	Science Relational Level 1 or Level 2 (not psychology)	3
HS	Level 1	3
Total Credits		17

Second Year Fall		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
BL 3040/3041	Human Anatomy & Physiology II	4
PY 2400	Developmental Psychology	3
CT 2000	Fund of Communication	3
AR/MS/TA	Artistic Mode Level 1	3
BL 3100/3101	Microbiology	4

Total Credits		17
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Second Year – Spring		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
NU 2030	Found of Nsg Practice	3
NU 2050	Nursing Health Assessment	2
NU 2750	Normal Nutrition	2
NU 2850	Pathophysiology	3
EN _____	Literary Mode Level 1	3
HS/EN _____	Historical or Lit Mode Level 2	3
Total Credits		16

Third Year Fall		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
NU 3100	Professional Concepts	3
NU 3200	Adult Health Nursing I	3
NU 3210	Adult Health Nursing Practice I	3
NU 3220	Older Adult Health	2
NU 3330	Pharmacology I	2
PL 3100	Ethical Theory	3
Total Credits		16

Third Year – Spring		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
NU 3350	Pharmacology II	2
NU 3430	Adult Health Nursing II	4
NU 3440	Adult Health Nursing Practice II	3
NU 3510	Mental Health Nursing	2
NU 3530	Mental Health Nursing Practice	1
NU XXXX	Nursing Elective OR	2 or 3
NU 3570	Nursing Research (2 credits)	
TH level two	Any TH course numbered in the 3000s or 4000s	3
Total Credits		17 or 18

Fourth Year Fall		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
NU 3730	Maternal-Newborn Nursing	3
NU 3750	Child Health Nursing	3
NU 3770	Maternal-Child and Family Nursing Practice	3
NU 3790	Professional Development Strategies	1
NU 3570	Nursing Research OR	2
NU XXXX	Nursing Elective	2 or 3
PL or TH level two	Swing PL/TH Level II – any course in the 3000s or 4000s	3
Total Credits		15 or 16

Fourth Year – Spring		
Course #	Course Title	Credits
NU 4100	Leadership & Prof Issues	3
NU 4210	Community Health Nursing	3
NU 4230	Community Health Nursing Practice	2
NU 4400	Capstone: Leadership Professional Nursing Practice	5
Total Credits		13

REVISED CURRICULUM EFFECTIVE FOR CLASS OF 2020

First Year – Fall		
Course #	Course Title	Credits
NU 1000	Freshman in Nursing	1
CH 1050/1060	General Chemistry	4
EN 1110	College Composition I	3
PL 1100	Reality and Human Existence	3
PY 1000	Introduction to Psychology	3
MT 1190	Precalculus	3
Total Credits		17

First Year – Spring		
Course #	Course Title	Credits
BL 2929	Cellular Basis for Anatomy and Physiology	1
BL 3030/3031	Human Anatomy & Physiology I	4
EN 1120	College Composition II	3
TH level one	Christianity I: Foundations, TH 1020 Introduction to New Testament or TH 2000 Introduction to World Religions	3
SR	Science Relational Level 1 or Level 2 (not psychology)	3
HS	Level 1	3
Total Credits		17

Second Year Fall		
Course #	Course Title	Credits
BL 3040/3041	Human Anatomy & Physiology II	4
PY 2400	Developmental Psychology	3
HS/EN ____	Historical or Lit Mode Level 2	3
AR/MS/TA	Artistic Mode Level 1	3
BL 3100/3101	Microbiology	4
Total Credits		17

Second Year – Spring		
Course #	Course Title	Credits

CT 2000	Fundamentals of Communication	3
EN ____	Literary Mode Level 1	3
NU 2750	Normal Nutrition	2T
NU 2850	Pathophysiology	3T
PL 3100	Ethical Theory	3
Total Credits		14

Third Year Fall		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
NU 3010	Fundamentals of Nursing	4T, 1L
NU 3080	Population Based Health Care	2T, 2C
NU 3150	Health Assessment Across the Lifespan	2T, 1L
NU 3190	Professional Development I	2T
NU 3330	Pharmacology I	2T
Total Credits		16

Third Year – Spring		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
NU 3220	Older Adult	2T
NU 3350	Pharmacology II	2T
NU 3470	Adult Health Nursing I	3T, 3C
NU 3530	Professional Development II	1T
NU 3690	Mental Health Nursing	2T, 1C
TH level II OR NU 3800	Any TH course numbered in the 3000s or 4000s OR Intro to Statistics	3T
Total Credits		17

Fourth Year Fall		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
NU 3800 OR TH level II	Intro to Statistics OR TH course, any 3000 or 4000 level	3T
NU 4170	Maternal-Child/Family/Women’s Nursing	4T, 2C
NU 4190	Professional Development III	1T
NU 4270	Adult Health Nursing II	3T, 3C
Total Credits		16

Fourth Year – Spring		
<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
NU ____	Nursing Elective (GPR if needed)	2-3T
NU 3590	Evidence-Based Practice	2T
NU 4390	Professional Development IV	2T
NU 4500	Capstone	1T, 4C
PL/TH ____	PL/TH swing course, any 3000 or 4000 level	3T
Total Credits		14-15

Accelerated B.S.N. Degree Requirements

Accelerated B.S.N. students are considered to have met the general education requirements (liberal arts and sciences) with their prior degree. There are, however, certain prerequisites necessary for progression to the nursing major. An evaluation of transcripts of credit will determine which of these may already be met by previous study.

The Accelerated B.S.N. requires successful completion of the equivalent of 128 semester credit hours.

1. A total of 66 semester credit hours in Liberal Arts and Sciences* as follows.

A. Prerequisite courses and minimum semester credit hours required:

Principles of General Chemistry	4
Anatomy and Physiology	6
Microbiology	4
Developmental Psychology	3
Theology or Philosophy (Ethics recommended)	6
Electives	43
Total	66

*Anatomy & Physiology credits must be earned within five years of applying to the program.

2. A total of 62 semester credit hours in the nursing major as follows:

A. The following are nursing courses taken in the nursing major prior to commencing the one year nursing curriculum.

Nutrition	2
Pathophysiology	3
Subtotal	5

B. The following are nursing courses taken during the one year nursing curriculum. Each theory (T) credit hour is equivalent to one clock hour; each clinical (C) credit hour is equivalent to three clock hours; each lab (L) credit hour is equivalent to two clock hours.

Nursing Curriculum

Course #	Course Title	Credits
NU 3011	Fundamentals of Nursing	4T, 1L
NU 3081	Population Based Health Care	2T, 2C
NU 3151	Health Assessment Across the Lifespan	2T, 1L
NU 3191	Professional Development I	2T
NU 3221	Older Adult Health	2T
NU 3331	Pharmacology I	2T
NU 3351	Pharmacology II	2T
NU 3471	Adult Health I	3T, 3C
NU 3491	Mental Health	2T, 1C
NU 3591	Evidence Based Practice	2T
NU 3691	Professional Development II	2T
NU 3800	Statistics	3T
NU 4171	Maternal-Child, Family & Women	4T, 2C
NU 4191	Professional Development II	1T
NU 4271	Adult Health II	3T, 3C
NU ____	Nursing Elective	2T
NU 4391	Professional Development IV	2T
NU 4501	Capstone	1T, 4C

3. A minimum grade of C in all science courses. Maintain a cumulative GPA of 2.00 to progress in the nursing program.
4. A final cumulative grade point average of 2.00 and a minimum grade of C in all nursing courses.
5. Residency requirement met by completing 9 semester credit hours at Rockhurst University and Research College of Nursing before starting the nursing sequence and the final 30 semester credit hours at Research College of Nursing.

Accelerated B.S.N. Curriculum

Term 1 A		
NU 3011	Fundamentals of Nursing	4T, 1L
NU 3151	Health Assessment Across the Lifespan	2T, 1L
NU 3331	Pharmacology I	2T
Term 1 B		
NU 3081	Population Based Health Care	2T, 2C
NU 3191	Professional Development I	2T
NU 3471	Adult Health I	3T, 3C
Term 2		
NU 3221	Older Adult	2T
NU 3351	Pharmacology II	2T
NU 3691	Professional Development II	1T
NU 3800	Statistics	3T
NU 4171	Maternal-Child, Family & Women	4T, 2C
NU 4191	Professional Development III	1T
Term 3 A		
NU ____	Nursing Elective	2T
NU 3491	Mental Health	2T, 1C
NU 3591	Evidence Based Practice	2T
NU 4271	Adult Health II	3T, 3C
Term 3 B		
NU 4391	Professional Development IV	2T
NU 4501	Capstone	1T, 4C

Graduation Honors

A candidate for a B.S.N. degree who has a cumulative grade point average of 3.5 graduates Cum Laude; one who has an average of 3.7 graduates Magna Cum Laude; and one who has an average of 3.85 graduates Summa Cum Laude. In computing honors, the average of all college work or work only at Rockhurst University and Research College of Nursing is used, whichever is lower. These honors are announced at commencement.

Undergraduate Program Course Descriptions

Students have the opportunity to enroll on an elective basis in the full range of courses and academic disciplines offered at Rockhurst University. Course descriptions for Rockhurst University courses may be found at <http://www.rockhurst.edu/registrar/catalog/index.asp>.

The following section provides course descriptions for all nursing courses specifically required in the Research/Rockhurst Bachelor of Science in Nursing Program.

Outstanding students who are invited to participate in the Rockhurst University Honors Program take a specially designed curriculum which substitutes for courses normally required. Descriptions of this program and honors courses may be found in the Rockhurst University Catalog. More information may be obtained from the Director of the Honors Program.

Undergraduate courses are numbered from 1000 to 4990. Courses numbered from 1000 through 1990 are intended primarily for students in their first year of post-secondary study. Courses numbered from 2000 to 2990 are intended primarily for sophomore students. Courses numbered from 3000 to 3990 are intended primarily for junior students. Courses numbered from 4000 to 4990 are intended primarily for senior students. Nursing course numbers ending in 0 are for the traditional B.S.N.-and those ending in 1 are for the Accelerated B.S.N.

The number in parentheses following the course number and title indicates the semester credit hours for that course. The course delivery format is indicated in the parenthesis following the course description according to these definitions:

Classroom-based Course (CBC) – A face-to-face course with use of the campus Learning Management System (eg. Blackboard) for functions that may include document/resource repository, posting of student grades, or activities that complement class sessions without reducing the number and length of required class meetings.

Classroom Hybrid Course (CHC) – A course in which a significant portion (at least 30% but less than 75%) of face-to-face classroom time is reduced and replaced with online learning activities. Between 30% and 75% of instructional time occurs through online learning activities that may occur asynchronously or during the assigned course meeting time (synchronously).

Online Hybrid Course (OHC) – A course in which students meet face-to-face less than 25% of instructional time. Greater than 75% of instructional time occurs through online learning activities that may occur during the assigned course meeting time (synchronously) or asynchronously.

Online Synchronous Course (OSC) – All course activity is completed online, with specific dates and times assigned during the semester for students to complete assignments and to engage in online course sessions with the instructor and other students. The online elements include essential interactions with course content, the faculty member, and other students. There are no required physical face-to-face meetings at the university or a university-affiliated location.

Online Asynchronous Course (OAC) – All course activity is completed online, and there are no scheduled real-time (synchronous) online sessions required. The online elements include essential interactions with course content, the faculty member, and other students, with specific deadlines for students to complete assignments. There are no required physical face-to-face meetings at the university or a university-affiliated location.

Nursing Courses

CURRENT CURRICULUM FOR CLASSES OF 2018 AND 2019

NU 1000 Freshmen in Nursing (1)

The purpose of this course is to help first-time college students as they transition from high school to Rockhurst University and then into the nursing program. Freshmen in Nursing Seminar will facilitate student progress by connecting pre-nursing students with resources, developing their academic and interpersonal communication skills, and encouraging self-reflection and personal growth. Pre-requisite: Direct admission into the nursing program. (CBC)

NU 2030/2031. Foundations of Nursing Practice (3)

This course focuses on foundational concepts and nursing skills essential for the practice of professional nursing. Learning experiences occur in the classroom and college laboratory. Prerequisites: BL 2929, BL 3030/3031, BL 3040/3041; and MT 1190 for Traditional B.S.N. (CBC)

NU 2050/2051. Nursing Health Assessment (2)

In this course, students learn to assess adult client health status. The emphasis is on normal assessment findings and recognition of deviations from normal. Learning experiences occur in the classroom and college laboratory. Prerequisites: BL 2929, BL 3030/3031, BL 3040/3041; and PY 1000. (CBC)

NU 2750. Normal Nutrition (2)

This course focuses on principles of nutrition which promote health and normal growth across the lifespan. Nutritional practices which enhance health are explored. Factors which affect food habits and nutritional practices are examined. Common nutritional problems are discussed. The student is introduced to methods to assess nutritional status across the lifespan. (CBC)

NU 2850/2851. Pathophysiology (3)

This course focuses on alterations in biologic processes that affect the body's internal homeostasis. A conceptual approach will be used to emphasize general principles of pathophysiology. The etiology, pathogenesis, clinical manifestations, and sequelae of various alterations of human structure and function will be examined. Knowledge from the basic and clinical sciences will be integrated. Prerequisites: CH 1050/1060; BL 2929, BL 3030/3031; 3040/3041. (CBC)

NU 3100/3101. Professional Concepts (3)

This course focuses on professional concepts and values central to nursing. Selected topics will be examined to promote the student's professional development. All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisites: NU 3200/3201, NU 3210/3211. (CBC)

NU 3200/3201. Adult Health Nursing I (3)

The primary focus of this course is the nursing management of adult health. Strategies for disease management and health promotion are addressed in the care of adult clients with fluid and electrolyte, cardiovascular, endocrine, musculoskeletal, and sensory-perceptual alterations. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisites: NU 3100/3101, NU 3210/3211, NU 3330/3331. (CBC)

NU 3210/3211. Adult Health Nursing Practice I (3)

The focus of this course is the clinical application of nursing concepts, skills, and health assessment techniques. Students utilize the nursing process while caring for adult clients on medical-surgical acute care units. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisites: NU 3100/3101, NU 3200/3201, NU 3330/3331. (CBC)

NU 3220/3221. Older Adult Health (2)

This course focuses on the concepts of healthy aging and the maintenance of functional capacity in the later years. Content addresses common physiological, psychological and social changes, challenges, and adaptations of older people. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisites: NU 3100/3101, NU 3230/3231, NU 3330/3331, NU 3350/3351. (CBC)

NU 3330/3331. Pharmacology I (2)

This course is the first of two pharmacology courses and is designed to develop knowledge and encourage application of pharmacological therapy in nursing practice. Content is organized according to the following classifications: principles of safe medication administration, cultural considerations, genomics, anti-infectives, cardiovascular, endocrine, analgesics, anti-inflammatory, anesthetics, ophthalmics, psychotherapeutics, herbals and supplements, and over-the-counter medications. An emphasis is placed on nursing considerations and responsibilities in providing safe pharmacological therapy. Prerequisite: All NU 2000 level courses, BL 3100/3101, Corequisite: NU3200/3201. (CBC)

NU 3350/3351. Pharmacology II (2)

This course is the second of two pharmacology courses and is designed to develop knowledge and encourage application of pharmacological therapy in nursing practice. Content is organized according to the following classifications: lifespan considerations, respiratory, genitourinary, gastrointestinal, integument, hematology, immune, and neurologic medications. An emphasis is placed on nursing considerations and responsibilities in providing safe pharmacological therapy. Prerequisite: All NU 2000 level courses, NU 3330/3331, BL 3100/3101. Corequisite: NU 3430/3431. (CBC)

NU 3430/3431. Adult Health Nursing II (4)

The primary focus of this course is the nursing management of adult health. Strategies for disease management and health promotion are addressed in the care of adult clients with integumentary, genitourinary, gastrointestinal, neurological, immune, autoimmune, pulmonary and hematological alterations. Prerequisites: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3330/3331; Corequisite: NU 3440/3441, NU 3350/3351. (CBC)

NU 3440/3441. Adult Health Nursing Practice II (3)

The focus of this course is the clinical application of nursing concepts, skills and health assessment techniques. Students utilize the nursing process while caring for adult clients on complex medical-surgical units including critical care settings. Prerequisites: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3330/3331; Corequisite: NU 3430/3431, NU 3350/3351. (CBC)

NU 3510/3511. Mental Health Nursing (2)

The primary focus of this course is the nursing management of selected mental health issues across the lifespan. Disease management and health promotion provide the framework for the study of mental health. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisite: NU 3100/3101, NU 3330/3331, NU 3350/3351, NU 3530/3531. (CBC)

NU 3530/3531. Mental Health Nursing Practice (1)

The focus of this course is the clinical application of nursing concepts, mental health assessment, and interpersonal skills in psychiatric nursing process in the care of patients with mental health alterations in acute care and selected community settings. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisite: NU 3100/3101, NU 3330/3331, NU 3350/3351, NU 3510/3511. (CBC)

NU 3570/3571. Introduction to Nursing Research (2)

The focus of this course is the research process and its application to nursing. Learning activities provide the student with the opportunity to develop skills needed to become a competent consumer of research. Emphasis is placed on the role of evidence-based practice as the basis for clinical decision making. Prerequisite: All NU 2000 level courses. (CBC)

NU 3730/3731. Maternal – Newborn Nursing (3)

The primary focus of this course is the nursing management of maternal and newborn health. Strategies for disease management and health promotion are addressed. Selected issues related to the study of families, genetics, reproductive and women's health care also included. Prerequisites: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3330/3331, Pre or Corequisites: NU 3350/3351, NU 3750/3751, NU 3770/3771. (CBC)

NU 3750/3751. Child Health Nursing (3)

The primary focus of this course is the nursing management of the health of children, adolescents, and their families. Strategies for disease management and health promotion are addressed throughout the course. Prerequisite: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3330/3331, Pre or Corequisite: NU 3350/3351, NU 3730/3731, NU 3770/3771. (CBC)

NU 3770/3771. Maternal – Child and Family Nursing Practice (3)

The focus of this course is the clinical application of nursing concepts, skills, and health assessment techniques to children, maternal-newborn clients and their families. Students utilize the nursing process while caring for clients in selected pediatric and obstetrical acute care and community-based settings. Prerequisite: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3330/3331, Pre or Corequisites: NU 3350/3351, NU 3730/3731, NU 3750/3751. (CBC)

NU 3790/3791. Professional Development Strategies (1)

This course focuses on the strategies for successful entrance into the profession. Topics such as nursing resume preparation, interview techniques, portfolio development and tactics for success on NCLEX are included. Prerequisite: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3330/3331, Pre or Corequisites: NU 3350/3351, NU 3730/3731, NU 3750/3751. (CBC)

NU 4100/4101. Leadership and Professional Issues (3)

This course focuses on leadership and management concepts as they relate to the professional nursing role and the delivery of health care. Theories and evidence-based practice supporting delivery of health care are examined. Topics such as resource management, risk management and quality improvement strategies are included. The economic and ethical impact of health care costs, market trends, and cost effective quality care are analyzed. Prerequisite: All NU 3000 courses, Pre or Corequisites: NU 4210/4211, NU 4230/4231, NU 4400/4401. (CBC)

NU 4210/4211. Community Health Nursing (3)

This course focuses on public health concepts and the nursing leadership role for the management of health of communities and global society. Factors that impact the community as client are analyzed. Frameworks for planning health education programs focus on health promotion, risk reduction, and disease prevention. To facilitate the management of health in communities, selected areas of study may include community assessment, epidemiology, environment, vulnerable populations, disaster management and global health. Prerequisite: All NU 3000 courses, Pre or Corequisite: NU 4100/4101, NU 4230/4231, NU 4400/4401. (CBC)

NU 4230/4231. Community Health Nursing Practice (2)

This clinical practicum provides the opportunity for students to incorporate leadership skills and community concepts in a variety of community settings. The focus is on health promotion, risk reduction and disease prevention programs with selected at risk populations. Activities may include assisting community agencies and organizations to plan, implement, and evaluate health promotion programs. Prerequisite: All NU 3000 courses, Pre or Corequisites: NU 4100/4101, NU 4210/4211, NU 4400/4401. (CBC)

NU 4400/4401. Capstone: Leadership in Professional Nursing Practice (5)

This clinical practicum provides the opportunity to synthesize knowledge and skills from previous or current nursing courses through a focused clinical experience. This course culminates with leadership role acquisition relevant to the clinical site. The course provides for autonomous and collaborative functioning, which includes synthesis and integration of knowledge, skills, and attitudes requisite to professional nursing practice. Prerequisite: All NU 3000 courses, Pre or Corequisite: NU 4100/4101, NU 4210/4211, NU 4230/4231. (CBC)

NU 4990. Independent Study in Nursing (1-3)

Guided study or research on some aspect of nursing. Prerequisite: Dean of Nursing and Instructor approval. (OAC)

Nursing Electives

Nursing electives afford the student the opportunity to pursue an area of interest to develop knowledge and skills beyond the core content of the curriculum. The variety of course offerings or faculty-guided independent study in a given term is subject to availability of faculty and institutional resources. Selected courses in the College of Arts and Sciences are identified and may be used to meet the nursing elective requirement.

NU 3215 Clinical Immersion (2)

This pass/fail elective course provides a clinical immersion experience in a specialty setting. Students will develop knowledge and skills beyond the core content of the BSN curriculum. (OAC)

NU 3630 Transcultural Nursing Immersion Experience I (2)

This course will provide students the opportunity to prepare for a transcultural nursing immersion experience that will occur after this course is completed. This experience will vary depending on the identified needs of the community. Students will have the opportunity to explore nursing in the assigned culture. Students will also explore the social, political and economic aspects of life that shape the health care of the community. Students will be required to complete assigned readings and activities. Prerequisite: Faculty approval. (GPR) (OAC)

NU 3670 Transcultural Nursing Immersion Experience II (1)

This course will provide students the opportunity to reflect on a transcultural nursing immersion experience that occurred during the summer. Students will be required to complete assigned readings and activities. Prerequisite: NU 3630 and faculty approval. (GPR) (OAC)

NU 3852. Global Perspective in Public Health (3)

This course will allow students to examine global public health issues. Students will examine these issues using the public health methodology of epidemiology. Students will use the fundamental epidemiologic concept of interaction among agent, host, and environmental factors that influence the health and development of illnesses among peoples of the world, to guide their examination of these issues. (GPR) (OAC)

CT 3700. (Rockhurst) Health Communication (3)

This course will cover the broad topics regarding health and communication. Students learn how communication constructs people's perceptions of how people define health. Other topics will cover health illness and narratives, which gives different perspectives on health care treatment from a patients' perspective, patient-provider communication, and how communication occurs within health care organizations. Additionally, the course will examine how media campaigns are created to educate the public regarding health care issues. The course allows students to learn how various communication contexts and processes impact health/healthcare. The class would be ideal for students interested in working in healthcare contexts, whether as a practitioner, in an healthcare organization or even as a recipient of health care services.

HP 3500. (Rockhurst) Perspectives in Global Health (3)

This course identifies the major determinants of health on a global scale and examines the differences in health and health care from the perspectives of culture, geography, and socio-economic status. Topics may include the impact of poverty, nutrition, clean water, sanitation, disease, and access to health care. Upon completion of this course, students will understand the global threats to health and well-being outside of their own health care model. (GPR).

HP 3700. (Rockhurst) Global Perspectives on Disability (3)

This course is designed for students interested in issues related to disability. It will critically examine the position of persons with disabilities historically and in contemporary society across the globe. The class will analyze perspectives of various cultures on disability and the impact these perspectives have on societal institutions and the lives of people with disabilities in various nations. Assignments and discussion will be directed at enhancing awareness and understanding of the global disability community. Students will explore historical and contemporary views and discuss strides made as well as challenges the disability community still faces. Students will devise strategies for promoting positive messages and vehicles for advocacy. (GPR)

PY 2100. (Rockhurst) Introduction to Statistics for Behavioral Sciences (3)

Basic concepts of statistical analysis are applied to empirical questions from psychology, social sciences and life science to foster the scientific perspective, to incite critical thinking, and to produce better consumers of information. This course focuses on basic descriptive concepts (e.g. central tendency, variability) and techniques (e.g. correlation, regression), basic issues in hypothesis testing (e.g. probability, decision, errors) and basic parametric techniques (e.g. z-test, t-test, one- and two-factor ANOVAs).

PY 3600. (Rockhurst) Psychology of Sexual Behavior (3)

A psychological perspective on human sexuality and patterns of behavior. Sexual functioning, gender identity, sexual disorders and treatment are considered. The role of personality, attitudes and emotional factors are emphasized. Prerequisite: PY 1000. (SRI or SRII)

PY 3700. (Rockhurst) Health Psychology (3)

Health psychology is one of the most rapidly expanding areas in the field of psychology. This course will discuss the role psychological factors play in physical illness. The role of psychological treatments for individuals with psychophysiological disorders will be discussed. This course will also address the role of the health psychologist in the health care system and topics such as chronic pain, obesity, nicotine addiction. Prerequisite: PY 1000.

SO 3670. (Rockhurst) Sociology of Death and Dying (3)

The focus of this course is the sociological analysis of death and dying, both in the U.S. and in other parts of the world. The course examines how the intensely personal experiences of dying, death and bereavement are shaped by society and culture. Prerequisite: Sophomore standing. (SRII)

SP 3070. (Rockhurst) Medical Spanish II (3)

Continuation of SP 2070. This course introduces the student to the technical language of medicine: anatomy, illness, and treatment. It also prepares the student to conduct consultation and conversations in the Latino cultural context. Prerequisite: SP 2150 or approval of instructor. (GPR)

SP 4060. (SP 6070) (Rockhurst) Spanish for the Health Care Professional (3)

The purpose of this course is to provide students with the ability to overcome cross-cultural barriers in a medical setting and to communicate effectively with speakers of Spanish. Background information on Hispanic cultures (e.g. customs, conceptions of the role of health care providers and courtesy) as well as some medical terminology will be provided. Issues raised by the difference in conceptions of the role of doctors, medicine and health care will be addressed. The graduate course SP 6070 requires independent accelerated additional work appropriate for master's level study. Prerequisite: SP 3100 or approval of the instructor.

REVISED CURRICULUM***EFFECTIVE BEGINNING WITH TRADITIONAL BSN CLASS OF 2020 & ACCELERATED BSN CLASS OF 2018*****NU 1000. Freshmen in Nursing Seminar (1)**

The purpose of this course is to help first-time college students as they transition from high school to Rockhurst University and then into the nursing program. Freshmen in Nursing Seminar will facilitate student progress by connecting pre-nursing students with resources, developing their academic and interpersonal communication skills, and encouraging self-reflection and personal growth. Pre-requisite: Direct admission into the nursing program. (CBC)

NU 2750. Normal Nutrition (2T)

This course focuses on principles of nutrition which promote health and normal growth across the lifespan. Nutritional practices which enhance health are explored. Factors which affect food habits and nutritional practices are examined. Common nutritional problems are discussed. The student is introduced to methods to assess nutritional status across the lifespan. (CBC)

NU 2850/2851. Pathophysiology (3T)

This course focuses on alterations in biologic processes that affect the body's internal homeostasis. General principles of pathophysiology are emphasized including etiology, pathogenesis, clinical manifestations, and sequelae of various alterations of human structure and function. Knowledge from pre-requisite science courses will be integrated. Prerequisites: BL 2929, BL 3030/3031; 3040/3041. Must meet GPA/course grade requirements. (Fall, Spring CBC; Summer OHC)

NU 3010/3011. Fundamentals of Nursing (5; 4T, 1L)

This course focuses on the fundamental principles and psychomotor skills for the provision of safe, quality care for clients across the lifespan. Classroom and clinical/laboratory experiences provide a basis for beginning nursing practice. Prerequisites: NU 2750; NU 2850; MT 1190; PY 1000; CT 2000; BL 3100/3101. (CBC)

NU 3080/3081. Population Based Health Care (4; 2T, 2C)

This course focuses on the nurse's role in the health of populations and the global society. Factors impacting the health of populations including health promotion and risk reduction are introduced. Areas of study include population/community assessment, epidemiology, environment, vulnerable populations, disaster management, global health and the impact of public policy on the health of populations. The practicum incorporates concepts and theories

related to the health of populations in a variety of community settings. Prerequisites: NU 2750; NU 2850; PY 3400. (CBC)

NU 3150/3151. Health Assessment Across the Lifespan (3; 2T, 1L)

This course prepares students to perform comprehensive and focused physical health assessments for clients across the lifespan. This course includes assessments of health and illness parameters in clients using developmentally and culturally responsive approaches. Learning experiences occur in the classroom and clinical/laboratory. Prerequisites: NU 2750; NU 2850. (CBC)

NU 3190/3191 Professional Development I (2T)

Professional Development I-IV is a series of four courses that explore professional nursing through the concepts of self-awareness, love, ingenuity and heroism. Through self-awareness, this course explores the history of the profession, the roles of the baccalaureate nurse, and legal/ethical issues. Prerequisites: NU 2750; NU 2850. (CBC)

NU 3220/3221 Older Adult (2T)

This course focuses on the concepts of aging in society. Personal, cultural, and societal values about aging and older adults are explored through the development of intergenerational relationships. Content addresses older adult challenges and strategies to achieve optimal quality of life. Prerequisites: NU 3010/3011; NU3150/3151. (CBC)

NU 3330/3331 Pharmacology I (2T)

This course focuses on the basic drug classifications, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Prerequisites: NU 2750; NU 2850. (CHC)

NU 3350/3351 Pharmacology II (2T)

This course expands on the basic principles and content presented in Pharmacology I. Drugs specific to disease processes and the nurse's role in safe medication administration and therapy are included. Prerequisites: NU 3330/3331. (CHC)

NU 3470/3471 Adult Health I (6; 3T, 3C)

This combined theory and practicum course expands upon foundational concepts and the nursing process to guide the care of adult medical-surgical clients. Disease management and health promotion strategies for commonly occurring conditions are explored. The practicum focuses on an introduction to nursing care in the acute care environment and application of safety principles and therapeutic interventions. Prerequisites: NU 3010/3011; NU 3150/3151; NU 3330/3331. (CBC)

NU 3490/3491 Mental Health (3, 2T, 1C)

This combined theory and practicum course focuses on the care of clients with mental health alterations across the lifespan. The theory component is organized around the major categories of the Diagnostic and Statistical Manual of Mental Health Disorders (DSM-5). Health promotion, disease management and the nursing process provide the framework. Emphasis is on establishing and maintaining therapeutic nurse-client relationships and promoting the dignity of each individual. Prerequisites: NU 3010/3011; NU 3150/3151. (CBC)

NU 3590/3591 Evidenced Based Practice (2T)

This course utilizes the basic elements of the research process as a foundation for understanding the role of evidence-based practice, and quality improvement in clinical decision making. Prerequisites: NU 3800. (OAC)

NU 3690/3691. Professional Development II (1T)

Professional Development I-IV is a series of four courses that explore professional nursing through the concepts of self-awareness, love, ingenuity and heroism. Through the concept of love, this course explores conflict resolution, the profession's inherent values, and the interprofessional team. Prerequisites: NU 3190/3191. (CBC)

NU 3800/3801. Introduction to Statistics (3T)

This course introduces key terms and concepts of statistics. Topics include the nature of data, descriptive statistics, and common inferential statistics in hypothesis testing. An emphasis is placed on interpreting statistical results to inform nursing practice. Prerequisites: MT 1190. (OAC)

NU 4170/4171 Maternal-Child, Family, and Women's Health Nursing (6; 4T, 2C)

This combined theory and practicum course utilizes a family-centered approach to the care of women, newborns and children. Emphasis is placed on childbearing, normal growth and development, common pediatric disorders, family dynamics, and women's health care. The practicum focuses on the nursing care of clients in pediatric and obstetrical settings. Prerequisites: NU 3010/3011; NU 3150/3151; NU 3330/3331; NU 3470/3471. (CBC)

NU 4190/4191 Professional Development III (1T)

Professional Development I-IV is a series of four courses that explore professional nursing through the concepts of self-awareness, love, ingenuity and heroism. Through the lens of ingenuity, this course explores theories and models of change, and healthcare environments. Prerequisites: NU 3190/3191; NU 3690/3691. (CBC)

NU 4270/4271 Adult Health II (6; 3T, 3C)

This combined theory and practicum course expands upon previously introduced concepts and utilizes the nursing process to manage the care of adult clients experiencing complex conditions. The practicum focuses on the management of nursing care in the acute care environment. Principles of management, collaboration, and delegation are introduced. Prerequisites: NU 3330/3331; NU 3350/3351; NU 3470/3471. (CBC)

NU 4390/4391 Professional Development IV (2T)

Professional Development I-IV is a series of four courses that explore professional nursing through the concepts of self-awareness, love, ingenuity and heroism. Through heroism, this course explores leadership styles and theories, contemporary issues in nursing, and plans for personal and professional development. Prerequisites: NU 3190/3191; NU 3690/3691; NU 4190/4191. (CBC)

NU 4500/4501. Capstone (5; 1T, 4C)

This combined theory and practicum course provides the opportunity to synthesize knowledge and skills into the role of the baccalaureate generalist nurse. The theory component prepares students for membership in the nursing profession. The practicum is a clinical immersion experience providing opportunities to further develop clinical reasoning, management and evaluation skills. Principles of management, collaboration and delegation are utilized. Prerequisites: All NU 3000 levels, NU 4170/4171; NU 4270/4271. (CBC)

Nursing Electives

Nursing electives afford the student the opportunity to pursue an area of interest to develop knowledge and skills beyond the core content of the curriculum. The variety of course offerings or faculty-guided independent study in a given term is subject to availability of faculty and institutional resources. Selected courses in the College of Arts and Sciences are identified and may be used to meet the nursing elective requirement.

NU 3215 Clinical Immersion (2C)

This pass/fail elective course provides a clinical immersion experience in a specialty setting. Students will develop knowledge and skills beyond the core content of the BSN curriculum. (OAC)

NU 3630 Transcultural Nursing Immersion Experience I (2T)

This course will provide students the opportunity to prepare for a transcultural nursing immersion experience that will occur after this course is completed. This experience will vary depending on the identified needs of the community. Students will have the opportunity to explore nursing in the assigned culture. Students will also explore the social, political and economic

aspects of life that shape the health care of the community. Students will be required to complete assigned readings and activities. Prerequisite: Faculty approval. (GPR) (OAC)

NU 3670 Transcultural Nursing Immersion Experience II (1T)

This course will provide students the opportunity to reflect on a transcultural nursing immersion experience that occurred during the summer. Students will be required to complete assigned readings and activities. Prerequisite: NU 3630 and faculty approval. (GPR) (OAC)

NU 3852. Global Perspective in Public Health (3T)

This course will allow students to examine global public health issues. Students will examine these issues using the public health methodology of epidemiology. Students will use the fundamental epidemiologic concept of interaction among agent, host, and environmental factors that influence the health and development of illnesses among peoples of the world, to guide their examination of these issues. (GPR) (OAC)

CT 3700. (Rockhurst) Health Communication (3T)

This course will cover the broad topics regarding health and communication. Students learn how communication constructs people's perceptions of how people define health. Other topics will cover health illness and narratives, which gives different perspectives on health care treatment from a patients' perspective, patient-provider communication, and how communication occurs within health care organizations. Additionally, the course will examine how media campaigns are created to educate the public regarding health care issues. The course allows students to learn how various communication contexts and processes impact health/healthcare. The class would be ideal for students interested in working in healthcare contexts, whether as a practitioner, in a healthcare organization or even as a recipient of health care services.

HP 3500. (Rockhurst) Perspectives in Global Health (3T)

This course identifies the major determinants of health on a global scale and examines the differences in health and health care from the perspectives of culture, geography, and socio-economic status. Topics may include the impact of poverty, nutrition, clean water, sanitation, disease, and access to health care. Upon completion of this course, students will understand the global threats to health and well-being outside of their own health care model. (GPR).

HP 3700. (Rockhurst) Global Perspectives on Disability (3T)

This course is designed for students interested in issues related to disability. It will critically examine the position of persons with disabilities historically and in contemporary society across the globe. The class will analyze perspectives of various cultures on disability and the impact these perspectives have on societal institutions and the lives of people with disabilities in various nations. Assignments and discussion will be directed at enhancing awareness and understanding of the global disability community. Students will explore historical and contemporary views and discuss strides made as well as challenges the disability community still faces. Students will devise strategies for promoting positive messages and vehicles for advocacy. (GPR)

PY 2100. (Rockhurst) Introduction to Statistics for Behavioral Sciences (3T)

Basic concepts of statistical analysis are applied to empirical questions from psychology, social sciences and life science to foster the scientific perspective, to incite critical thinking, and to produce better consumers of information. This course focuses on basic descriptive concepts (e.g. central tendency, variability) and techniques (e.g. correlation, regression), basic issues in hypothesis testing (e.g. probability, decision, errors) and basic parametric techniques (e.g. z-test, t-test, one- and two-factor ANOVAs).

PY 3600. (Rockhurst) Psychology of Sexual Behavior (3T)

A psychological perspective on human sexuality and patterns of behavior. Sexual functioning, gender identity, sexual disorders and treatment are considered. The role of personality, attitudes and emotional factors are emphasized. Prerequisite: PY 1000. (SRI or SR II)

PY 3700. (Rockhurst) Health Psychology (3T)

Health psychology is one of the most rapidly expanding areas in the field of psychology. This course will discuss the role psychological factors play in physical illness. The role of psychological treatments for individuals with psychophysiological

disorders will be discussed. This course will also address the role of the health psychologist in the health care system and topics such as chronic pain, obesity, nicotine addiction. Prerequisite: PY 1000.

SO 3670. (Rockhurst) Sociology of Death and Dying (3T)

The focus of this course is the sociological analysis of death and dying, both in the U.S. and in other parts of the world. The course examines how the intensely personal experiences of dying, death and bereavement are shaped by society and culture. Prerequisite: Sophomore standing. (SRII)

SP 3070. (Rockhurst) Medical Spanish II (3T)

Continuation of SP 2070. This course introduces the student to the technical language of medicine: anatomy, illness, and treatment. It also prepares the student to conduct consultation and conversations in the Latino cultural context. Prerequisite: SP 2150 or approval of instructor. (GPR)

SP 4060. (SP 6070) (Rockhurst) Spanish for the Health Care Professional (3T)

The purpose of this course is to provide students with the ability to overcome cross-cultural barriers in a medical setting and to communicate effectively with speakers of Spanish. Background information on Hispanic cultures (e.g. customs, conceptions of the role of health care providers and courtesy) as well as some medical terminology will be provided. Issues raised by the difference in conceptions of the role of doctors, medicine and health care will be addressed. The graduate course SP 6070 requires independent accelerated additional work appropriate for master's level study. Prerequisite: SP 3100 or approval of the instructor.

Admission to the Graduate Program

Admission to the graduate programs is based on the applicant's academic record, evidence of scholastic ability, and interest in the goals of the College. Admission will be offered to applicants who are, in the view of the College, best qualified.

The **Master of Science in Nursing (M.S.N.)** program offers the following tracks: Adult-Gerontological Nurse Practitioner (AGNP), Executive Practice & Healthcare Leadership (EPHL), Family Nurse Practitioner (FNP), and Nurse Educator (NE). An entry point option, RN-M.S.N., is available for students who possess a diploma or ADN who want to pursue a M.S.N..

The **Adult-Gerontological Nurse Practitioner** track prepares nurses to provide primary care to individuals, starting at age 13, and older adults. The AGNP role includes preventative healthcare, as well as assessment, diagnosis and treatment of acute and chronic conditions. The program of study requires each student to complete 46 credit hours. Graduates of the AGNP track are qualified to sit for the Adult-Gerontological Nurse Practitioner certification examination. The curriculum for this track builds upon the M.S.N. core courses.

The **Executive Practice & Healthcare Leadership** (EPHL) track prepares nurses for leadership and management roles in diverse healthcare delivery systems. The program of study requires each student to complete 36 credit hours.

The **Family Nurse Practitioner** track prepares nurses to care for individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse practitioners demonstrate a commitment to family-centered care and understand the relevance of the family's identified community in the delivery of family-centered care. The program of study requires each student to complete 46 credit hours. Students are then eligible to sit for the Family Nurse Practitioner certification exam.

The **Nurse Educator** track prepares nurse educators with knowledge and strategies for teaching in both clinical and academic settings. The program of study requires each student to complete 36 credit hours. Graduates of the program are eligible to sit for the NLN certification examination for Nurse Educators.

The **RN-M.S.N.** entry point option is for students who possess an Associate Degree in Nursing (ADN) or diploma in nursing who want to pursue a M.S.N.; students in this track do not earn a bachelor's degree. The pre-M.S.N. specialty courses total 14 credit hours. Students are admitted as graduate students and focus on one of the specialty tracks: AGNP, EPHL, FNP, or NE, depending on their interest.

Four **Post Graduate Certificate Programs** are offered for individuals who are prepared with a minimum of a Master's degree in nursing or a health related field. The post graduate certificates provide academic credit focusing on particular content and skills. The **Adult-Gerontological Nurse Practitioner** certificate program totals 22 credit hours of Adult-Gerontological Nurse Practitioner specialty courses. The **Executive Practice and Healthcare Leadership** certificate program consists of 15 credit hours. The **Family Nurse Practitioner** certificate program totals 22 credit hours of Family Nurse Practitioner specialty courses. The **Nurse Educator** certificate program consists of 11 credit hours.

As of April 1, 2016, admission to the Nurse Educator track and certificate program has been suspended until December 2018.

Admission Procedure

Applications for the Nurse Practitioner tracks will be reviewed each year beginning on February 1. The deadline to apply is January 15. The Executive Practice & Healthcare Leadership track uses a rolling admission process.

Application is made through submission of a completed application packet through NursingCAS, <http://nursingcas.liasoncas.com>. A completed application packet includes all official transcripts and references as well as a résumé and personal essay. For questions related to the NursingCAS application, please contact NursingCAS support directly by phone at 617-612-2880 Monday-Friday 9am-5pm Eastern or by email at nursingcasinfo@nursingcas.org.

Three (3) references are required. Two references should be from an employer and the third from either the employer or from the associate or baccalaureate program. New graduates can use two from the associate or baccalaureate program.

Note: Residents of the State of California must complete an Enrollment Agreement available through the Admissions Office. Additional information regarding the Student Tuition Recovery Fund is available in Appendix A.

Eligibility Requirements

1. Possess a Bachelor of Science in Nursing (B.S.N) degree from an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE) accredited nursing program with a cumulative grade point average of 3.0 or higher on a 4.0 point scale, or
2. Possess an Associate Degree in Nursing (A.D.N.) from a regionally accredited college or university or a diploma in nursing with a cumulative grade point average of 3.0 or higher on a 4.0 point scale and have no more than 9 credit hours of Program Pre-Requisites (Theology, Philosophy or Humanities electives or general electives) left to complete, and
3. Possess current licensure as a registered nurse (RN).

Admission Process

After the application packet is completed through NursingCAS the admission committee will review each file and notify the applicant of the next step.

Admissions decisions are made on a competitive basis and the applicant's complete profile will be considered. The profile includes previous academic work, nursing experience, and professional references. Admission to the Nurse Practitioner tracks requires an interview with Nurse Practitioner faculty. Faculty in other tracks may request an interview for admission; students should expect a phone consultation with the track coordinator as a part of the admission process.

Each applicant will be notified in writing regarding the admission decision. Graduate student applicants will be accepted in one of the following admission categories: full admission, probationary admission, provisional admission, conditional admission, or denied.

Full Admission

Applicants meeting all of the eligibility requirements are eligible for Full Admission.

Probationary Admission

Applicants meeting all of the eligibility requirements except a 3.0 cumulative grade point average may be granted Probationary Admission. The student will be fully admitted to the graduate program when he/she achieves a grade point average of 3.0 or better in two courses (NU 6000 level or above courses for post-B.S.N. students and NU 4000 or 5000 level courses for RN-M.S.N. students).

Provisional Admission

Applicants meeting all of the eligibility requirements except current licensure as a RN may be granted Provisional Admission to the graduate program for one semester provided that they successfully complete the NCLEX-RN examination during the semester immediately following graduation. The student will be fully admitted to the graduate program upon verification of RN licensure.

Conditional Admission (Within 6 months of graduation with A.D.N. or B.S.N.)

Applicants who are within 6 months of completing an A.D.N. or B.S.N. degree may be granted Conditional Admission to the graduate program. The student will be fully admitted to the graduate program upon graduation with a grade point average of 3.0 or higher and verification of successful completion of the NCLEX-RN licensure exam.

Conditional Admission (Program Pre-Requisites)

Applicants for the RN-M.S.N. option who are licensed, but have not completed Program Pre-Requisites (see catalog) may be granted Conditional Admission to the graduate program. The student will be fully admitted to the graduate program once Program Pre-Requisites (no more than 9 credit hours of Theology, Philosophy or Humanities electives or general electives remaining) have been completed.

NOTE: Only students with Full Admission are eligible to receive Federal Financial Aid.

Unclassified Status

A student may complete an application to enroll in a course in an unclassified status. This status is intended for students who are non-degree seeking or enrolling for a limited period until the admission process can be completed. Unclassified students are expected to meet all course prerequisites and will be enrolled on a space available basis as determined by the Dean of Nursing.

Unclassified students are not guaranteed admission to the graduate program and credit earned as an unclassified student is not guaranteed to meet degree requirements.

- Current RCoN students taking graduate courses while in a RCoN undergraduate program may complete a maximum of nine (9) credit hours as an unclassified student.
- Students not currently enrolled in a RCoN undergraduate program may take a maximum of three (3) credit hours as an unclassified student.

Unclassified students must be fully admitted into the graduate program before requesting that any transfer courses be accepted for degree credit.

Transfer Credit

A maximum of nine (9) hours of graduate credit completed at another institution within the last five (5) years may be accepted as fulfilling the requirements of the tracks. Only courses in which a grade of B or better was earned may be accepted for graduate credit.

Graduate Academic Policy

This section describes policies that apply across the graduate curriculum. Faculty may establish other course specific policies.

Academic Year

The graduate program is conducted yearly over two semesters and a summer session. Each semester is 15 weeks in length and summer session is either 12 or 10 week depending on program. Classes do not meet on certain holidays. These holidays are listed on the academic calendar published prior to each academic year.

Assignment of Credit Hours

Each theory credit hour is equivalent to one clock hour per week. Each practicum credit hour is equivalent to four clock hours per credit hour per week. Each lab credit hour is equivalent to two clock hours per credit hour per week. There is a minimum of two hours of out-of-class student work per credit hour per week. For courses offered in the summer in 10-week and 12-week formats, clock hours per week are increased to be equivalent with the standard 15 week semester.

Since the majority of M.S.N. courses are offered online, structured instructional activities, i.e. discussion boards, quizzes, exams, case studies, presentations, are utilized to achieve the equivalent credit hours assigned to the course. There is still an expectation of a minimum of two hours of out-of-class student work per credit hour per week for students enrolled in online courses.

Classification of Students

Enrollment Status

A **full-time** graduate student is one who enrolls in at least 9 credit hours during the fall or spring 15-week semester. Full time enrollment in the summer term is a minimum of 4 credit hours.

A **part-time** graduate student is one who enrolls in less than 9 credit hours during the fall or spring 15-week semester. In order for a student to be eligible to receive financial aid funds during the fall or spring semester he or she must be enrolled in a minimum of 4.5 credit hours. Part-time enrollment in the summer term is a minimum of 2 credit hours.

Academic Advising

Upon admission, students are assigned to Research College of Nursing faculty advisors who assist them in selecting courses, reviewing grade reports and completing degree requirements. Faculty advisors facilitate the progression of students through their program of study.

Academic advising is under the general supervision of the Graduate Program Director. Students experiencing academic problems may consult their faculty advisor, course faculty, track coordinator, or the Graduate Program Director for assistance.

Attendance

Students are required to attend classroom, laboratory and clinical sessions regularly. Attendance policies are delineated in course syllabi.

Assessment

Research College of Nursing assesses student abilities, achievement, and satisfaction at various times throughout its academic programs. The purpose of assessment is ongoing improvement in student learning, in their overall college experience, and the overall function of the college in meeting its Mission. Students are required to complete assessment tests and other measures as part of this effort. Time is provided as part of the regular course schedule to minimize any inconvenience to students. Assessment activities begin during the orientation program and continue to graduation. Alumni are also asked to complete surveys and program evaluation measures.

Administrative Requirements for Enrollment and Progression

In order to participate in practicum courses, students in all tracks of the graduate program must hold a license as an RN in the state in which the practicum experience is based. NP students must hold a license in both Kansas and Missouri.

Students are expected to maintain continuous enrollment until the program is completed. Students in good academic standing who interrupt their continuous enrollment for more than two (2) semesters will be evaluated in regard to their status in the program. Prior to non-enrollment for the second semester, students should submit a letter to the Graduate Program Director identifying their need for an interruption in enrollment.

Academic Requirements for Progression

1. A cumulative grade point average of 3.0 is required to progress in the program.
2. A grade of C or below in any graduate course is not accepted for degree credit in any graduate course.
3. Any course in which a grade of C or below is earned must be repeated and progression in the program is affected as outlined below:
 - a. If the cumulative grade point average is at or above a 3.0, the student may enroll in another course, assuming that prerequisites have been met, and repeat the course in which the grade of C or less was earned when it becomes available.
 - b. If the cumulative grade point average falls below a 3.0, the course must be repeated before enrolling in another course. After repeating the course, the student must have a cumulative grade point average of 3.0 or better to remain in the program.
4. Two grades of C or below result in dismissal from the graduate program regardless of cumulative grade point average.
5. Clinical practicum courses are graded Pass/No Pass (P/NP). Pass grades are not calculated into the grade point average. No Pass grades are transcribed as an F and affect the grade point average.
6. A grade of No Pass in one clinical practicum course results in dismissal from the graduate program.

Dismissal from the graduate program is a serious action and results when two (2) grades of C or below are earned in any graduate level nursing course, or when a failure in a clinical practicum course occurs, regardless of the cumulative grade point average. Therefore, a student who has been dismissed from the graduate program should not expect to be readmitted.

Changes in Registration

Changes in registration must be initiated in the Office of Registrar. Class additions will not be allowed after the first week of the semester. Students who stop attending class(es) without processing the official withdrawal forms will receive grades of F. No credit will be allowed for a course in which the student is not appropriately registered.

Grade Reports

Graduate students receive final grade reports only at the end of each semester and at the end of each summer session during which they have taken at least one course. Grade reports are sent to the permanent home address.

Graduate Grading System

Course requirements and the methodology for assigning grades are the prerogative of the teaching faculty of each nursing course. A uniform grading system will be used for all graduate courses at Research College of Nursing. The grading scale consists of the following grades with their corresponding quality point values. Grades marked with an asterisk (*) do not allow progression in nursing courses.

A	4.0	Denotes superior academic performance at the graduate level.
B+	3.33	Denotes above average academic performance at the graduate level.
B	3.0	Denotes average academic performance at the graduate level.
C	2.0	Denotes below average academic performance at the graduate level which will not be accepted for degree credit in any Research College of Nursing graduate degree program and may affect progression.
F*	0.0	Denotes academic performance of poor quality which will not be accepted for degree credit.

I*		Denotes that the course has not been completed. This grade may be assigned only for serious reasons and with the approval of the Dean of Nursing; must be removed within six weeks or automatically becomes an F.
NP*	0.0	No Pass. This grade is given only in clinical practicum courses. A grade of NP will be transcribed as an F which will affect the grade point average.
P		Pass. This grade is given only in clinical practicum courses. A grade of P adds credit but does not affect the grade point average.
W*		Denotes that the student is allowed to withdraw without penalty.
AU*		Audit. Student enrolled on a non-credit basis. No grade or credit given.
IP		Denotes "in progress". IP will be assigned for NU 7480/7500 until completion of the project/thesis.

Graduate Program Grading Scale

92-100	=	A
87-91	=	B+
80-86	=	B
70-79	=	C
0-69	=	F

Grade Point Average

Grade point averages for the Master of Science in Nursing program are calculated on the basis of graduate credit hours attempted and quality points earned at Research College of Nursing. Courses taken on a pass/no pass basis are not computed in the grade point average. With the exception of the Dean's Award for Graduate Achievement, the grade point average is calculated using Research College of Nursing credits only.

Graduation Requirements

All candidates for the M.S.N. degree must successfully complete degree requirements within six (6) years from time of admission. The minimum number of credits required for each track is:

Adult-Gerontological Nurse Practitioner	46 credits
Family Nurse Practitioner	46 credits
Executive Practice and Healthcare Leadership	36 credits
Nurse Educator	36 credits
RN-M.S.N.	14 pre-M.S.N. credits + specialty track credit hours

Students should file the Application for Degree Candidacy no later than one semester before the semester in which completion of the degree is anticipated. The application should be submitted to the Office of Registrar, and official transcripts of transfer credit from other institutions requested to prepare for graduation.

Leaves of Absence

Leaves of absence will be considered on an individual basis. Students' requests for a leave of absence should be submitted to the Graduate Program Director in writing. Students are responsible for ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's faculty advisor or the Graduate Program Director.

Transcripts of Records

No transcript, official or unofficial, or Certification of Education will be issued to or for a student or alumna(us) who is delinquent in financial obligations to Research College of Nursing.

Graduate students wishing transcripts of records to transfer from Research College of Nursing to another college or for other purposes should submit a written, signed request to Research College of Nursing Office of Academic Programs. The processing charge for transcripts is \$10.00.

Withdrawal

Students desiring to withdraw from courses during a semester must notify the academic advisor, course coordinator(s), and Registrar in person or through Research College of Nursing email. The Registrar will initiate the withdrawal form and collect appropriate signatures.

Courses dropped during the first week of the course are not recorded on the student's academic record. Courses dropped after the first week of the course and until the last date of withdrawal (2/3 of the scheduled term) are recorded with grade notations of W (Withdrawal). Following the 2/3 date, course withdrawal will not be allowed. The 2/3 date is published on the Course Schedule on the website and in the course calendar in Blackboard.

Tuition and fees paid by a student authorized to withdraw are refundable only as indicated under Refunds from the "Tuition and Fees" section of this catalog. Failure to process withdrawals prior to the last date of withdrawal will result in a grade of F.

A student who withdraws during the semester/term or before final examinations forfeits credit for work done that semester/term. Any student who wishes to withdraw from a course should confer with the course faculty and advisor. The student's right to withdraw remains regardless of the course faculty or advisor's recommendation.

This policy applies regardless of the length of the course. The procedures and deadlines for withdrawal from individual courses also apply to changes to audit status in any class.

Suspension

A student may be suspended from any classroom, lab or clinical session for inappropriate or unsafe behavior or failure to adhere to any Research College of Nursing Academic Policies. Suspension may last from several hours to one calendar year.

Faculty imposed

Faculty are solely responsible for making the immediate decision to suspend a student from classroom, clinical, or lab sessions in progress for inappropriate or unsafe behaviors. At the time of a suspension by the faculty, conditions for reinstatement are explained. Failure to meet the conditions of reinstatement may result in course failure.

College imposed

The Dean of Nursing is solely responsible for imposing suspension for failure to adhere to Research College of Nursing Academic Policy. At the time of a suspension by the Dean, the conditions of reinstatement are explained. Failure to meet the conditions of reinstatement may result in course failure or dismissal from the nursing program. The student cannot attend classroom, lab or clinical sessions during the suspension.

Graduate Program Requirements

Adult-Gerontological Nurse Practitioner (AGNP) Track

The **Adult-Gerontological Nurse Practitioner** track prepares the adult-gerontological primary care Nurse Practitioner to provide patient-centered, quality care using evidence-based practice to the adult (starting at age 13) and older adult population. The AGNP role includes preventative healthcare, as well as assessment, diagnosis and treatment of acute and chronic conditions. The program of study requires each student to complete 45 credit hours. Graduates of the AGNP track are qualified to sit for the Adult-Gerontological Nurse Practitioner certification examination.

The curriculum for this track is based upon the M.S.N. core courses. Specialty courses in advanced health assessment, pathophysiology and pharmacology provide a core of essential content for the Adult-Gerontological Nurse Practitioner specialty courses. AGNP specialty courses will focus on health promotion, health protection and disease prevention and commonly occurring health conditions for adolescent, adult, and older adult populations. Health management practices associated with such conditions will be emphasized with the integration of environmental factors on health.

The program also includes 660 total clinical practicum clock hours. Clinical practicum clock hours are determined using a 1:4 ratio (one credit hour is equivalent to 4 clock hours). For example, a 3 credit practicum course includes 12 clinical practicum hours/week for 15 weeks = 180 clinical practicum clock hours within the semester.

Adult-Gerontological Nurse Practitioner Curriculum

Master of Science in Nursing Core Courses

NU 6200	Clinical Prevention and Population Health	3
NU 6300	Informatics and Data Management	2
NU 6400	Leadership and Quality in Healthcare Systems	3
NU 6500	Promoting Health Through Policy and Finance	3
NU 6600	Translating Evidence into Practice	3

Advanced Practice Nursing Core Courses

NU 7040	Advanced Pathophysiology	3
NU 7060	Advanced Health Assessment	3
NU 7063	Advanced Health Assessment Lab for the Nurse Practitioner*	1
NU 7080	Advanced Pharmacology	3
	Total Credit Hours	10

*The course includes 30 total lab clock hours. Clock hours are calculated using a 1:2 ratio (1 credit hour = 2 clock hours) multiplied by 15 practicum weeks per semester.

Nurse Practitioner Specialty Courses

NU 7100	Primary Care I	4
NU 7110	Primary Care I Practicum* (180 clock hours)	3
NU 7030	Gerontology for the AGNP	3
NU 7142	Primary Care II Women's Health	2
NU 7143	Primary Care II Principles of Geriatric Care	2
NU 7152	Primary Care II Practicum for the AGNP* (120 clock hours of adult health, 60 clock hours of gerontology or women's health, 180 total clock hours)	3
NU 7452	Independent Primary Care Practicum for the AGNP* (240 clock hours of adult health, 60 clock hours of gerontology or women's health, 300 total clock hours)	5
	Total Credit Hours	22
	Total Program Credit Hours	46

*The program includes 660 total clinical practicum clock hours. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.

Sample Program of Study: Adult-Gerontological Nurse Practitioner Track

Following is a sample guide for sequencing and grouping courses. Individual programs of study may vary. Students will select courses each semester based on full-time or extended status. The NP specialty courses (NU 7100, 7110, 7142, 7152, 7452) are completed at the end of the program.

Full-time option (5 semesters + 3 summers)

Year One

SUMMER		FALL		SPRING	
NU 6XXX Core	3	NU 6XXX M.S.N. Core	3	NU 6XXX M.S.N. Core	3
		NU 7XXX Advanced Practice Nursing Core	3	NU 7030 Gerontology. for AGNP	3
				NU 7XXX Advanced Practice Nursing Core	3
Total credits	3	Total credits	6	Total credits	9

Year Two

SUMMER		FALL		SPRING	
NU 6XXX M.S.N. Core	3	NU 7060 Adv. Assessment NU 7063 Adv. Assessment Lab for the NP	3 1	NU 7100 Primary Care I	4
		NU 6XXX M.S.N. Core *8 week	2	NU 7110 Primary Care I Practicum	3
Total credits	3	Total credits	6	Total credits	7

Year Three

SUMMER		FALL	
NU 7152 Primary Care II for AGNP	3	NU 7452 Indep. Primary Care Practicum	5
NU 7142 Primary Care II Women's Health	2		
NU 7143 Primary Care II Principles of Gero. Care	2		
Total credits	7	Total credits	5
		Program Credits	46

Extended option (7 semesters + 3 summers)

Year One

FALL		SPRING		SUMMER	
NU 6XXX M.S.N. Core	3	NU 6XXX M.S.N. Core	3	NU 6XXX M.S.N. Core	3
Total credits	3	Total credits	3	Total credits	3

Year Two

FALL		SPRING		SUMMER	
NU 6XXX M.S.N. Core	2	NU 7XXX Adv Practice Nursing Core	3	NU 6XXX M.S.N. Core	3
NU 7XXX Adv Practice Nursing Core	3	NU 7030 Gero. for AGNP	3		
Total credits	6	Total credits	6	Total credits	3

Year Three

FALL		SPRING		SUMMER	
NU 7060 Adv. Assessment NU 7063 Adv. Assessment Lab for the NP	3 1	NU 7100 Primary Care I	4	NU 7152 Primary Care II for AGNP	3
		NU 7110 Primary Care I Practicum	3	NU 7142 Primary Care II Women's Health	2
				NU 7143 Primary Care II Principles of Gerontology. Care	2
Total credits	4	Total credits	7	Total credits	7

Year Four

FALL	
NU 7452 Indep. Primary Care Practicum	5
Total credits	5
Program credits	46

Post Graduate Adult-Gerontological Nurse Practitioner Certificate Program

The Adult-Gerontological Primary Care Nurse Practitioner certificate program is designed for individuals prepared with a Master's of Science in Nursing who wish to gain specialty knowledge in this role. Students must proceed through the admission process including interview with other candidates for the Adult-Gerontological Primary Care Nurse Practitioner track.

The certificate consists of adult-gerontological primary care nurse practitioner courses. The program totals 22 credit hours and can be completed in 3 consecutive semesters (including summer semester). Students enrolled in post graduate certificate programs are not eligible to receive any Title IV student loan funds.

PLEASE NOTE: Student must complete advanced pathophysiology, advanced physical assessment and advanced pharmacology prior to beginning clinical courses. An individual program of study will be developed by the advisor based on previous coursework.

Sample Program of Study: Adult-Gerontological Nurse Practitioner Certificate Program

Following is a sample guide for sequencing and grouping courses. Individual programs of study may vary and will be developed by the advisor based on previous coursework.

SPRING		SUMMER		FALL	
NU 7100 Primary Care I	4	NU 7142 Primary Care II Women's Health	2	NU 7452 Independent Primary Care Practicum for AGNP	5
NU 7110 Primary Care I Practicum	3	NU 7143 Primary Care II Principles of Gerontology. Care	2		
NU 7030 Gerontology. for AGNP	3	NU 7152 Primary Care II for AGNP	3		
Total credits	10	Total credits	7	Total credits	5

*Practicum courses equal 660 clock hours. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.

Executive Practice & Healthcare Leadership (EPHL) Track

The Executive Practice & Healthcare Leadership track prepares nurses for leadership and management roles in diverse health care delivery systems. The current Research College of Nursing core courses along with the healthcare leadership specialty courses offer a strong foundation of nursing theory as well as needed concepts from business and organizational management. The program of study requires each student to complete 36 credit hours including 360 hours of clinical experience.

Executive Practice & Healthcare Leadership Curriculum

Master of Science in Nursing Core Courses

NU 6200	Clinical Prevention and Population Health	3
NU 6300	Informatics and Data Management	2
NU 6400	Leadership and Quality in Healthcare Systems	3
NU 6500	Promoting Health Through Policy and Finance	3
NU 6600	Translating Evidence into Practice	3
	Total Credit Hours	14

Healthcare Leadership Specialty Courses

NU 7600	Healthcare Leadership and Organizational Behavior	3
NU 7610	Human Resource Management	3
NU 7620	Health Systems	3
NU 7640	Executive Influence: Communication and Relationship Management	3
	Total Credit Hours	12

Executive Nurse Practice: Specialty Courses

NU 7200	Executive Nurse Seminar I	2
NU 7210	Executive Nurse Practicum I*	3
NU 7220	Executive Nurse Seminar II	2
NU 7230	Executive Nurse Practicum II*	3
	Total Credit Hours	10
	Total Program Credit Hours	36

*Practicum courses equal 180 clock hours per semester for a total of 360. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.

Sample Program of Study for EPHL Track

Following is a sample guide for sequencing and grouping courses. Individual programs of study may vary.

Year One

FALL		SPRING		SUMMER	
NU 6XXX M.S.N. Core	3	NU 6XXX M.S.N. Core	3	NU 6XXX M.S.N. Core	3
NU 6XXX M.S.N. Core	3	NU 7600 Leadership and Organizational Behavior	3		
Total credits	6	Total credits	6	Total credits	3

Year Two

FALL		SPRING		SUMMER	
NU 7620 Health Systems	3	NU 7640 Executive Influence: Communication and Relationship Management	3	NU 7610 Human Resource Management	3
NU 6XXX M.S.N. Core	2	NU 7200 Exec. Nurse Seminar I	3		
		NU 7210 Exec. Nurse Practicum I	2		
Total credits	5	Total credits	8	Total credits	3

Year Three

FALL	
NU 7220 Exec. Nurse Seminar II	3
NU 7230 Exec. Nurse Practicum II	2
Total credits	5
Total Program Credits	36

Post Graduate Executive Nurse Practice Certificate Program

The Executive Nurse Practice certificate program is designed for individuals prepared with a Bachelor of Science in Nursing and a Master's degree in nursing or a health related field who wish to gain specialty knowledge in this role.

The certificate consists of executive nurse focused courses and two executive nurse practica. The program totals 15 credit hours and can be completed in one calendar year. Students enrolled in post graduate certificate programs are not eligible to receive any Title IV student loan funds.

Sample Program of Study: Executive Nurse Practice Certificate

SPRING		SUMMER		FALL	
NU 7200 Exec. Nurse Seminar I	2	NU 7610 Human Resource Management.	3	NU 7220 Exec. Nurse Seminar II	2
NU 7215 Exec. Nurse Practicum I	1			NU 7225 Exec. Nurse Practicum II	1
Choice of one 3 credit course: NU 7600 Healthcare Leadership & Organ. Behavior NU 7640 Executive Influence: Communication and Relationship Management	3			NU 7620 Health Systems	3
Total credits	6	Total credits	3	Total credits	6

*Practicum courses equal 60 clock hours per semester for a total of 120. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks in a semester.

Family Nurse Practitioner (FNP) Track

The **Family Nurse Practitioner** track prepares nurses to care for individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse practitioners demonstrate a commitment to family-centered care and understand the relevance of the family's identified community in the delivery of family-centered care. The program of study requires each student to complete 45 credit hours. Students are then eligible to sit for the Family Nurse Practitioner certification exam.

Advanced courses in advanced health assessment, pathophysiology and pharmacology provide a core of essential content for the family nurse practitioner specialty courses. FNP specialty will focus on health promotion, health protection and disease

prevention and commonly occurring health conditions for populations across the life span. Health management practices associated with such conditions will be emphasized with the integration of environmental factors on health.

The program also includes 660 total clinical practicum clock hours. Clinical practicum clock hours are determined using a 1:4 ratio (one credit hour is equivalent to 4 clock hours). For example, a 3 credit practicum course includes 12 clinical practicum hours/week for 15 weeks = 180 clinical practicum clock hours within the semester.

Family Nurse Practitioner Curriculum

Master of Science in Nursing Core Courses

NU 6200	Clinical Prevention and Population Health	3
NU 6300	Informatics and Data Management	2
NU 6400	Leadership and Quality in Healthcare Systems	3
NU 6500	Promoting Health Through Policy and Finance	3
NU 6600	Translating Evidence into Practice	3
	Total Credit Hours	14

Advanced Practice Nursing Core Courses

NU 7040	Advanced Pathophysiology	3
NU 7060	Advanced Health Assessment*	3
NU 7063	Advanced Health Assessment Lab for the Nurse Practitioner	1
NU 7080	Advanced Pharmacology	3
	Total Credit Hours	10

*The course includes 30 total lab clock hours. Clock hours are calculated using a 1:2 ratio (1 credit hour = 2 clock hours) multiplied by 15 practicum weeks per semester.

Family Nurse Practitioner Specialty Courses

NU 7100	Primary Care I	4
NU 7110	Primary Care I Practicum* (180 clock hours)	3
NU 7020	Family and Community Concepts	3
NU 7141	Primary Care II Pediatrics	2
NU 7142	Primary Care II Women's Health	2
NU 7151	Primary Care II Practicum for the FNP* (120 hours of adult health, 60 hours of pediatrics or women's health, 180 total clock hours)	3
NU 7451	Independent Primary Care Practicum for the FNP* (240 hours of adult health, 60 hours of pediatrics or women's health, 300 total clock hours)	5
	Total Credit Hours	22
	Total Program Credit Hours	46

*The program includes 660 total clinical practicum clock hours. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.

Sample Program of Study: FNP Track

Full-time option (5 semesters + 3 summers)

Year One

SUMMER		FALL		SPRING	
NU 6XXX M.S.N. Core	3	NU 6XXX M.S.N. Core	3	NU 7020 Family and Community Concepts *8 week	3
		NU 7XXX Advanced Practice Nursing Core	3	NU 7XXX Advanced Practice Nursing Core	3
Total credits	3	Total credits	6	Total credits	6

Year Two

SUMMER		FALL		SPRING	
NU 6XXX M.S.N. Core	3	NU 7060 Adv. Assessment NU 7063 Adv. Assessment Lab for the NP	3 1	NU 7100 Primary Care I	4
NU 6XXX M.S.N. Core	3	NU 6XXX M.S.N. Core *8 week	2	NU 7110 Primary Care I Practicum	3
Total credits	6	Total credits	6	Total credits	7

Year Three

SUMMER		FALL	
NU 7141 Primary Care Pediatrics	2	NU 7452 Indep. Primary Care Practicum	5
NU 7142 Primary Care II Women's Health	2		
NU 7151 Primary Care II Practicum for FNP	3		
Total credits	7	Total credits	5
		Program Credits	46

Extended option (7 semesters + 3 summers)

Year One

FALL		SPRING		SUMMER	
NU 6XXX M.S.N. Core *8 week	3	NU 6XXX M.S.N. Core *8 week	3	NU 6XXX M.S.N. Core	3
Total credits	3	Total credits	3	Total credits	3

Year Two

FALL		SPRING		SUMMER	
NU 6XXX M.S.N. Core	3	NU 7XXX Advanced Practice Nursing Core	3	NU 6XXX M.S.N. Core	3
NU 7XXX Advanced Practice Nursing Core	3	NU 7020 Family and Community Concepts	2		
Total credits	6	Total credits	5	Total credits	3

Year Three

FALL		SPRING		SUMMER	
NU 7060 Adv. Assessment NU 7063 Adv. Assessment Lab for the NP	3 1	NU 7100 Primary Care I	4	NU 7151 Primary Care II for FNP	3
		NU 7110 Primary Care I Practicum	3	NU 7142 Primary Care II Women's Health	2
				NU 7141 Primary Care II Principles of Pediatric Care	2
Total credits	4	Total credits	7	Total credits	7

Year Four

FALL	
NU 7451 Indep. Primary Care Practicum	5
Total credits	5
Program Credits	46

Post Graduate Family Nurse Practitioner Certificate Program

The Family Nurse Practitioner certificate program is designed for individuals prepared with a Master's of Science in Nursing who wish to gain specialty knowledge in this role. Students must proceed through the admission process including interview with other candidates for the Family Nurse Practitioner track.

The certificate consists of family nurse practitioner courses. The Family Nurse Practitioner Specialty Course, NU 7020 Family and Community Concepts, must be taken after admission to the FNP track, but prior to clinical coursework. The program totals 22 credit hours of Family Nurse Practitioner Specialty Courses, and clinical courses can be completed in 3 consecutive semesters (including summer semester). Students enrolled in post graduate certificate programs are not eligible to receive any Title IV student loan funds.

PLEASE NOTE: Student must complete advanced pathophysiology, advanced physical assessment and advanced pharmacology prior to beginning clinical courses. An individual program of study will be developed by the advisor based on previous coursework.

Sample Program of Study: Family Nurse Practitioner Certificate Program

Following is a guide for sequencing and grouping courses. Individual programs of study may vary and will be developed by the advisor based on previous coursework.

NU 7020 is a Family Nurse Practitioner Specialty Course and must be taken after admission into the track, but before beginning clinical courses.

Year One

SPRING		SUMMER		FALL	
NU 7020 Family and Community Concepts *8 week	3				
NU 7100 Primary Care I	4	NU 7141 Primary Care II Pediatrics	2	NU 7451 Independent Primary Care Practicum for FNP	5
NU 7110 Primary Care I Practicum	3	NU 7142 Primary Care II Women's Health	2		
		NU 7151 Primary Care II Practicum for FNP	3		
Total credits	10	Total credits	7	Total credits	5

*The program includes 660 total clinical practicum clock hours. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.

Nurse Educator (NE) Track

The Master of Science of Nursing with an education focus is designed to meet the needs of current and potential nurse educators in academic or healthcare settings to develop and refine their practice as teachers of students, clients and/or employees. The program includes the M.S.N. core courses, clinically focused advanced practice nursing core courses, and educationally focused courses. Students will be prepared with a strong clinical foundation as well as theory and practice in the role of the nurse educator in a focused area.

Nurse Educator Curriculum

Master of Science in Nursing Core Courses

NU 6200	Clinical Prevention and Population Health	3
NU 6300	Informatics and Data Management	2
NU 6400	Leadership and Quality in Healthcare Systems	3
NU 6500	Promoting Health Through Policy and Finance	3
NU 6600	Translating Evidence into Practice	3
	Total Credit Hours	14

Advanced Practice Nursing Core Courses

NU 7040	Advanced Pathophysiology	3
NU 7060	Advanced Health Assessment	3
NU 7062	Advanced Health Assessment Lab for the Nurse Educator*	1
NU 7080	Advanced Pharmacology	3
	Credit Hours	10

*The course includes 30 total lab clock hours. Clock hours are calculated using a 1:2 ratio (1 credit hour = 2 clock hours) multiplied by 15 practicum weeks per semester.

Nurse Educator: Specialty Courses

NU 7300	Instructional Strategies **	3
NU 7310	Evaluation Strategies **	3
NU 7320	Program Development **	3
NU 7330	Nursing Focused Practicum*	2
NU 7340	Education Focused Practicum*	2
	Credits	13
	Total Program Credits	37

* Practicum courses equal 120 clock hours each for a total of 240. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.

** Offered for final time.

Sample Program of Study: Nurse Educator (NE) Track

Following is a sample guide for sequencing and grouping courses. Students will select courses each semester based on preference for full-time or part-time status.

Year One

FALL		SPRING		SUMMER	
NU 6XXX M.S.N. Core	3	NU 6XXX M.S.N. Core	3	NU 6XXX M.S.N. Core	3
NU 7040 Adv. Patho.	3	NU 7060 Adv. Assess. NU 7062 Adv. Assess. Lab for the NE	3 1	NU 6XXX M.S.N. Core	2
Total credits	6	Total credits	7	Total credits	5

Year Two

FALL		SPRING		SUMMER	
NU 7300 Instructional Strategies	3	NU 7310 Evaluation Strategies	3	NU 7320 Program Development	3
NU 7080 Adv. Pharm.	3				
Total credits	6	Total credits	3	Total credits	3

Year Three

FALL		SPRING	
NU 6XXX M.S.N. Core	3	NU 7340 Education Focused Practicum	2
NU 7330 Nursing Focus Practicum	2		
Total credits	5	Total credits	2

RN-M.S.N. Entry Point Option

The RN-M.S.N. entry point option is designed for associate degree or diploma nurses who desire to continue their education toward a Master's of Science degree in Nursing; students in the RN-M.S.N. option do not earn a bachelor's degree. Students are admitted as graduate students and focus on one of the specialty tracks, Nurse Practitioner, Nurse Educator, Executive Practice & Healthcare Leadership, as previously described. The program allows students to transfer courses to meet pre-requisites and some upper division nursing coursework. After most pre-requisites have been completed, students will begin in the Fall semester by taking pre-M.S.N. courses. After the pre-M.S.N. courses are completed, the RN-M.S.N. student begins the chosen track coursework and practica. Most of the coursework at Research College of Nursing is completed online.

Program Prerequisites

Chemistry with Lab	4 hours
Anatomy and Physiology with Lab	6 hours
Microbiology with Lab	4 hours
Nutrition	3 hours
General or Intro Psychology	3 hours
Developmental Psychology	3 hours
English Comp I	3 hours
English Comp II	3 hours
Social Science	3 hours
Statistics	3 hours
Communication/Speech	3 hours
Humanities, Philosophy or Theology	12 hours
Electives (computer course recommended)	12 hours
TOTAL HOURS OF PREREQUISITES	62 HOURS
ADN/DIPLOMA TRANSFER HOURS	35 HOURS

RN-M.S.N. Pre-M.S.N. Courses

NU 4102	Leadership and Professional Issues	3
NU 4212	Community Health Nursing	3
NU 4232	Community Health Nursing Practice	2
NU 4412	Leadership in Professional Nursing Practice	2
NU 5021	Transitions in Nursing	2
NU 5022	Transitions in Nursing	2
	Credit Hours	14

Sample Program of Study for RN-M.S.N.

Year One

Fall		Spring		Summer
NU 4212 Community Health Nursing	3	NU 4102 Leadership and Prof. Issues	3	<i>Begin MSN Track Program of Study</i>
NU 4232 Community Health Nursing Practice	2	NU 4412 Leadership in Prof. Nursing Practice	2	
NU 5021 Transitions in Nursing I	2	NU 5022 Transitions in Nursing II	2	
Total credits	7	Total credits	7	

See specific MSN track for programs of study.

Graduate Course Listing by Core and Tracks

Graduate courses are categorized according to core, advanced practice core, and tracks. The course listing is below by course number, name, and number of credit hours in parentheses. Specific course descriptions begin on page 98.

Master of Science in Nursing Core Courses

- NU 6200. Clinical Prevention and Population Health (3)
- NU 6300. Informatics and Data Management (2)
- NU 6400. Leadership and Quality in Healthcare Systems (3)
- NU 6500. Promoting Health Through Policy and Finance (3)
- NU 6600. Translating Evidence into Practice (3)
- NU 6990. Independent Study (.5 - 6)

Advanced Practice Nursing Core Courses

- NU 7040. Advanced Pathophysiology (3)
- NU 7060. Advanced Health Assessment (3)
- NU 7062. Advanced Health Assessment Lab for the Nurse Educator (1)
- NU 7063. Advanced Health Assessment Lab for the Nurse Practitioner (1)
- NU 7080. Advanced Pharmacology (3)

Adult-Gerontological Nurse Practitioner Specialty Courses

- NU 7030. Gerontology for the AGNP (3)
- NU 7100. Primary Care I (4)
- NU 7110. Primary Care I Practicum (3)
- NU 7142. Primary Care II Women's Health (2)
- NU 7143. Primary Care II: Principles of Geriatric Care
- NU 7152. Primary Care II Practicum for the AGNP (3)
- NU 7452. Independent Primary Care Practicum for the AGNP (5)

Executive Practice & Healthcare Leadership: Specialty Courses

- NU 7200. Executive Nurse Seminar I (2)
- NU 7210. Executive Nurse Practicum I (3)
- NU 7220. Executive Nurse Seminar II (2)
- NU 7230. Executive Practicum II (3)
- NU 7600. Healthcare Leadership and Organizational Behavior (3)
- NU 7610. Human Resource Management (3)
- NU 7620. Health Systems (3)
- NU 7640. Executive Influence: Communication and Relationship Management (3)

Executive Nurse Certificate: Practicum Courses

- NU 7215. Executive Nurse Practicum I (1)
- NU 7225. Executive Nurse Practicum II (1)

Family Nurse Practitioner Specialty Courses

- NU 7020. Family and Community Concepts (3)
- NU 7100. Primary Care I (4)
- NU 7110. Primary Care I Practicum (3)
- NU 7141. Primary Care II Pediatrics (2)
- NU 7142. Primary Care II Women's Health (2)
- NU 7151. Primary Care II Practicum for the FNP (3)
- NU 7451. Independent Primary Care Practicum for the FNP (5)

Nurse Educator: Specialty Courses

NU 7300. Instructional Strategies (3)

NU 7310. Evaluation Strategies (3)

NU 7320. Program Development (3)

NU 7330. Nursing Focused Practicum (2)

NU 7340. Education Focused Practicum (2)

RN-M.S.N. Entry Point Option: Pre-M.S.N Courses

NU 4102. Leadership and Professional Issues (3)

NU 4212. Community Health Nursing (3)

NU 4232. Community Health Nursing Practice (2)

NU 4412. Leadership in Professional Nursing Practice (2)

NU 5021. Transitions in Nursing I (2)

NU 5022. Transitions in Nursing II (2)

Graduate Program Course Descriptions

The following section provides course descriptions for courses offered and required in the Research College of Nursing Graduate Program. The number in parentheses following the course number and title indicates the semester credit hours for that course. The course delivery format is identified in parenthesis following the course description according to these definitions:

Classroom-based Course (CBC) – A face-to-face course with use of the campus Learning Management System (eg. Blackboard) for functions that may include document/resource repository, posting of student grades, or activities that complement class sessions without reducing the number and length of required class meetings.

Classroom Hybrid Course (CHC) – A course in which a significant portion (at least 30% but less than 75%) of face-to-face classroom time is reduced and replaced with online learning activities. Between 30% and 75% of instructional time occurs through online learning activities that may occur asynchronously or during the assigned course meeting time (synchronously).

Online Hybrid Course (OHC) – A course in which students meet face-to-face less than 25% of instructional time. Greater than 75% of instructional time occurs through online learning activities that may occur during the assigned course meeting time (synchronously) or asynchronously.

Online Synchronous Course (OSC) – All course activity is completed online, with specific dates and times assigned during the semester for students to complete assignments and to engage in online course sessions with the instructor and other students. The online elements include essential interactions with course content, the faculty member, and other students. There are no required physical face-to-face meetings at the university or a university-affiliated location.

Online Asynchronous Course (OAC) – All course activity is completed online, and there are no scheduled real-time (synchronous) online sessions required. The online elements include essential interactions with course content, the faculty member, and other students, with specific deadlines for students to complete assignments. There are no required physical face-to-face meetings at the university or a university-affiliated location.

NU 4102. Leadership and Professional Issues (3)

This course focuses on leadership and management concepts as they relate to the professional nursing role and the delivery of health care. Theories and evidence-based practice supporting delivery of health care are examined. Topics such as resource management, risk management and quality improvement strategies are included. The economic and ethical impact of health care costs, market trends, and cost effective quality care are analyzed. Prerequisite: All program prerequisites as noted in M.S.N. Admission Policy (9 hrs. may be outstanding); NU 5021, NU 4212, NU 4232; Corequisites: NU5022, NU 4412. (OAC)

NU 4212. Community Health Nursing (3)

This course focuses on public health concepts and the nursing leadership role for the management of health of communities and global society. Factors that impact the community as client are analyzed. Frameworks for planning health education programs focus on health promotion, risk reduction, and disease prevention. To facilitate the management of health in communities, selected areas of study may include community assessment, epidemiology, environment, vulnerable populations, disaster management and global health. Prerequisites: All program prerequisites as noted in M.S.N. Admission Policy (9 hrs. may be outstanding); Corequisites: NU 5021, NU 4232. (OAC)

NU 4232. Community Health Nursing Practice (2)

This clinical practicum provides the opportunity for students to incorporate leadership skills and community concepts in a variety of community settings. The focus is on health promotion, risk reduction and disease prevention programs with selected at risk populations. Activities may include assisting community agencies and organizations to plan, implement, and evaluate health promotion programs that build upon previous nursing experience of the RN-M.S.N.

student. Prerequisite: All program prerequisites as noted in M.S.N. Admission Policy (9 hrs. may be outstanding); Corequisites: NU 5021, NU 4212. (OAC)

NU 4412. Leadership in Professional Nursing Practice (2)

This clinical practicum provides the opportunity to synthesize knowledge and skills from previous or current nursing courses through a focused clinical experience that builds upon previous nursing experience of the RN-M.S.N. student. This course culminates with leadership role acquisition relevant to the clinical site. The course provides for autonomous and collaborative functioning, which includes synthesis and integration of knowledge, skills, and attitudes requisite to professional nursing practice. All program prerequisites as noted in M.S.N. Admission Policy (9 hrs. may be outstanding); NU 5021, NU 4212, NU 4232; Corequisites: NU 5022, 4102. (OAC)

NU 5021 Transitions in Nursing I (2)

This course is designed to transition the associate degree or diploma prepared nurse to the role and scope of practice of the baccalaureate prepared nurse and to introduce basic concepts and skills needed in the Masters of Science in Nursing program. Embedded in this course are the concepts of basic professional writing: critical thinking, judgement and reasoning; information management and patient care technology; and interprofessional collaboration. Prerequisites: All program prerequisites as noted in M.S.N. Admission Policy (9 hrs. may be outstanding). (OAC)

NU 5022 Transitions in Nursing Practice II (2)

This course is designed to transition the associate degree or diploma prepared nurse to the role and scope of practice of the baccalaureate prepared nurse and to introduce basic concepts and skills needed in the Masters of Science in Nursing program. Embedded in this course are the concepts of clinical reasoning in evidence-based practice; basic organizational and systems leadership for care and care and safety; healthcare policy and finance; scholarship with evidence-based practice, and the B.S.N. and M.S.N. Essentials. Prerequisites: All program prerequisites as noted in M.S.N. Admission Policy (9 hrs. may be outstanding); NU 5022. (OAC)

NU 6200. Clinical Prevention and Population Health (3)

This course focuses on the common core knowledge necessary for integrating clinical prevention and population health into nursing practice. Building on previously-learned concepts, the issues of epidemiology and biostatistics, health disparities, health systems, health promotion efforts, and dissemination of relevant information to the public are explored. (OAC)

NU 6300. Informatics and Data Management (2)

This course provides an overview of nursing informatics and data management for advanced nursing roles. Technology-based health applications which support decision-making in all roles and settings will be emphasized. Examination of the technological, utility, and leadership competencies in nursing informatics will be included. Students will incorporate applicable theories and examine current trends and issues in using, designing, and managing health care information systems. Students will apply knowledge to analyze the design and implementation of health care information systems. (OAC)

NU 6400. Leadership and Quality in Healthcare Systems (3)

This course is designed to facilitate the development of leadership skills for advanced nursing practice to improve quality outcomes, interprofessional collaboration, and accountability in health care systems. Patient centered leadership roles are analyzed as they relate to quality health care delivery. Theories related to leadership and systems are discussed. Principles of patient safety and quality are examined. Emphasis is on the role of the nurse collaborating to improve outcomes. (OAC)

NU 6500. Promoting Health Through Policy and Finance (3)

The student will gain an understanding of the principles of healthcare economics, finance, and payment methods. The relationship between policy and health economics will be explored. Students will learn to advocate and affect change in systems while collaborating with stakeholders in order to influence policy at the institution, state, federal, or global level.

Students will gain an understanding of the fiscal and ethical context in which they are practicing. Students will learn how advocacy, finance, and policy are linked to improve the health of a population. (OAC)

NU 6600. Translating Evidence into Practice (3)

This course focuses on the knowledge and skills needed for evidence-based practice (EBP) project development. Students are introduced to translation of scientific knowledge, contextual evaluation, critical appraisal process, theoretical frameworks, and outcomes evaluation. Strategies and models for implementation of EBP are discussed. Students identify a clinical practice or micro-system problem related to their future advanced nursing role, synthesize the relevant evidence, and develop a recommendation for practice change. Prerequisites: Undergraduate or graduate statistics course. (OAC)

NU 6990. Independent Study (.5 - 6)

This course is used to meet individual needs related to the required program of study. It provides guided study on selected topics and/or areas of nursing. Student learning objectives and activities are mutually developed between the student and faculty member. Prerequisite: Faculty permission. (OAC)

NU 7020. Family and Community Concepts (3)

This course provides the advanced practice nursing student with the evidence base necessary to examine family and community needs and plan interventions. Students explore selected family and community issues. Strategies to promote healthy family and community functioning are identified and interventions are designed. Students' group projects simulate organizational group leadership in community collaboration. (OAC)

NU 7030. Gerontology for the Adult-Gerontological Nurse Practitioner (3)

This course provides the advanced practice nursing student with the theoretical base necessary to examine the needs of older adults and plan interventions. Students explore the management of transitions across the continuum of care. Students discuss and integrate the interdisciplinary care functions of the adult gerontology nurse practitioner. The complex interplay of the political, economic, legal, environmental, and ethical factors that influence health care delivery to older adults is examined. (OAC)

NU 7040. Advanced Pathophysiology (3)

This course examines complex physiologic cellular processes essential to an understanding of health deviations. Concepts are explored in relation to body systems. Age specific alterations are correlated with clinical manifestations and diagnostic findings to provide the student with a basis for clinical decision making, diagnostic reasoning and pharmacotherapeutics. (OAC)

NU 7060. Advanced Health Assessment (3)

This course focuses on comprehensive health assessment including clinical significance and diagnostic reasoning. Variations and deviations from normal health assessment parameters will be discussed. Identification of risk factors and strategies for promoting health will be incorporated. Prerequisite: Successful completion of Undergraduate Health Assessment course or equivalent. (OAC)

NU 7062. Advanced Health Assessment Lab for the Nurse Educator (1)

This course focuses on the development of advanced health assessment skills and application of diagnostic reasoning for the nurse educator. (OAC)

NU 7063. Advanced Health Assessment Lab for the Nurse Practitioner (1)

This course focuses on the application of advanced health assessment skills and development of diagnostic reasoning for the nurse practitioner. (CHC)

NU 7080. Advanced Pharmacology (3)

The focus of this course is on the clinical application of medications commonly prescribed in the primary care setting. Pharmacotherapeutics of medications will be explored. Financial implications for patients, providers and third party payers

will be analyzed. Inter-collaborative care, evidence-based guidelines, patient education, and safe prescribing concepts will be integrated. (OAC)

NU 7100. Primary Care I (4)

This course focuses on the health maintenance and the management of common acute conditions and chronic conditions in adolescent, adult, and older adult patients. Students examine health changes with adolescent, adult, and older adult populations and will develop the theoretical and experiential base to conduct health promotion and maintenance activities in these populations. Students are prepared in the area of diagnoses and management of common self-limiting conditions and chronic conditions in a primary care setting. Prerequisites: NU 6020, NU 6060, NU 6080, NU 7040, NU 7060; NU 7080. (CHC)

NU 7110. Primary Care I Practicum (3)

This course offers clinical experience with adolescent, adult, and older adult patients in the primary care setting. Students have the opportunity to apply previous knowledge learned in didactic to the clinical area, explore practice patterns of nurse practitioners and/or physician preceptors, understand their role as a member of an interdisciplinary team, and begin to implement plans of care. Clinical sites are in primary care settings and provide student practice opportunities with patients. Students are focused on health maintenance and the management of common acute and chronic conditions with adolescent, adult, and older adult populations. All clinical practice is faculty supervised and performance based to ensure that students demonstrate competency in practice. Total clock hours equal 180. Prerequisite or Corequisite: NU 7100. Corequisite: NU 6080 with faculty permission. (CHC)

NU 7141. Primary Care II Pediatrics (2)

This course allows the students to examine health maintenance and management of common acute and chronic conditions with the pediatric population. The student will develop the theoretical and experiential base to conduct health promotion and maintenance activities. Students are prepared to diagnose and manage pediatric conditions in the primary care setting. Prerequisites: NU 7100 and NU 7110; or permission of faculty. (CHC)

NU 7142. Primary Care II Women's Health (2)

This course examines health maintenance and management of common acute and chronic conditions seen in women's health care. The student develops his or her own theoretical and experiential base to conduct health promotion and maintenance activities with emphasis on women's health. Furthermore, the student is prepared in the area of diagnosis and management of common acute and chronic conditions. Prerequisites: NU 7100 and NU 7110; or permission of faculty. (CHC)

NU 7143. Primary Care II: Principles of Geriatric Care (2)

This course examines health maintenance and management of common acute and chronic conditions seen in geriatrics. The student develops his or her own theoretical and experiential base to conduct health promotion, provide anticipatory guidance and maintenance activities with emphasis on geriatric health. Furthermore, the student is prepared in the area of diagnosis and management of common acute and chronic conditions. Prerequisites: NU7100 and NU7110, or permission of faculty. (CHC)

NU 7151. Primary Care II Practicum for the FNP (3)

This course offers the clinical experience with patients across the lifespan, with a particular interest in women's health and pediatrics. Students have the opportunity to apply theory in the clinical arena, analyze practice patterns of nurse practitioners and/or physician preceptors, function as a member of an interdisciplinary team, and implement plans of care. Clinical sites will be in primary care, pediatric, or women's health, providing the student practice opportunities with patients. Students will focus on health maintenance, management of selected common acute conditions, stable chronic disease states and acute changes within these chronic states. All clinical practice is faculty supervised and performance based to ensure that students demonstrate competency in practice. Total clock hours equal 180. Prerequisites: all core courses, advanced core courses, NU 7100, NU 7110. Corequisite: NU 7141 and NU 7142; or with faculty permission. (OAC)

NU 7152. Primary Care II Practicum for the AGNP (3)

This course offers the clinical experience with patients across the lifespan, with a particular interest in women's health and geriatric care. Students have the opportunity to apply theory in the clinical arena, analyze practice patterns of nurse practitioners and/or physician preceptors, function as a member of an interdisciplinary team, and implement plans of care. Clinical sites will be in primary care, gerontology, or women's health, providing the student practice opportunities with patients. Students will focus on health maintenance, management of selected common acute conditions, stable chronic disease states and acute changes within these chronic states. All clinical practice is faculty supervised and performance based to ensure that students demonstrate competency in practice. Total clock hours equal 180. Course Prerequisites: all core courses, advanced core courses, NU 7100, NU 7110. Corequisite: NU7142, NU7143; or permission of faculty (OAC)

NU 7200. Executive Nurse Seminar I (2)

This course covers intra-organizational content in the areas of organizational management and organizational structure (human resources, internal policy and procedure). The health care delivery system and its environment are also addressed along with issues such as ethics, legal and regulatory and economic concepts. Specific attention is given to the application of these concepts specifically as students encounter learning situations regarding the above concepts. This course is intended to serve as a companion course to NU 7210, Executive Nurse Practicum I. Prerequisites: NU 6020, NU 6060, NU 6080, NU 7600, NU 7620, or faculty permission. Concurrent: NU 7210. (OAC)

NU 7210. Executive Nurse Practicum I (3)

This course provides clinical practicum experiences that allow students opportunity to apply theoretical and executive management concepts with a focus on intra-organizational issues. All major theoretical concept areas are applied including organizational structure, economic factors, human resources, ethics and legal/regulatory concerns. Clinical supervision is provided by college faculty and selected preceptors who are nurse executives. Clinical conferences with faculty provide opportunity for integration of the executive role, understanding of professional issues and discussion of problem-solving processes. This course is intended to serve as a companion course to NU 7200, Executive Nurse Seminar I. Total clock hours equal 180. Prerequisites: NU 6020, NU 6060, NU 6080, NU 7600, NU7620; Concurrent: NU 7200 or faculty permission. (OSC)

NU 7215. Executive Nurse Practicum I (1)

This course provides clinical practicum experiences that allow students opportunity to apply selected theoretical and executive management concepts with a focus on intra-organizational issues. Major theoretical concept areas are applied including organizational structure, economic factors, human resources, ethics and legal/regulatory concerns. Clinical supervision is provided by college faculty and selected preceptors who are nurse executives. Discussions with faculty provide opportunity for integration of the executive role, understanding of professional issues and discussion of problem-solving processes. This course is intended to serve as a companion course to NU 7200, Executive Nurse Seminar I. Total clock hours equal 60 hours. (OSC)

NU 7220. Executive Nurse Seminar II (2)

This course covers extra-organizational content in the areas of organizational management and organizational structure (human resources, internal policy and procedure). The health care delivery system and its environment are also addressed along with issues such as ethics, legal/regulatory and economic concepts. Specific attention is given to the application of these concepts as students encounter learning situations regarding the above concepts. This course is intended be the second in a two course sequence (NU7200 and NU 7220) and to serve as a companion course to NU 7230, Executive Practicum II. Prerequisites: NU 6020, NU 6060, NU 6080; NU 7600, NU 7620; Concurrent: NU 7230 or faculty permission. (OAC)

NU 7225. Executive Nurse Practicum II (1)

This course provides clinical practicum experiences that allow students opportunity to apply selected theoretical and executive management concepts with a focus on extra-organizational issues. Major theoretical concept areas are applied including organizational structure, economic factors, human resources, ethics and legal/regulatory concerns. Clinical supervision is provided by college faculty and selected preceptors who are nurse executives. Discussions with faculty provide opportunity for integration of the executive role, understanding of professional issues and discussion of problem-solving

processes. This course is intended to serve as a companion course to NU 7220, Executive Nurse Seminar II. Total clock hours equal 60 hours. (OSC)

NU 7230. Executive Practicum II (3)

This course provides clinical practicum experiences that allow students opportunity to apply theoretical and executive management concepts with a focus on extra-organizational issues. All major theoretical concept areas are applied including organizational structure, economic factors, human resources, ethics and legal/regulatory concerns. Clinical supervision is provided by college faculty and selected preceptors who are nurse executives. Clinical conferences with faculty provide opportunity for integration of the executive role, understanding of professional issues and discussion of problem-solving processes. This course is intended to be the second in a two course sequence (NU 7210 and NU 7230) and to serve as a companion course to NU 7220, Executive Nurse Seminar II. Total clock hours equal 180. Prerequisites: NU 6020, NU 6060, NU 6080; NU 7600, NU7620 or faculty permission. Concurrent: NU 7220. (OSC)

NU 7300. Instructional Strategies (3)

In this course, students examine the instructional process. The focus is on learning theories, the learning environment, and instructional strategies. (OAC)

NU 7310. Evaluation Strategies (3)

In this course, students examine the evaluation process. The focus is on the evaluation process, measurement strategies and related sociocultural, ethical, and legal issues. Pre-requisite NU 7300 or with faculty permission. (OAC)

NU 7320. Program Development (3)

In this course, students examine the components of a nursing program with a focus on curriculum. Professional initiatives and mandates that influence curriculum development and design are explored. Program evaluation and professional accreditation are analyzed in relation to performance standards and continuous quality improvement. (OAC)

NU 7330. Nursing Focused Practicum (2)

In this course, students are provided an opportunity to integrate previous knowledge and develop proficiency in caring for a clinical population. Students will collaborate with faculty to identify individualized plans for focused study that will be implemented with a nurse preceptor who specializes in a population focused area. Total clock hours equal 120. Prerequisites: NU 7040, NU 7060, and NU 7080. (OAC)

NU 7340. Education Focused Practicum (2)

In this course, students are expected to integrate previous knowledge and develop proficiency in the role of nurse educator. Students will collaborate with faculty to develop an individualized plan of study related to their educational interest. Total clock hours equal 120. Prerequisites: NU 6020, NU 6060, NU 6080, NU 7040, NU 7060, NU 7080, NU 7300, NU 7310, NU 7330 or with faculty permission. (OAC)

NU 7451. Independent Primary Care Practicum for the FNP (5)

This course focuses on the incorporation of previous knowledge and integration of nurse practitioner role behaviors in primary care practice. The student should integrate the knowledge from previous clinical and academic experiences to care for persons with chronic and acute conditions throughout the lifespan. Health maintenance recommendations should be included in all practice domains. All clinical practice is faculty supervised and performance based to ensure that students demonstrate competency in practice. Seminars with faculty provide opportunities to integrate the nurse practitioner role, to discuss professional issues and the process of effective change within the health care system. Total clock hours equal 300. Course Prerequisites: all core courses, advanced core courses, NU 7100, NU 7110, NU 7141, NU7142, NU7151; or permission of faculty. (CHC)

NU 7452. Independent Primary Care Practicum for the AGNP (5)

This course focuses on the incorporation of previous knowledge and integration of nurse practitioner role behaviors in adult gerontology primary care practice, which includes care from adolescence through the older adult. The student

should integrate the knowledge from previous clinical and academic experiences to care for persons with chronic and acute conditions in this population. Health maintenance recommendations should be included in all practice domains. All clinical practice is faculty supervised and performance based to ensure that students demonstrate competency in practice. Seminars with faculty provide opportunities to integrate the nurse practitioner role, to discuss professional issues and the process of effective change within the health care system. Total clock hours equal 300. Course Prerequisites: all core courses, advanced core courses, NU 7100, NU 7110, NU7142, NU7152, NU7143; or permission of faculty. (CHC)

NU 7600. Healthcare Leadership and Organizational Behavior (3)

This course is designed to increase students' awareness of organizational processes and practices including leadership, management, motivation, morale group dynamics, interpersonal communications, conflict and group problem solving. This course provides conceptual insights and behavioral skills needed for successful leadership of continuous improvement in individual, team and organizational performance. The course also highlights unique ethical, technological, regulatory and practical considerations for leadership within healthcare organizations. (OAC)

NU 7610. Human Resource Management (3)

This course focuses on the emerging role of the human resources function in enabling higher levels of organizational performance. Traditional HR functions such as recruitment, selection, training, performance management, employee relations, career development, succession planning, equal employment, benefits and compensation are covered. Students will also discuss organizational structures and explore state-of-the-art employee participation and organizational design trends. Prerequisite: NU 7600. (OAC)

NU 7620. Health Systems (3)

Health Systems surveys the major components and organizational interrelationships of the United States health service system. Students examine the various health care organizations (HCOs), personnel issues, delivery systems, policy, and payment mechanisms. This course introduces students to the public policy and business practice issues associated with access, cost and quality. (OAC)

NU 7640. Executive Influence: Communication and Relationship Management (3)

This course explores essential knowledge, skills, and attitudes to promote influential leadership in executive roles. Strategies to assess and improve executive impact are developed: business communication, relationship management, influencing behaviors, and business etiquette. Management of relationships across diverse stakeholders and situations will be examined. Experiential exercises with self-reflections will be combined with case situations and peer review to promote learning. Prerequisites: NU 6400, or faculty permission. (OAC)

Facilities and Services

The association between Research College of Nursing, Research Medical Center and HCA Midwest Division makes a vast array of clinical, educational and personal services and facilities available to students.

Research College of Nursing is located at 2525 East Meyer Boulevard, across the street from Research Medical Center. Some of the buildings and facilities students may use which are located on the campus include:

Administrative Offices

Offices for the President, Dean, Registrar, Student Affairs, Financial Aid, Admission, Technology, Student Organizations and Faculty Support Staff are located on the first floor of the College of Nursing. The close proximity of administration offices to student housing and parking provides easy access to students.

Child Development Center

A program offering developmental care for children of employees of Research Medical Center (RMC) and staff and students of Research College of Nursing is provided and subsidized by Research Medical Center. The daily educational program has been designed to meet the individual needs of each child. The center is located northwest of RMC.

Classrooms

Located on B-level of Research Medical Center and in the College of Nursing, spacious classrooms with comfortable seating provide a pleasant learning environment. Modular walls in some of the classrooms allow for flexible and creative arrangements to facilitate the educational process. An auditorium provides facilities for special presentations and accommodates larger groups of students.

Clinical Facilities

To offer a complete education experiences take place in a variety of health-related settings in the Kansas City metropolitan area. Several of these are HCA Midwest Division agencies including Research Medical Center, Menorah Medical Center, Centerpoint, Belton Regional Medical Center, Lee's Summit Medical Center, and Overland Park Regional Medical Center. Additional clinical sites offer students experiences in community-based settings, industry, long-term care, and ambulatory care settings. It is the responsibility of students to provide their own transportation to off-campus sites.

Computer Lab at 2525 Building

Students may use the computer lab on the third floor of the College at 2525 East Meyer Boulevard. This lab contains 15 personal computers that provide word processing and other software applications and access to the internet. Learning programs that support the nursing curriculum are also available on these computers.

Faculty Offices

Faculty are provided comfortable offices to accommodate the need for one-on-one interaction with other faculty and students. Offices, a faculty library and small conference rooms are located in the College of Nursing on the second and third floors.

Learning Resource Center

The Learning Resource Center (LRC) is a centralized facility that provides coordinated educational services and learning activities to prepare the learner to enter the professional work place as a competent practitioner. The LRC has a variety of mechanisms available for the dissemination of information to a wide range of learners that best meets individual learning styles and needs. Computers, audio-visual equipment, learning models, and manikins are available for students to use in the LRC. The LRC offers a learning environment free from the traditional classroom setting. The supportive environment of the LRC allows students to become adult learners capable of independent, self-directed learning through a variety of methods. The LRC provides students with a comfortable meeting space. The LRC can be used by undergraduate and graduate students. Students are assisted in use of the LRC by the Assistant Director, LRC staff, and faculty.

Library

The Carl Ferris, M.D., Medical Library, located along the hallway connecting RMC A-Level and the first floor of Research Tower building, provides library services to the College. Remote access to a wide array of electronic medical and nursing journals and practice guidelines is provided for all nursing students through several electronic databases. A significant

portion of the books in the collection are devoted to nursing. Many of the most important indexes to nursing and health science literature are available. A cooperative courier service facilitates access to desired materials held in other health sciences libraries in metropolitan Kansas City and the library is part of regional and national lending networks. Library staff is available to provide assistance in finding needed information. Access to online databases offers quick, complete bibliographic data on selected topics.

Library Hours:

Monday – Friday 8:00 a.m. – 4:30 p.m.

Saturday & Sunday Closed

Access to the Library after hours is arranged on an as needed basis. Students should contact the Director of the Library at least 24 hours in advance to arrange access.

Physical Recreation Facilities

Health and fitness are encouraged through the curriculum and as a part of student life. An exercise facility is provided by Research Medical Center. Memberships for three, six and 12 month periods are available to nursing students at nominal fees. Weight machines, free weights, treadmills, stationary bikes and other exercise machines are available. Contact the Cardiac Rehab Department in Research Medical Center for more information.

Research Medical Center

Because Research College of Nursing is located on the campus of Research Medical Center, there are numerous services and facilities available. A few of these include: emergency health care, credit union, and gift shop. For more information about these and other services and facilities consult the Research College of Nursing [Guide to Student Life](#).

Research Psychiatric Center

Located on the campus of Research Medical Center, this 100 bed private, freestanding psychiatric hospital provides services for adolescents, adults and senior adults. Services include substance abuse treatment programs and an intensive care unit.

Seelos Simulation Center

The Center is a state-of-the-art simulation environment which utilizes scenario-based learning to create realistic clinical situations. Students work with faculty, Center staff and peers to develop the clinical reasoning skills necessary to provide safe, quality care in complex healthcare settings. Practice in this simulated environment offers students the opportunity to provide care without posing risks to actual patients; to learn effective communication skills; and to function as a member of an interprofessional team. A critical element of simulation is the process of debriefing and reflection which occurs following each scenario. Through this process, students gain an understanding of the factors which impact their ability to provide safe, evidence-based care.

Student Housing

Students may live in the Student Village, located west of Research Medical Center. The village consists of eight buildings containing two-bedroom townhouses and single bedroom apartments. Housing is available to all students, married students and students with children.

College Life

Research College of Nursing believes in promoting the development of the individual student. Programs, services, activities and other opportunities are provided to help meet student needs beyond the academic program. The following section describes some of the services and programs available. Note that all students in the undergraduate program have the opportunity to utilize all services and participate in student activities on both the Research College of Nursing campus and the Rockhurst University campus during each year of their enrollment.

Graduate students have access to services and facilities on the Research campus unless otherwise noted.

Campus Ministry

Research College of Nursing respects the religious beliefs of all members of the college community and seeks to support the personal and spiritual development of each member of the College within the context of her/his own beliefs. Students who desire assistance or participation in religious activities should contact either the Office of Campus Ministry at Rockhurst or the Pastoral Care Office at Research Medical Center.

Counseling

The college years are times of rapidly expanding self-awareness and it is not unusual for students to experience difficulty with adjustment to emotional and interpersonal concerns. Faculty advisers are available to assist students with their educational and personal concerns. Additionally, students may seek counseling assistance by contacting the Student Affairs office at Research College of Nursing for referral or the Counseling Center at Rockhurst University. Graduate students may use the Rockhurst center on a fee basis.

Health Services

Students who become ill during a college class or clinical should seek care as required by the situation with their primary care provider or through the services of Neighborhood Walk-In and Family Care clinic on the Rockhurst campus. Seriously ill students may use the Emergency Department at the Research or Brookside campus of Research Medical Center. Research College of Nursing students are encouraged to select a local primary care provider for medical care during their college years. Health insurance or a waiver is required for all nursing students. For further information regarding health insurance please see the sections on undergraduate and graduate academic policies.

Housing

Students who do not wish to commute may choose to live on campus. Housing is available to nursing students at either Research College of Nursing or Rockhurst University. Graduate students may live on the Research campus. Students interested in housing at Rockhurst should contact the Office of Residence Life for more information.

Housing at Research includes two bedroom townhouses and one bedroom apartments. Units are mostly unfurnished and may be occupied continuously throughout the year provided certain criteria are met. Married and single parent students are welcome. Housing services are administered through the Student Affairs Office.

Research Nursing Alumni Association

The Research Nursing Alumni Association is the official organization of graduates of Research. The Association promotes strong ties between the College and its graduates. Alumni activities include college recruitment, college and program promotion, reunions, an annual alumni weekend, recognition of outstanding alumni and fund raising for scholarship programs.

Sports and Recreation

Undergraduate students may participate on intercollegiate, intramural and club sport teams at Rockhurst University. Athletic facilities at Rockhurst University are available to nursing students and accommodate over 30 different activities to choose from.

Student Organizations

Undergraduate students may participate in several different organizations to meet their interests in professional development, intellectual accomplishment, community awareness and social activities. Students may form new student

organizations as the need or desire arises. Policies and procedures for forming new organizations are available from the Student Affairs Office.

Following are descriptions of currently recognized student organizations.

Research Student Nurses' Association (RSNA)

This organization is the campus chapter of the Missouri Nursing Students' Association (MNSA) and the National Student Nurses' Association (NSNA). Students interested in learning more about the historical significance, current issues and future trends in nursing may wish to join this group. The organization conducts service and fund raising projects and brings nursing scholars to the campus to discuss different aspects of the nursing profession. Students also attend state and national nursing conferences.

Student Government Association (SGA)

This organization is comprised of elected representatives of each undergraduate class to promote the interests of students and of the College. Students develop an activities calendar and are responsible for social and service programs for the Research College of Nursing community. The Office of Student Affairs assists students in the administration of these programs.

Academic Calendar* 2018-2019

Traditional B.S.N. and M.S.N. Program

Fall Semester 2018

August 20	Classes Begin (registration after class, late fee assessed after this date)
August 27	Last day for delayed entrance into classes (End of Drop/Add period)
September 3	Labor Day Holiday: No Classes
September 11	Mass of the Holy Spirit
September 21	White Coat Ceremony for Traditional B.S.N. Juniors
October 17-19	Midterm Break: No Classes
November 21-23	Thanksgiving Holiday: No Classes
December 7	Last Day of Classes
December 10-14	Final Examinations
December 15	Research College of Nursing M.S.N. Hooding and Graduation Ceremony
December 18	Final Grades Due

Spring Semester 2019

January 14	Classes Begin (registration after class, late fee assessed after this date)
January 21	Martin Luther King, Jr. Holiday: No Classes
March 8	M.S.N. Session A Ends
March 11-15	Spring Break: No Classes
March 18	M.S.N. Session B Begins
April 19-April 22	Easter Break: No Classes
April 26	Bobbie Siler Scholarship Day: All Students Attend
May 7	Last Day of Classes
May 8-14	Final Examinations
May 13	M.S.N. Session B Ends
May 17	Baccalaureate Mass; Sigma Theta Tau Induction
May 18	Pinning Ceremony and B.S.N. Graduation
May 21	Final Grades Due

Summer Semester 2019

May 13	Graduate Courses for Summer 12 Week Session Begin
May 27	Memorial Day: No Classes
May 28	Courses for Summer 10 Week Session Begin
July 4	Independence Day: No Classes
August 2	Graduate Courses for Summer 10 and 12 Week Session End
August 6	Final Grades Due

*The scheduled starting date may be postponed or the class schedule may be revised in cases of natural disasters or national, state, or local emergencies. The schedule as published will resume as soon as possible. The refund schedule will be adjusted according to the number of days delayed.

Academic Calendar* 2018-2019

Accelerated B.S.N. Program

Term Three

August 20	Term 3A Classes Begin
September 3	Labor Day: No Classes
October 16	Term 3A Classes End
October 17-19	Fall Break: No Classes
October 22	Term 3B Classes Begin
November 21-23	Thanksgiving Break: No Classes
December 13	Term 3B Classes End
December 15	Pinning Ceremony

Class of 2018

Term One

January 3	Orientation: Mandatory for all Accelerated students
January 7	Term 1A Classes Begin
January 21	Martin Luther King, Jr. Holiday: No Classes
March 8	Term 1A Classes End
March 11-15	Spring Break: No Classes
March 18	Term 1B Classes Begin
April 1	White Coat Ceremony
April 19-April 22	Easter Break: No Classes
April 26	Bobbie Siler Scholarship Day – All Students Attend
May 24	Term 1B Classes End
May 27	Memorial Day: No Classes
May 28	Final Grades Due

Class of 2019

Term Two

May 28	Term 2 Classes Begin
July 4	Independence Day: No Classes
August 16	Term 2 Classes End
August 20	Final Grades Due

Class of 2019

*The scheduled starting date may be postponed or the class schedule may be revised in cases of natural disasters or national, state, or local emergencies. The schedule as published will resume as soon as possible. The refund schedule will be adjusted according to the number of days delayed.

Faculty and Administration

Research College of Nursing Governing Board

Linda Clarkson
Jacqueline DeSouza-Van Blaricum
Brad Evans, M.B.A., R.N.
Donna Forgey, Ph.D.
Diane Fulton, M.S.N., R.N.
Tom D. Harmon
Eleanor Howell, Ph.D., R.N.
Cyndi Johnson, M.A., R.N.
Rex Joyce, M.D.
Karin McCrary, R.N.
Cynthia Randazzo
Sandra K. Rozen
Alan M. Schumacher
Thad Wilson, Ph.D., RN, FAAN

Research College of Nursing Administration

Thad Wilson, Ph.D., R.N., F.A.A.N.
President
Julie Nauser, Ph.D., R.N.
Dean
Nikki Belcher, M.S.N., R.N., R.N.C.-O.B.
Coordinator of Learning Resource Center
Leslie Burry, B.A.
Director of Admission
Amanda Gray, M.A.
Director of Student Affairs
Christy Hammond, M.S.N., R.N.
Director of Institutional Effectiveness
Bill Hampson
Director of Technology Resources and Data Management
Glenna Mahoney, D.N.P., R.N.
Traditional B.S.N. Program Director
Sheryl Max, M.N., R.N.
Director of Online Education
Julia Payne, M.S.N, R.N., R.N.C.-OB, C.N.E.
Clinical Coordinator
Rebecca Saxton, Ph.D., R.N., C.N.E.
Accelerated B.S.N. Program Director
Tobey Stosberg, M.S.N., M.A.E., R.N.
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Julie Nauser, Ph.D., R.N.
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Camelia Williams, B.F.A.
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B.S.N., Wichita State University, 1986; M.S.N., University of Phoenix, 2007; Ph.D., University of Phoenix, 2017.

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B.S.N., University of Saint Mary's, 2010; M.S.N., Western Governors University, 2018.

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Summer Masters (2013)

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B.S.N., Graceland University, 2007; M.S.N., Research College of Nursing, 2009; D.N.P., University of North Florida, 2017.

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B.S.N., University of Iowa, 1957; M.P.H.N., University of North Carolina, 1966.

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B.S.N., University of Nebraska-Lincoln, 1982; M.S.N., University of Nebraska Medical Center, 1986, Ph.D., University of Missouri – Kansas City, 2016.

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President, Research College of Nursing

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Vice President for Academic Affairs, Rockhurst University

Elizabeth Evans

Assistant Professor, Biology, Rockhurst University

Koleen Kolenc

Assistant Dean, College of Arts and Sciences, Rockhurst University

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Julie Nauser

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Rebecca Saxton

Professor, Nursing, Research College of Nursing

Gerald Moench

Vice President for Finance and Administration, Rockhurst University

Brenda Laney

Registrar, Rockhurst University

Stacie Withers

Director of Financial Aid, Research College of Nursing

Rockhurst University Administration

Rev. Thomas B. Curran, S.J.

President

Douglas N. Dunham, Ph.D.

Vice President for Academic Affairs

Gerald Moench

Vice President for Business and Finance

Matthew Quick, Ph.D.

Vice President for Student Development and Athletics

Additional RU Administrators can be found at www.rockhurst.edu under the Faculty and Staff tab in Directories

Rockhurst University Academic Leadership

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Michael Clump, Ph.D.

Associate Dean, College of Arts and Sciences

Koleen Kolenc, Ph.D.

Assistant Dean, College of Arts and Sciences

Cheryl McConnell, Ph.D., C.P.A.

Dean, Helzberg School of Management

Kris Vacek, O.T.D, O.T.R./L., C.L.T.

Dean, College of Health and Human Services

Rockhurst University College of Arts and Sciences Faculty

Names and Credentials can be found at www.rockhurst.edu in the University Catalog.

Appendix A

Residents of the State of California ~ Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid for deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an education program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closer.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded a restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STFR for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Appendix B

Residents of the State of Texas: Filing a Student Complaint Against a Texas Higher Education Institution

Role and Authority of the Texas Higher Education Coordinating Board (THECB)

The role of the THECB is to represent the State of Texas and enforce laws that fall under the scope of the THECB's authority. The THECB cannot offer legal advice to complainants and does not act as a student's agent or attorney. Any information provided by the THECB staff is not to be interpreted as legal advice or representation.

The authority of the THECB is limited to that expressly granted by law and stipulated in THECB rules. For example, a student's eligibility for financial aid is determined by the student's institution and the THECB generally does not have the authority to override the school's determination.

Non-Exhaustive List of Student Complaints Not Reviewed by the THECB

- Complaints concerning actions that occurred more than two years prior to filing a student complaint form with the THECB, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures
- Complaints made by former students more than one year after the student's last date of attendance at the institution and more than 6 months after discovering the grounds for the complaint (unless the cause of the delay in filing the student complaint form was the complainant's exhaustion of the institution's grievance procedures)
- Anonymous complaints
- Matters solely concerning grades, examination results, or evaluation of academic performance
- Matters solely related to student life such as student housing, dining facilities, food service, violations of the student code of conduct, or student activities and organizations
- Matters that are or have been in litigation
- Complaints about religious institutions relating solely to their religious (as opposed to secular) standards and religious programs of study
- Complaints against institutions not authorized by the Agency to operate in Texas
- Complaints regarding tribal institutions
- Complaints about criminal matters

To access forms and a description of the complaint procedure, go to The Texas Higher Education Coordinating Board's Student Complaints page at www.thecb.state.tx.us/studentcomplaints.

For rules governing student complaints – Title 19 of the Texas Administrative Code, Section 1.110-1.120, go to [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y).



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