



CARDINAL STRITCH
UNIVERSITY

**RUTH S. COLEMAN
COLLEGE OF NURSING AND
HEALTH SCIENCES**

STUDENT HANDBOOK

August, 2017

FORWARD

The policies and procedures in the *Ruth S. Coleman College of Nursing and Health Sciences (CONHS) Student Handbook* are consistent with and an extension of the policies appearing in the *Cardinal Stritch University Student Handbook*, and the *Undergraduate and Graduate Catalogs*. A student enrolled in a course in the CONHS will have access to the *CONHS Student Handbook* in the Canvas course. Each student is responsible for knowing and understanding the information in the *CONHS Student Handbook*.

The *CONHS Student Handbook* provides information and policies for all students in the CONHS. The material is intended to help students in the CONHS to understand the policies and procedures for their program.

CONHS policies may be changed after a student has entered the program. A student is bound by the policies currently in force at any given time, even if those policies differ from those which were in place when the student entered the program. Because policies and practices are continuously subject to change by external and internal sources, it is the intent of the CONHS to review and modify these policies and practices as necessary. Students will be required to acknowledge receipt of the electronic copy of the *CONHS Student Handbook*.

The CONHS programs are accredited and approved as follows:

Bachelor of Science in Nursing program is accredited by the:
Commission on Collegiate Nursing Education (CCNE)
655 K Street, NW, Suite 750
Washington, DC 20001
Telephone: (202) 887-6791
Fax: (202) 887-8476
Web: www.cneaccreditation.org

The Master of Science in Nursing program is accredited by the:
Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia, 30326
Telephone: (404) 975-5000
Fax: (404) 975-5020
E-mail: info@acenursing.org
Web: www.acenursing.org

The Bachelor of Science in Nursing program is approved by:
Wisconsin State Board of Nursing
State of Wisconsin
Department of Safety and Professional Services
PO Box 8935
1400 East Washington Avenue, Room 112
Madison, WI 53708-8935
Telephone: (608) 266-2112
Fax: (877) 617-1565
E-mail: DSPS@wisconsin.gov

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SECTION I:
RUTH S. COLEMAN COLLEGE OF NURSING AND HEALTH SCIENCES INFORMATION

VISION AND MISSION OF THE CONHS PROGRAMS

The vision and mission of all CONHS programs is as follows.

Vision

The vision of the Ruth S. Coleman College of Nursing and Health Sciences is to educate 21st century healthcare leaders to collaborate with the interprofessional team to build bridges for a healthier community.

Mission

The mission of the Ruth S. Coleman College of Nursing and Health Sciences is to create a challenging and affirming scholarly community, guided by the Franciscan Values, where faculty and students develop knowledge, skills, and attitudes that advance health, healthcare, and the healthcare profession through leadership, learning, and service.

CONHS NURSING PROGRAM PHILOSOPHY

The philosophy of the CONHS nursing programs includes the following terms and definitions:

PATIENT

The patient is defined as a person, family, group, community, or population in need of nursing care to regain, retain, or improve their physical and mental health. The patient has a unique view of health and illness and responds to internal and external factors. Patients have the right to have their beliefs, values, and practices respected.

HEALTH

Health is the expression of the patient's physical, mental, emotional, social, and spiritual being at any given point in time and is impacted by the environment.

ENVIRONMENT

Environment is ever-changing and complex. It includes the surrounding context, milieu, conditions, or atmosphere which makes up the learning and/or patient environment (ANA, 2010).

NURSING

According to the American Nurses Association (2010) definition "Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment, of human response, and advocacy in the care of individuals, families, communities, and populations." Patient centered care is provided in and across all environments.

LEARNING

Learning is an interactive and life-long process that is measured through the achievement of outcomes.

LEARNER- STUDENT

The student navigates their learning in partnership with faculty to apply their knowledge from all courses to improve patient health outcomes and advance the profession of nursing. The learner is an active participant in the learning process who helps determine his/her own learning needs, engages in self-learning, and seeks opportunities for personal growth. The learner brings to the interactive process prior knowledge, skills, and abilities attained from life experiences as well as prior education.

EDUCATION

The Ruth S. Coleman College of Nursing and Health Sciences offer the full range of nursing programs: Bachelor of Science in Nursing (BSN); RN to BSN; and Master of Science in Nursing (MSN). Levels of practice are differentiated in the programs. Leveling programs promotes career laddering and gives students an opportunity to realize their mission as individuals, professional nurses, and responsible members of society. A seamless transition between nursing education levels is valued.

EDUCATOR

The nurse educator designs a challenging, affirming and scholarly environment that prepares 21st century nurse leaders who collaborate with the interprofessional team to build bridges for a healthier community. Instruction is guided by Franciscan values, professional standards, nursing knowledge, and expertise that emphasize compassion and valuing the individual to meet the needs of diverse learners.

The nurse educator structures learning experiences to promote knowledge, skills, and abilities for nursing practice at the associate, baccalaureate, and masters levels. Bachelor degree in nursing education prepares the nurse to provide direct and indirect care to individuals, families, groups, and communities with complex health care needs in a variety of settings. Master's degree in nursing education prepares the nurse to use evidence-based methods to provide healthcare and to enhance the role of the nurse as a leader and educator. Each level of education provides a foundation for the next higher level of nursing education.

American Nurses Association, (2010). Nursing: Scope and standards of practice (2nd ed). Silver Spring, Maryland.

Last revised May 2016

SECTION II: GENERAL CONHS INFORMATION

Cardinal Stritch University offers Bachelor of Science in Nursing (BSN), Registered Nurse to Bachelor of Science in Nursing degree completion (RN-BSN), Master of Science in Nursing (MSN), Bachelor of Science in Respiratory Therapy Completion (BSRT-C), and Bachelor of Science in Health and Wellness (BSHW) degree options for students seeking a liberal arts foundation in a university environment. Each program follows professional standards of their respective profession and the standards developed by the CONHS.

PROFESSIONAL STANDARDS

Nursing Programs

Any student in the nursing major is considered a student nurse. The student is bound to perform at the same level as the professional, in this case the Registered Nurse, in both the clinical and academic setting. The level of professionalism the student is expected to demonstrate as a Registered Nurse is according to the *Nursing: Scope and Standards of Practice*, *Code of Ethics for Nurses*, and the *CONHS Standards of Professional Conduct*.

Respiratory Therapy Program

Any student in the respiratory therapy program is bound to perform at the same level as the professional, in this case the respiratory therapist, in both the clinical and academic setting. The level of professionalism the student is expected to demonstrate as a respiratory therapist is consistent with the American Association for Respiratory Care (AARC) *Statement of Ethics and Professional Conduct*.

Health and Wellness Program

Any student in the health and wellness program is bound to perform at the same level as the professional in the clinical and academic setting. The level of professionalism the student is expected to demonstrate is consistent with the health education specialist practice as identified by the National Commission for Health Education Credentialing.

CONHS STANDARDS OF PROFESSIONAL CONDUCT

All students in the CONHS are held accountable to the standards of their profession as well the standards of conduct as defined by Cardinal Stritch University. For the undergraduate student this includes the *Standards of Conduct* described in the current Cardinal Stritch University Undergraduate Catalog at www.stritch.edu/Academics/Catalog and student standards and policies described in the current *Student Handbook* found at myStritch. For the graduate student, the *Standards of Conduct* can be found in the current Cardinal Stritch University Graduate Catalog at www.stritch.edu/Academics/Catalog

SECTION III: CONHS POLICIES AND PROCEDURES

ADMISSION TO CONHS

The admission policies of the CONHS adhere to the general admission policies and procedures of the University. Each program has additional requirements for admission. Refer to the current University Undergraduate Catalog at <http://www.stitch.edu/Academics/Catalog> for policy/procedure information for the BSN, RN to BSN, BSRT-C, and the BSHW programs and the current Cardinal Stritch University Graduate Catalog at <http://www.stitch.edu/Academics/Catalog> for University policies and procedures on MSN admission.

A student who is appealing an admission decision will appeal to the Program Chair or designee.

WITHDRAWAL FROM OR FAILURE IN CONHS COURSES

The last date a student may withdraw from or change to audit status in a CONHS course is consistent with the policy described in the current *Cardinal Stritch University Undergraduate Catalog* or the *Cardinal Stritch University Graduate Catalog* at <http://www.stitch.edu/Academics/Catalog>.

This date is published in the syllabus for each CONHS course. If a student withdraws from a course that is a prerequisite or co-requisite for another CONHS course being taken in the same semester or term, the student must withdraw from both courses.

MISSED EXAMS, MISSED ASSIGNMENTS, AND LATE ASSIGNMENTS

Refer to each course syllabi for the course policy on missed exams, missed assignments, and late assignments.

CONHS ACADEMIC APPEALS

If a CONHS student believes there is sufficient reason to question a grade or an academic disciplinary action, the formal appeal procedure may be initiated.

The procedure for academic appeals is as follows:

1. The student will discuss the concern about the academic policy with course faculty. If possible, resolve the concern at that level.
2. If unresolved, the student will take the concern to the chair/coordinator of the BSN, RN to BSN, MSN, BSRT – C, or BSHW program for resolution.
3. If unresolved, the student may appeal the academic policy in writing to the chair of the Admission, Progression, and Retention (APR) Committee for the appeal letter submission deadline.
4. The appeal letter should consist of a cover sheet (Appendix A) and a letter providing a description of the nature of the appeal and rationale, background related to academic performance, and plan for academic success.
5. The student must submit the appeal letter to the chair of the APR Committee by the due date.
6. The student will be notified of the APR Committee meeting date and will be given an opportunity to attend the meeting. A support person may be present with the student. The support person may not contribute to the discussion or answer questions on behalf of the student.
7. The committee will make a decision and inform the student in writing within five (5) working days.
8. Should the student choose to appeal the decision, the appeal must be brought to the dean of the CONHS.

9. If unresolved with the dean, the student may appeal as described in the section on Academic Grievances in the current Cardinal Stritch University Undergraduate or Graduate Catalog at <http://www.stitch.edu/Academics/Catalog>.

RE-ADMISSION TO UNDERGRADUATE PROGRAMS IN THE CONHS

A student academically dismissed from a CONHS undergraduate program they are enrolled in may appeal to be re-admitted. A student is academically ineligible to progress in the CONHS program if:

- The student withdraws from or receives an unsatisfactory course grade a total of two times.

The student may apply for program readmission if it is felt that there were extenuating circumstances.

Extenuating circumstances are serious unforeseen circumstances beyond a student's control which prevent satisfactory achievement of course requirements.

The procedure for readmission is as follows:

1. Complete and submit the official Appeal Letter (Appendix A). Submit required documents via email to the CONHS associate dean or the CONHS executive coordinator by the identified deadline. Documents submitted late will not be considered.
2. The documents will be reviewed by the CONHS associate dean, who will determine if extenuating circumstances were present. The student will be informed via the student's Wolfmail account whether the appeal will proceed for further consideration. If extenuating circumstances are not deemed to be present, the appeal will not proceed.
3. If extenuating circumstances are determined to be present, the student will be invited to present his/her case in person at a readmission review meeting. A decision will be made after the meeting.
4. The student will be informed of the readmission decision via the student's Wolfmail account within three (3) business days.
5. The student may appeal the readmission decision to the CONHS dean within 20 business days after the date of the notification letter. The decision made by the CONHS dean is final.

If program readmission is granted and a student receives an unsatisfactory grade or withdraws from a course in the major, the student is ineligible to continue in the program or reapply for readmission to the program.

DISMISSAL FROM A CONHS PROGRAM FOR NON-ACADEMIC VIOLATIONS

A student dismissed from Cardinal Stritch University for non-academic violations, must be re-admitted to the university prior to applying for re-admission to the CONHS. See *Disruptive/Threatening Behavior Policy* in the Cardinal Stritch University Undergraduate or Graduate Catalog <http://www.stitch.edu/Academics/Catalog>

NON-ACADEMIC GRIEVANCES FOR CONHS PROGRAMS

For all grievances that are not grade related the CONHS follows the Complaint Policy as identified in the University Undergraduate or Graduate Catalog <http://www.stitch.edu/Academics/Catalog>. Students submitting a non-academic grievance to a CONHS faculty, program chair, associate dean, or dean, should complete the *Concerns or Issues Intake Form* found in Appendix B. The form should be submitted to the CONHS Executive Coordinator who will forward the concern or issue to the appropriate person.

MAINTAINING PATIENT CONFIDENTIALITY

All CONHS students must follow the **Health Insurance Portability and Accountability Act (HIPAA)** which regulates how, when, and to whom patient's health care information can be shared is to ensure that patients' health care information remains confidential. Protected health information includes any information that is oral, written, electronic, magnetic or recorded in any form and pertains to a patient's past, present, or future physical or mental health condition, health care treatment, payment for health care services that identifies a patient by name, social security number or medical record number or information that can be used to find out the person's identity such as address, telephone number, birth date, e-mail address, and names of relatives or employer. All students and faculty are ethically and legally bound to protect patient's healthcare information and other information about the patient under all state and federal laws.

Guidelines for Protection of Health Information in the Academic Setting

1. Oral, Written, Electronic Communication
 - a. Discussion of clinical, practicum, and internship experiences is an essential tool for learning. Communication related to a patient should not take place in the halls or any public areas. Discussion regarding a specific patient or patient care should take place in a classroom or a place where the public traffic is controlled such as faculty's office. To maintain privacy of the patient the door should be closed during these discussions.
 - b. Any discussion of a patient and patient care should only be for the purpose of education and with those that need to know to also be engaged in the discussion. A student is not permitted to disclose Protected Health Information (PHI) or patient identifiers, in these academic discussions, other than essential information that may add to the discussion. In order for PHI to be considered de-identified, all of the following identifiers of the patient, relatives, employers, or household members of the patient must be removed:
 - Name
 - Geographic subdivisions smaller than a state (i.e. county, town, or city, street address, and zip code)
 - All elements of dates (except year) for dates directly related to an individual (including birth date, admission date, discharge date, date of death, all ages over 89, and dates indicative of age over 89)
 - Telephone number
 - Fax number
 - E-mail address
 - Social security number
 - Medical record number
 - Health plan beneficiary number
 - Account number
 - Certificate/license number
 - Vehicle identifiers and serial numbers
 - URLs
 - Internet protocol addresses
 - Biometric identifiers (e. fingerprints)
 - Full photographic and any comparable images
 - Any other unique identifying number, characteristic, or code
 - Any other information that could be used alone or in combination with other information to identify the individual, such as picture of a face (HIPAA Privacy Rule [45 CFR 164.514])

- c. A student is not permitted to disclose Protected Health information (PHI) at any time to family, friends, or via social media.
2. **Social Media**
Any mention or discussion of clinical or patient taken care of during the clinical experience should not take place in social media. Social media includes but is not limited to Facebook, Twitter, links to social media and other social media forms not yet developed. The CONHS follows the guidelines of the National Council of State Boards of Nursing. A copy of these guidelines can be found at https://www.ncsbn.org/SocialMedia_rev4-13.pdf.
3. **Journaling**
Journaling is an essential educational tool. Patient and agency confidentiality must be maintained in the journaling process. A journal may include but is not limited to the clinical prep sheet, with de-identified patient and clinical agency information, reflections, and any other required clinical journal component.
4. At the clinical agency, a student may only access patient information that is necessary for their assignment and as allowed by the clinical agency guidelines for patient information access.
5. A student violating policy protecting confidentiality may be subject to removal from the clinical agency and dismissal from the CONHS.

The MSN student who requires access to student information, in the pursuit of their preparation as educators and leaders, must adhere to the Family Educational Rights and Privacy Act (FERPA) of 1974. The student is referred to the section on Access to Student Records *Cardinal Stritch University Graduate Catalog* at <https://www.stritch.edu/Academic/Catalog>.

STUDENT REPRESENTATION ON CONHS FACULTY COMMITTEES

A student enrolled in a CONHS programs has an opportunity to be a student representative on program committees. Students will be notified at the beginning of each academic year when student representation is being solicited.

LEARNING CONTRACT

The Learning Contract is a contract between the student and course faculty that is initiated at the request of the course faculty or student. The purpose of the learning contract is to outline goals and activities to enable the student to be successful in achieving course outcomes. The contract is mutually agreed upon by the student and course faculty. The learning contract should include strategies for achievement of course learning outcomes.

The Learning Contract may be initiated when a student is repeating a course or when course learning outcomes are not being met. When a Learning Contract is initiated, success in the course is not guaranteed.

GRADUATION

Graduation requirements for each program can be found in the specific program section. Please refer to the current University Undergraduate Catalog and Graduate Catalog at www.stritch.edu/Academics/Catalog for policy/procedure information concerning graduation.

ATTENDANCE POLICY

Since excessive absences or online inactivity may affect the quality of a student's academic achievement and attainment of the course outcomes, the faculty of the CONHS expect all students to attend class/participate online as scheduled. For face-to-face classes, a student is expected to arrive on time and stay for the duration of the

scheduled time. Individual course requirements and procedures are described in the syllabus for each nursing course. Clinical, practicum, and internship expectation requirements are identified in the course syllabus. A student missing time in clinical, practicum, or internships may be required to make up the time or may be unable to complete the course.

COSTS ASSOCIATED WITH CONHS PROGRAMS

In the CONHS there are costs associated with the programs that are the responsibility of the student. The additional costs may include:

- Verified Credentials
- LiveText
- Educational materials
- Clinical and practicum health and other clinical requirements
- CPR
- Graduation

CLINICAL, PRACTICUM, AND INTERNSHIP INFORMATION

1. CONHS students will practice within the professional boundaries and standards of their respective program.
2. All CONHS students assigned to a clinical, practicum, or internship must adhere to the policies and procedures of the respective agency. A student will be removed from the clinical, practicum, or internship at any time the faculty judges there to be a failure to provide the "standard of care" as established by the course outcomes. The student is bound to perform and uphold the level of care at the same level as the professional.
3. It is the faculty's prerogative to remove a student from the clinical/practicum/internship setting at any time if, in the faculty's professional judgment, the student is deemed to be unsafe, dishonest, or under the influence of alcohol and/or any other mood-altering substance. Failure to meet one or more of the above guidelines at any given time during the course may result in failure of the course.

Medical Condition

Cardinal Stritch University complies with federal laws governing disability discrimination and the accommodation of disabilities. When a student returns to class, clinical, practicum, or internships following an accident, extended illness, significant psychological problem, pregnancy, or potentially serious medical condition, the student must be capable of performing the essential functions of the student's program, with or without reasonable accommodations. Participation in class, clinical, practicum, or internships may result in some exposure to various bacteria, viruses, radiation, and/or chemicals (as would be the case in many medical-related environments). Accordingly, individuals with compromised immune systems and pregnant individuals, are required to notify Cardinal Stritch University of such condition(s), so that appropriate precautions and accommodations can be discussed.

When a student has a compromised immune system or is pregnant, it is the responsibility of the student to inform the course faculty or program chair at the earliest opportunity. Documentation in the form of a letter from the student's physician or healthcare provider stating that the student is capable of performing the essential functions of the student's program, with or without reasonable accommodations is recommended. Such documentation should also include any restrictions (e.g., lifting, chemical exposure) the student may have during the pregnancy. Pregnant students will be required to follow all directions from clinical staff regarding exposure to substances with possible teratogenic effect/toxicity. Such documentation should also include any

restrictions (e.g., lifting, chemical exposure) the student may have during the pregnancy. Should a student inform the course faculty or program chair of a pregnancy, the faculty will follow federal guidelines regarding exposure of pregnant employees to radiation. Clinical/practicum/internship faculty will attempt to accommodate students with any weight restrictions on lifting, and otherwise as appropriate.

Clinical, Practicum, and Internship Requirements

The following are *Wisconsin State-wide Health Requirements* for all students in a clinical, practicum, and internships. The *Wisconsin State-wide Health Requirements* were developed by the Wisconsin Healthcare Alliances. The clinical, practicum, and internship requirements must be complete and current at the beginning of the semester or term and for the duration of the semester or term. All clinical, practicum, and internship documentation will be housed in Verified Credentials. The student will be given an orientation to Verified Credentials. The health requirements are as follows:

1. Current history and physical examination by MD, DO, APNP or PA required within 90 days prior to NUR 110 Introduction to Professional Nursing Practice, the first BSN nursing course or as identified for other CONHS programs.
2. Current history of the following immunizations:
 - a. MMR (measles, mumps, rubella (German measles) Vaccination:
 - Two doses of vaccines documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (on or after first birthday and must be at least 28 days apart). Wisconsin Immunization Registry (WIR) documentation is acceptable.
 - If student is currently in the process of receiving the vaccine series (has received one dose of the vaccine prior to start), the second dose must be received within one month after starting the program. Doses must be at least 28 days apart.
 - Or, documentation by a health care provider of serologic immunity (titer).
 - b. Tetanus, diphtheria and pertussis (Tdap; Td) vaccination:
 - Documentation of one-time dose of the Tdap vaccine and then Td every 10 years.
 - c. Hepatitis B Vaccination:
 - Immunizations and Antibody Screen: This is a series of three vaccinations and a post vaccination antibody screen. The vaccination series is voluntary, but is strongly recommended for all student entering a health care field
 - The student must provide one of the following:
 - Documentation by a health care provider of serologic immunity (a quantitative, numeric Hepatitis B antibody level with interpretation/scale that indicates immunity). This testing must be dated at least one month after completion of the three-dose vaccine series.
 - Or, documentation by a health care provider that the student is in the process of receiving the three-dose hepatitis B vaccination series, appropriately spaced per CDC guidelines.
 - Or, a signed Hepatitis B Vaccine Declination Form.
 - d. Varicella (chicken pox) Vaccination:
 - Two Varicella vaccination dates documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (on or after first birthday and must be at least 28 days apart). Wisconsin Immunization Registry (WIR) documentation is acceptable.
 - Or, documentation by a health care provider of a positive Varicella titer.

e. Influenza (flu) Vaccination:

- Influenza vaccination is required prior to November 1st for fall semester or term, and prior to any winter/spring semester or term.
- Students in clinical, Practicum, or internship placements between April 1st and September 30th are exempt from the flu vaccination requirements.
- If a student identifies a “medical exemption”, documented validation by a MD or DO is required. Medical exemptions are granted for recognized contraindications:
 - Previous reaction of influenza vaccine (e.g., hives, difficulty breathing, swelling of tongue or lips).
 - This does not include sensitivity to the vaccine such as an upset stomach or mild or moderate local reactions such as soreness, redness, itching, or swelling at the injection site.
 - The above does not include subsequent upper respiratory infection or low-grade or moderate fever following a prior dose of the vaccine.
 - History of Guillain-Barre Syndrome (GBS) within six weeks of a previous dose of an influenza vaccine.
- The student granted an influenza vaccine medical exemption is to follow clinical agency specific masking requirements during the influenza season (i.e., to wear a surgical mask whenever in patient care areas).

3. Tuberculosis (TB) Screening:

- Tuberculosis Screening is to take place within 90 days of starting the program (not clinical placement) and annually thereafter. Screening may be done via Mantoux tuberculin skin test or Interferon Gamma Release Assay (IGRA) (i.e., QuantiFERON – Gold test (QFT-G), T-SPOT.TB test (T-Spot)).
- Initially, provide documentation of two Mantoux tuberculin skin tests (“two-step”) administered one to three weeks apart.
 - Students with a documented 0 mm induration Mantoux skin test within the past 12 months only need one additional skin test done within 90 days of starting the program.
- One Mantoux tuberculin skin test annually thereafter is required.
- Or, an IGRA test within 90 days of starting the program (not clinical placement) and annually thereafter.
- Post TB Skin Test Conversion – chest x-ray:

If a student has received a positive tuberculin skin test (TST) or IGRA result, the student must provide the following:

- Medical documentation of the positive TST or IGRA results.
- And, negative chest x-ray report dated post positive TST or IGRA.
- And, complete annual TB symptom survey/questionnaire.

If a student is positive for active TB disease, they must participate in an active treatment plan to be reviewed annually. The student will not be eligible to participate in clinical, practicum, or internships until the student’s health care provider determines that they are not communicable.

4. American Heart Association Basic Life Support (BLS) for Healthcare Providers (CPR) certification prior to the first class with a clinical component or as identified by the CONHS program.
 - Certification is for two years and must be renewed to maintain current CPR certification.
5. CNA certification, LPN, RN, or RRT license
 - A copy of the certification or license
6. *State of Wisconsin Department of Justice Wisconsin Criminal History* (criminal background check): This will be completed by Verified Credentials.

- Download the criminal background form available on the Verified Credentials website and complete the form. Upload the completed form into Verified Credentials on the website.
 - Download the CONHS release of information form available on the Verified Credentials website and complete the form. Upload the completed form into Verified Credentials.
7. 10 panel drug screen: The 10 panel drug screen forms and location information is located on the Verified Credentials website.

Medical conditions/injuries requiring student restrictions:

- Students are required to notify the faculty or program chair of any physical or health problems that may affect student or patient safety. At the discretion of faculty, a CONHS student may be required to obtain a statement from health care provider regarding current health status and a recommendation regarding continuing safe clinical practice. The student is responsible to immediately notify the faculty or program chair of changes in their medical conditions or injuries prior to the next scheduled clinical day.
- Students are not to report to a clinical or community agency if the student is experiencing signs or symptoms of a communicable disease.
- Students are required to notify the course faculty or program chair of any needed accommodations prior to or during their course.

SAFETY POLICY

The faculty of the CONHS is concerned with the students' personal safety and well-being. Since many CONHS courses require clinical, practicums, and internships off campus throughout the community, we encourage students to use simple precautions to avoid a threat to their personal safety or belongings. Steps to personal safety begin with common sense and awareness. These include:

- Be alert to your surroundings;
- Walk in pairs whenever possible;
- Walk confidently and notice those around you
- Take advantage of well-lighted areas;
- Take advantage of security services and be aware of safety policies of individual agencies.

TRANSPORTATION

Students are responsible for providing their own transportation to and from class, clinical, practicum, and internships. Assigning placements close to the student's place of residence may not be possible.

REQUEST FOR REFERENCES

Students/graduates who wish to request a reference from a CONHS faculty should contact the individual faculty. The request for a recommendation must include the student/graduate's permission to release information.

WEATHER POLICY

In the event of inclement weather during non-daytime off-campus course related activities it is the responsibility of the nursing faculty and students to make decisions related to their personal safety. If faculty and/or students believe that travel would not be safe, the faculty, in consultation with the program chair, is able to make a decision about canceling or delaying the start of the course. Any changes to the course schedule need to be communicated by the faculty to all students within one hour of the course start time using the established method of communication. The course faculty is responsible for communicating any schedule changes in

advance of clinical start to the clinical agency contact. If the university announces cancellation of evening classes then classes that start in the evening are cancelled. In the event that students are in the clinical agency when announcement of closure is made, then the faculty member has the discretion to cancel the clinical early but only after he/she assures that patient care is safely transitioned to staff with notice of at least one hour.

USE OF TECHNOLOGY

The CONHS curriculum reflects current educational practices. This includes using the latest educational strategies that incorporate the use computer and other technology in teaching, learning, and evaluation so students are prepared for the practice environment. As a result, a student is required to have access to a computer when enrolled in a CONHS course. In some cases, the CONHS will provide the computer or make arrangements for use of a computer lab for the purpose of teaching, learning, or evaluation. A student should refer to the course syllabus for course specific use and requirements for technology in a CONHS course.

The ability to use a computer for basic word processing, creating presentations, and internet access is an expectation to aid in the completion of course work. Computers are available throughout the campus. A student requiring technical assistance should seek help from the Technology Help Desk.

The Stritch Wolfmail email system is the official means of communicating with students. Students are expected to check their Wolfmail account and the program Canvas site on a regular basis for Stritch and CONHS announcements. All CONHS students are responsible for information shared in the electronic college newsletter.

EMAIL ETIQUETTE GUIDELINES

1. Always use a proper greeting. (Examples: Professor Smith, Dr. Smith, Dear Jane, Jane, Good afternoon Jane). Do not simply start writing the body of the email without a greeting. Avoid using casual greetings (i.e.: Hey, Quick Question, Hello!)
2. Use proper sentence structure, grammar, and spelling. Make sure to capitalize the first word of a sentence and place periods at ends of sentences. Remember, an email is not a tweet or a text.
3. Do not use acronyms (i.e.: LOL, BRB, OMG).
4. Be respectful. Do not use accusatory language or engage in personal attacks. If you have strong feelings about a topic or decision, politely suggest an in-person meeting where this can be discussed. Trying to discuss sensitive topics over email can lead to communication breakdown. Prior to sending an email that is communicating strong feelings, prior to sending step away from your computer for several minutes and take several minutes if determine if appropriate to send as written.
5. There is no need to be aggressive. No flaming (posting or sending offensive messages over the internet), all caps, or !!!!, or ?????.
6. Be constructive and objective (the opposite of negative/subjective). Focus on the facts and principles of the matter and, again, avoid personal attacks and accusations. Think of your comments as printed in the newspaper. Your online comments will be seen, heard and remembered by others. Before you make an emotional, outrageous, or sarcastic remark on-line, think about whether you would care if it was seen in your local newspaper.
7. Be specific. Avoid vague language. State specifically what it is that you would like to communicate, in professional language.
8. Sign your email. Preferably include a closing such as: Thank you, Take care, etc.

SECTION IV: BACHELOR OF SCIENCE IN NURSING PROGRAM

The Bachelor of Science in Nursing (BSN) program prepares an individual to practice as a registered nurse (RN) in any setting affecting health at an entry level. The BSN program is rooted in Franciscan values with a liberal arts foundation. The BSN program graduate is eligible to take the National Council Licensure Exam –Registered Nurse (NCLEX-RN) to practice as an RN with the approval of the State Board of Nursing.

PROGRAM OUTCOMES

The BSN program is a pre-licensure nursing program that prepares a nurse who will:

- F:** Incorporate **Franciscan Values** and the American Nurses Association *Code of ethics for nurses* in academic and practice settings.
- R:** Uses **research** and evidence-based practice as a basis for planning and providing care.
- A1:** Practice according to the *ANA Nursing: Scope and standards of practice* and the *CONHS Standards of conduct*; abides by the legal standards as defined by nurse practice acts and federal regulations.
- N1:** Provide developmentally appropriate **nursing care** across the continuum of healthcare environments.
- C1:** **Collaborate** and **communicate** with the patient and the healthcare team to maximize health outcomes.
- I:** Use **information management** and the application of patient care technology to provide quality care.
- S:** Demonstrate leadership by influencing others to optimize physical, emotional, and spiritual **safety** and provide quality care.
- C2:** Provide **culturally competent** and holistic nursing care to diverse patients.
- A2:** **Advocate** for health promotion and disease prevention strategies.
- N2:** Demonstrate **knowledge** of health care policy, finance, and regulatory environments to improve patient outcomes.

BSN PROGRAM CURRICULUM DESIGN

The BSN program uses the American Association of Colleges of Nursing (AACN) *Baccalaureate Essentials* (2008) as a framework for developing, defining, and revising the curriculum. The document can be found at <http://www.aacn.nche.edu/education-resources/essential-series>. In addition, the American Nurses Association *Nursing: Scope and standards of practice*, American Nurses Association *Code of ethics for nurses*, and the *Quality and safety education for nurses* (QSEN) competencies for pre-licensure graduates was also used to guide the curriculum. The QSEN competencies can be found at <http://qsen.org/competencies/pre-licensure-ksas/> The *Baccalaureate Essentials* document addresses nine end-of-program competencies.

The BSN program is offered in a traditional, face-to-face semester format. Each course is offered every fall and spring semester. Courses that have a lab or clinical component are identified by the theory and clinical/lab credit allocation in parenthesis. The curriculum is as follows:

Semester I

- Stritch Seminar – (3 credits)
- BL 111 Anatomy & Physiology I – (4 credits)
- CORE Elective – (3 credits)
- CA 108 Interpersonal Communication – (3 credits)
- EN 101 Persuasive Writing (or CH 107 Fundamental Chemistry if needed or Elective) – (3 credits)

Semester II

- NUR 110 Foundations of Professional Nursing Practice – (3 credits)
- BL 112 Anatomy & Physiology II – (4 credits)
- PS 190 Life Span Human Development – (3 credits)
- Moral/Ethical Reasoning elective (PL 102 Introduction to Bioethics recommended) – (3 credits)

Semester III

- NUR 210 Health Assessment – (4 (3/1) credits)
- NUR 212 Pathophysiology I – (3 credits)
- ED 203 Principles of Health in Teaching – (3 credits)
- BL 202 Microbiology – (3 credits)
- BL 203 Microbiology Laboratory – (1 credits)
- EN 102 Research Writing – (3 credits)

Semester IV

- NUR 222 Pharmacology – (3 credits)
- NUR 224 Adult/Geriatric Health - Chronic Care – (6 (3/3) credits)
- MT 113 Applied Algebra for Health Sciences – (3 credits)
- BU 209 Healthcare Economics – (3 credits)

Semester V

- NUR 300 Nutrition for Health – (3 credits)
- NUR 310 Evidence Based Nursing Practice – (3 credits)
- NUR 314 Mental Health – (4 (3/1) credits)
- NUR 420 Population Focused Health – (4 (3/1) credits)

Semester VI

- NUR 322 Maternal Newborn Health – (4 (3/1) credits)
- NUR 324 Pediatric Health – (3 credits)
- CORE class – (3 credits)
- CORE class – (3 credits)

Semester VII

- NUR 410 Pathophysiology II – (2 credits)
- NUR 412 Adult/Geriatric Health – Acute Care – (7 (3/4) credits)
- NUR 414 Holism and Diversity – (3 credits)
- Nursing Elective – (2 credits, choose 1)
 - NUR 415 Critical Care Nursing – (2 credits)
 - NUR 417 Spiritual Health – (2 credits)

Semester VIII

- NUR 424 Leadership for Change – (3 credits)
- NUR 428 Transition into Professional Practice – (6 (2/4) credits)
- CA 340 Professional Communication – (3 credits)
- Elective – (3 credits)

ADMISSION REQUIREMENTS

Direct entry into the BSN program, provided:

Freshmen, within 1 year of high school graduation

1. 2.75 cumulative HS GPA (minimum)
2. 21 ACT (minimum)

Freshmen, out of high school more than 1 year

1. 2.75 cumulative HS GPA (minimum) or 250 GED
2. Placement into college-level English, using results of the University's placement process; and
3. Placement into college-level math, using results of the University's placement process.

Transfer

1. 2.75 cumulative college GPA (minimum) from regionally accredited institution(s);
2. Placement into college-level English, using results of the University's placement process;
3. Placement into college-level math, using results of the University's placement process; and
4. Provide letter of good standing if currently or previously enrolled in a nursing program.

Re-entry, not previously enrolled in nursing program

1. 2.75 cumulative college GPA (minimum) from regionally accredited institution(s);
2. Placement into college-level English, using results of the University's placement process; and
3. Placement into college-level math, using results of the University's placement process.

Current students (non-ADN)

1. GPA of 2.75 within 36 college level credits taken at Stritch.
2. Successful completion of all developmental courses.
3. A student that takes a BSN program designated support courses, as part of the 36 college level credits taken at Stritch, must attain of a minimum grade of C in the designated support courses. The designated support courses are:
 - EN 102 Research Writing
 - PS 190 Life-Span Human Development
 - MT 113 Applied Algebra for Health Sciences
 - CA 108 Interpersonal Communication
 - BL 202 Microbiology
 - BL 203 Microbiology Laboratory
 - CA 340 Professional Communication
 - BU 209 Healthcare Economics
 - Moral/Ethical Reasoning elective

The attainment of a minimum grade of C+ is required in the following designated support courses:

BL 111 Anatomy and Physiology I

BL 112 Anatomy and Physiology II

4. A student may repeat two designated support courses, one time, either as an Undecided Health Sciences or when admitted to the nursing major.

TRANSFER OF CREDITS

The transfer of credit policies of the CONHS adhere to the general credit transfer policies and procedures of the University. Refer to the current University Undergraduate Catalog at <http://www.stitch.edu/Academics/Catalog> for policy/procedure information. The BSN program has additional requirements for admission. A student requesting to transfer credits for BL 111 Anatomy and Physiology I, BL 112 Anatomy and Physiology II, BL 202 Microbiology, and BL 203 Microbiology Lab must have completed the course being considered for transfer within seven years of admission to the BSN program and have the appropriate minimum grade. A student requesting transfer credits for nursing courses must have completed the course within two years of admission to the BSN program with the appropriate minimum grade.

ADMISSION APPEALS

Applicants who do not meet BSN program admission requirements, but do meet minimum admission requirements to the University have the opportunity to appeal to the CONHS if they feel there is adequate reason for admission. Appeals must be made within 30 days of notification of an admission decision. Appeals will be reviewed by the BSN program chair. The decision of the BSN program chair is final. Applicants pursuing an appeal must provide:

1. Cover sheet for appeal
2. Letter of Appeal signed by the applicant
3. Three (3) letters of recommendation from an objective source, such as a professional reference (supervisor/mentor), a guidance counselor, a faculty member/teacher, etc. Letters should be on official letterhead, signed by the reference and submitted directly to the Office of Undergraduate Admissions.

RE-ADMISSION APPEALS

Information on re-admission appeals is located in Section III.

ADDITIONAL PROGRAM REQUIREMENTS

The following are not admission requirements, but will be required to be completed within 90 days of starting in NUR 110 Introduction to Professional Nursing Practice:

- History and physical
- Tuberculosis (TB) screening

The following must be completed prior to starting the first course with a clinical component, NUR 224 Adult and Geriatric Health – Chronic Care:

- All required immunizations
- 10 panel drug screen
- Criminal background check
- Certified Nursing Assistant (CNA) certification

REGISTRATION DEADLINES

1. The following courses have a required laboratory component of the course:
 - BL 111 Anatomy and Physiology I
 - BL 112 Anatomy and Physiology II
 - NUR 210 Health Assessment
2. Due to the space limitations in these courses, a student that has registered for these courses by the following deadlines will be guaranteed a seat in the course. The deadlines are:
 - June 15 for fall semester
 - January 2 for spring semesterIf the date falls on a Saturday or Sunday the next Monday will be the deadline.
3. A student that registers for these courses after the stated deadline will be registered for these courses as space is available.

GRADING SCALE

A	96 – 100	B+	91 – 92	C+	83 – 84	D+	75 – 76
A-	93 – 95	B	87 – 90	C	79 – 82	D	71 – 74
		B-	85 – 86	C-	77 – 78	D-	69 – 70
						F	0 – 68

PROGRESSION

1. All developmental courses must be satisfactorily completed prior to taking a nursing course.
2. A cumulative GPA of 2.5 or better on a scale of 4.0 each semester in courses taken at Stritch.
3. A student must achieve a cumulative average of 83% (C+) in all nursing courses to be successful in a nursing course and progress in the major. The graded components of each course are used to calculate the final course grade. The weighting and computation of each assignment is in each nursing course syllabus. A student is required to complete all course assignments to pass each nursing course. Examinations and other graded components of the course will be calculated according to the stated weighting of each assignment, in nursing course syllabi, to determine the overall percentage for the course. This overall course percentage will determine the final course grade. In some courses, an exam average of 83% or higher is required before other course assignments are calculated into the final course grade; in this case, a student that does not earn an 83% or higher exam average will not earn an 83% or higher final course grade.
4. In a nursing course that has a clinical component, a student must achieve a satisfactory in the clinical component to be successful in the course. A student that achieves an unsatisfactory grade in clinical will receive a "D" for the entire course. The grade of D will be reported to the Registrar's Office as the final course grade.
5. A student, who receives a grade of less than 83% (C+) and/or a withdrawal final grade, twice in the same nursing course or in two different nursing courses is deemed "program ineligible" and will not be permitted to continue in the nursing major.
6. All incompletes must be removed before progressing in the nursing major.
7. The attainment of a minimum grade of C is required in designated support courses. These courses are:
 - EN 102 Research Writing
 - PS 190 Life-Span Human Development
 - MT 113 Applied Algebra for Health Sciences
 - CA 108 Interpersonal Communication
 - BL 202 Microbiology
 - BL 203 Microbiology Laboratory

CA 340 Professional Communication
ED 203 Principles of Health Teaching
Moral/Ethical Reasoning elective
BU 209 Healthcare Economics

The attainment of a minimum grade of C+ is required in the following designated support courses:

BL 111 Anatomy and Physiology I
BL 112 Anatomy and Physiology II

A student may repeat two designated support courses, one time.

8. Enrollment in each nursing course with a clinical component is based on available clinical space. There is a process for determining who will be registered and accepted into nursing courses. Priority is listed from highest to lowest:
 - a. A student who enrolls and progress in nursing courses in sequence.
 - b. A student whose pre-planned academic plan is designed such that it does not follow the full-time BSN curricular plan.
 - c. A student who is out of the nursing sequence for a semester due to personal reasons (illness, pregnancy, family, etc.).
 - d. A transfer student who is currently enrolled for this semester and who plans to enroll in a nursing course during the next semester.
 - e. A student who is repeating a course for the following reasons as prioritized:
 1. withdrew, satisfactory
 2. withdrew, unsatisfactory
 3. unsuccessful in course
 - f. A student who is out of the nursing sequence for a semester to repeat a support course or raise GPA.
9. The student may not be able to complete the BSN if they fail to meet these progression criteria.

DEADLINES FOR NURSING COURSES WITH A CLINICAL COMPONENT

1. Due to clinical agencies requirements for submission of names of students, documentation of student's health requirements, drug screen results, and criminal background checks the following time frame for registration for nursing courses with a clinical component have been determined. Any student that wishes to register after the stated deadlines can only do so with the permission of the BSN program chair. The deadlines are:

Fall Semester:	Third Friday of July
Spring Semester:	Third Friday of December
2. To be considered for clinical placement priority, a student must have all clinical requirements completed and current for the duration of the semester by:

Fall Semester:	June 15
Spring Semester:	December 15

If the date falls on a Saturday or Sunday the next Monday will be the deadline.

A student who has not completed the clinical requirements for the semester by the deadline, will not be allowed to register for the clinical component of the course. If the clinical requirements are met after the deadline, the BSN program chair will need to give permission to allow the student to re-register for a clinical. If permission is granted to re-register, the student will be placed in an available clinical spot.

MEDICATION CALCULATION COMPETENCY

Safe administration and calculation of medication is an essential component of nursing practice. Medication calculation is a component of the NCLEX-RN examination and a mandated competency by The Joint Commission (TJC). A student must demonstrate the ability to perform medication calculations using dimensional analysis at a satisfactory level in nursing courses with a clinical component. Satisfactory achievement is defined as only one calculation error with no errors in problem set up. A student that does not pass the medication calculation test will need to remediate and may retake the exam. Failure to pass the exam may result in a student not being able to administer medications in clinical and thus not complete the clinical component of a course. An appointment should be made with the course faculty or Student Support for medication calculation remediation. Calculators may be used on the medication calculation tests.

FEES AND COSTS ASSOCIATED WITH THE BSN PROGRAM

In the BSN program, there are fees and costs associated with the program that are not covered by tuition and are the responsibility of student. In addition, there are graduation and licensure fees that are the responsibility of the student. These include:

- Nursing Central/Shadow Health
- Kaplan
- Uniform for clinical
- Penlight
- Bandage scissors
- Stethoscope and blood pressure cuff
- Student Accident Insurance
- Application fee for state licensure
- Application fee for the licensure exam (NCLEX-RN)
- Graduation fee
- Nursing pin (optional)

The Kaplan and Nursing Central fees are posted each semester in the course schedule. The specific fee is also available from the BSN program chair. Specific costs for the equipment will vary and is dependent on the student's individual preference. Licensure requirements and fees will vary from state to state. The NUR 428 Transitional into Professional Practice course faculty can assist in searching for a specific state's licensure requirements and fees as well as the NCLEX-RN application fee. Graduation fees are available from the Registrar's Office.

CLINICAL REQUIREMENTS

1. Nursing courses may require preparation time in the clinical setting. It is the responsibility of the student to be prepared for clinical experiences as specified in the respective course syllabus. In the interest of patient safety, a student must not work the 7:00 P.M. or 11:00 P.M. to 7:00 A.M. shift prior to a scheduled day of an A.M. clinical. It is the prerogative of the clinical faculty to dismiss a student from clinical if the above policy is not followed.
2. A student may not leave the clinical early for any reason. It is the student's responsibility to make arrangements for any personal obligations that may occur prior to the scheduled end of clinical in order to complete the clinical day.

3. A student will not be excused from the clinical until all clinical obligations are completed and the clinical faculty dismisses the student.
4. It is desired that the student not to have a clinical or practicum experience at the same site where a student is employed. The student should notify the course faculty if this conflict occurs.
5. The required time for clinical preparation will be included in the time of the clinical section in the University course schedule, posted in each course syllabi, and announced in class.
6. The student is responsible and accountable for patient care for any patient assigned to the student. This may necessitate that the student is required to stay beyond the clinical time to complete the nursing responsibilities for the assigned patient.
7. A student may not smoke during clinical time, this includes during breaks. No smoking is a policy of many healthcare institutions and the cigarette odor may be offensive to some patients.
8. A student may not leave the clinical site during scheduled clinical times.
9. If a student must arrive to the clinical unit late due to unforeseen circumstances the clinical faculty must be notified. Each clinical faculty will provide information as to how they can be contacted.
11. Any student found to be under the influence of alcohol, recreational drugs or narcotics or determined to be unsafe will be asked to leave the clinical site.

UNIFORM AND APPEARANCE

The uniform is an important part of the student's total appearance. The student is expected to be neat and clean. The uniform identifies one as a Cardinal Stritch University nursing student. The purchase of the uniform is the responsibility of the student. A white, full-length lab coat or Stritch uniform and name pin must be worn whenever the student is on the clinical unit. No shorts or blue jeans are allowed.

The CONHS abides by the guidelines determined by the Southeast Wisconsin Nurses Alliance (SEWNA). The guidelines are as follows:

1. First interactions leave lasting impressions. Nursing is one of the most respected professions in the United States (Gallup Poll – 2015). The purpose of a dress code is to ensure that all staff convey a professional image of concern, sensitivity, expertise, and safety. While individual preferences exist, the personal appearance of staff may have a significant impact on the safety and comfort of patients, families and other staff. For this reason, appropriate attire in all areas is the standard, taking into account all aspects of patient/patient/student safety and infection control practices. Ethnicity, national origin, and cultural traditions will be considered and reviewed when patient, patient, or student safety is not at risk. ID badges issued by the healthcare organization and/or school of nursing must be worn in clear view at all times, at or above waist level.
2. School of nursing uniforms or guidelines must be followed at all times. Clean and intact clothes are required. Length must be reasonable and size sufficient to allow for movement, comfort, and professional appearance. Proper undergarments are to be worn and not exposed or visible through clothing. Pants must be at appropriate waist level. Crop or capri pants are not acceptable.
3. Personal hygiene must be maintained. A clean and well-groomed appearance is the expectation of all organizations. Hair, including facial hair, must be clean and well-trimmed.
4. Eyewear: Sunglasses are not to be worn indoors. Eyewear, that change shade while exposed to sunlight, is permitted except where prohibited for safety reasons by department-specific guidelines.
5. Fragrances/makeup: Fragrances, perfumes and after-shave lotions will not be worn in clinical settings. Makeup should not be worn in excessive amounts and should be in keeping with the professional image.
6. Fingernails/fingernail polish: Fingernails should be kept short and neat appearing. Polished nails, artificial nails, enhancements or acrylic overlays of any length are prohibited by certain department

specific policies and for all direct patient/patient caregivers for patient/patient safety or infection control reasons. If polish is allowed, acceptable colors are clear, nude, blush, or pale pink. Polish that is chipped or wearing off should be removed altogether. It is at the clinical faculty's discretion if nail polish is acceptable during the clinical experience.

7. Jewelry (body piercing/body adornment): The use of jewelry should be in keeping with the professional appearance and conservative in style. Jewelry that may interfere with job functions or possibly result in injury to the employee, patient/patient is not permitted for safety reasons or due to infection control. No nose, tongue, or any type of facial ring/stud is allowed and should be removed during the clinical/practicum experience. Tattoos that consist of nudity, profanity, are racial in nature, or are offensive are not allowed and therefore must be covered so they are not visible or exposed
8. Shoes: Shoes must be in good repair, clean and professional in appearance. Hosiery/socks must be worn. Open toe shoes/sandals, clogs, platform soles, and boots are not acceptable.
9. Hair: Hair must be secured so it does not fall forward over the shoulders or into the face. Extreme hairstyles or colors are not acceptable.
10. Cellphones, earplugs, headphones: Cellphones for personal use are not to be used during the clinical or practicum except during designated breaks. Cellphone usage is permitted only for the expressed purpose of data acquisition for the clinical or practicum experience. Earplugs or headphones are not to be used during the clinical or practicum experience.

This list is not inclusive of all items or attire that is deemed inappropriate. The healthcare organization and the school of nursing has the right to determine appropriateness for a professional work environment.

The CONHS nursing uniform is as follows:

1. Approved scrubs color and style will be the only uniform allowed. The student will need to purchase a lab coat for any clinical that requires a lab coat. To maintain consistency in style and color the approved place to purchase the scrubs will be provided by the CONHS. A tee-shirt that is white, red, or black may be worn under the top. The tee-shirt must be free of graphics that are visible.
2. The approved school uniform must be worn with an identifying name badge. The ID badge is provided by the CONHS.
3. The approved shoe color is black.
4. For clinical experiences that take place in settings in which a uniform is not required, the student must follow the clinical agency policy regarding the dress policy or the dress policy as determined by the clinical faculty. In all instances, appropriate professional attire must be worn. No shorts, jeans, open toed shoes, clogs, platform shoes, short skirts or low neckline blouses or dresses are allowed. A nametag must be worn at all times.

LICENSURE

State law mandates that an applicant to the Wisconsin Department of Safety and Professional Services Board of Nursing who has a pending criminal charge or has been convicted of any crime or ordinance violation, shall provide the board all related information necessary for the board to determine whether the circumstances of the arrest or conviction or other offense substantially relate to the circumstances of the licensed activity (Wisconsin Administrative Code: Rules of the Board of Nursing N2.04 {7}). Further information can be found on the Wisconsin Department of Safety and Professional Services website at: <http://dsps.wi.gov/Home>

In order to practice as a Registered Nurse in the State of Wisconsin, a person needs to take the National Council Licensure Exam – Registered Nursing (NCLEX-RN). The NCLEX-RN is administered year-round via Computerized Adaptive Testing (CAT). Eligibility for examination is determined by the Wisconsin Board of Nursing. The application process for the licensure can be found on the Wisconsin Department of Safety and

Professional Services website at: <http://dsps.wi.gov/Home>

During the last nursing course, NUR 428 Transition into Professional Practice, applications for RN licensure will be completed and filed with the Wisconsin Department of Safety and Professional Services or the state of licensure if not Wisconsin. The information for application to the National Council of State Boards of Nursing will also be given in NUR 428.

A *Statement of Graduation or Completion* is submitted to the State Board of Nursing by the BSN program chair only upon completion of all degree requirements for the BSN program and after the degree conferral date. The Board of Nursing will issue a temporary permit when the *Statement of Graduation or Completion* is received and the *Request for Temporary Permit for Registered Nurse or Licensed Practical Nurse* is on file with the Board of Nursing. This procedure follows that stated in the Wisconsin Administrative Code Statutes and Rules of the Board of Nursing. The application process for the temporary permit can be found on the Wisconsin Department of Safety and Professional Services website at: <http://dsps.wi.gov/Home>

Upon successfully passing the NCLEX-RN, a license will be issued to practice as a Registered Nurse in Wisconsin. A student applying for licensure in another state is responsible for obtaining the application from the state where licensure is desired and following the procedure for licensure as regulated by that state.

ACKNOWLEDGEMENTS

Handbook

Each semester the student will be required to acknowledge receipt of the electronic copy of the *CONHS Student Handbook* by completing the *Acknowledgement of Receipt of Student Handbook* found on the BSN Canvas page found under “Quizzes.”

Change in Health Status

Each semester the student will be required to acknowledge they have no change or have reported changes in health status by completing the *Acknowledgement of Change in Health Status* found on the BSN Canvas page under “Quizzes.”

Criminal Background No Change in Status

Each semester the student will be required to acknowledge they have no change or have reported changes in their criminal background status by completing the *Acknowledgement of Criminal Background No-change Status* found on the BSN Canvas page under “Quizzes.”

AUTHORIZATION TO RELEASE INFORMATION TO A THIRD PARTY

Each semester the student will be required to authorize release of information to third parties for participation in clinical activities by completing the *Authorization to Disclose Student Information to a Third Party* found on the BSN Canvas page under “Quizzes.”

SECTION V: REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING PROGRAM

The Registered Nurse to Bachelor of Science in Nursing (RN to BSN) Program is for graduates of Associate Degree Nursing (ADN) or diploma programs or students in select Wisconsin Technical College System colleges who are concurrently enrolled in an associate degree in nursing who want to earn a BSN with a liberal arts foundation in a university environment. Graduates practice as professionals in any setting affecting health.

PROGRAM OUTCOMES

The RN to BSN program prepares a nurse who will:

- F:** Incorporate **Franciscan Values** and the American Nurses Association *Code of ethics for nurses* in academic and practice settings.
- R:** Uses **research** and evidence-based practice as a basis for planning and providing care.
- A1:** Practice according to the *ANA Nursing: Scope and standards of practice* and the *CONHS Standards of conduct*; abides by the legal standards as defined by nurse practice acts and federal regulations.
- N1:** Provide developmentally appropriate **nursing care** across the continuum of healthcare environments.
- C1:** **Collaborate** and **communicate** with the patient and the healthcare team to maximize health outcomes.
- I:** Use **information management** and the application of patient care technology to provide quality care.
- S:** Demonstrate leadership by influencing others to optimize physical, emotional, and spiritual **safety** and provide quality care.
- C2:** Provide **culturally competent** and holistic nursing care to diverse patients.
- A2:** **Advocate** for health promotion and disease prevention strategies.
- N2:** Demonstrate **knowledge** of health care policy, finance, and regulatory environments to improve patient outcomes.

CURRICULUM DESIGN

The RN to BSN program uses the American Association of Colleges of Nursing (AACN) *Baccalaureate Essentials* (2008) as a framework for developing, defining, and revising the curriculum. The *Baccalaureate Essentials* document addresses nine end-of-program competencies. The American Association of Colleges of Nursing *Baccalaureate Essentials* (2008) may be obtained on the AACN website at <http://www.aacn.nche.edu/education-resources/essential-series>

This program is offered in an online and blended, accelerated format that meet working students' needs, so students may maintain a full-time job while earning their BSN. All courses are six weeks in length, and the program can be completed in as little as 16 months. All nursing courses require participation in a collaborative learning community (CLC) and two nursing courses (4 credits each) require clinical learning activities for program completion. In the online format, all courses are presented in an online, accelerated format. In the blended program, all core courses are presented in an online, accelerated format, and nursing courses are offered in a blended, accelerated format which offers online and face-to-face instruction one evening per week. The blended format is offered at the main Stritch campus and off-site locations with a minimum enrollment requirement.

Stritch's RN to BSN program is also offered to select Wisconsin Technical College System Associate Degree Nursing (ADN) students that enroll in the online RN to BSN program concurrently while enrolled in the ADN program. Concurrent Enrollment Collaborative (CEC) students work closely with advisors at both the technical

college and Stritch. CEC students are required to maintain good standing in the technical college program to continue enrollment in the RN to BSN courses. CEC students must complete release of information forms for both Stritch and the technical college in order to facilitate information sharing related to program standing and financial aid. CEC students are not allowed to enroll in NUR 420 or NUR 430 (courses with clinical learning activities) until successfully passing the NCLEX-RN and transferring their ADN program credits to Stritch. Additional information about the CEC program sequence of classes is found under RN to BSN (for ADN Students) Curriculum in this document and frequently asked questions are found at: [http://www.stitch.edu/Programs/Nursing-\(RN-to-BSN\)](http://www.stitch.edu/Programs/Nursing-(RN-to-BSN)).

RN to BSN Curriculum

CORE Courses

A. Effective Communication - Oral and Written

- EN 102 Research Writing (3 credits)
- CA 108 Interpersonal Communication (3 credits)

B. Quantitative and Technological Literacy

- MT 113 Applied Algebra for Health Sciences (3 credits) or
- MT 120 Applied Statistics (3 credits)

C. Franciscan Heritage and Values/Local and Global Engagement

- SEM 103 Stritch Seminar for Health Professionals (3 credits)

D. Moral and Ethical Reasoning

- PL 102 Introduction to Bioethics (recommended) (3 credits)

E. Physical and Natural World

- BL 111 Anatomy and Physiology I (4 credits)

F. Human Societies

- PS 190 Life-Span Human Development (3 credits)
- HS 202 Modern Civilization 1815-present (3 credits) (this course also counts for Cultural Awareness)

G. Spiritual Understanding

- REL 104 World Religions (3 credits)

H. Aesthetic Values (Expression)

- MU 107 Survey of American Music (3 credits)

I. Auxiliary Requirements

- BL 202 Microbiology (3 credits)
- BU 209 Healthcare Economics (3 credits)

J. Lower Level ADN Coursework (34 – 38 credits)

K. Arts & Sciences free electives (14 – 19 credits)

Nursing Courses

SEM 103 Stritch Seminar for Health Professionals (3 credits)

NUR 310 Evidenced-Based Nursing Practice: (3 credits)

NUR 424 Leadership for Change (3 credits)

NUR 300 Nutrition (3 credits)

NUR 414 Holism and Diversity (3 credits)

NUR 406 Promoting Optimum Health in Chronic Disease (3 credits)

- NUR 420 Population Focused Health (4 credits)
- NUR 405 Information Management and Health Care Technology (3 credits)
- NUR 430 Change Capstone (4 credits)

RN to BSN (for ADN Students) Curriculum

General Education Courses recommended to be completed at Wisconsin Technical College System (WTCS) before petition and start of Concurrent Enrollment Collaborative (Completion of these courses prior to enrolling in the Concurrent Enrollment Collaborative program will allow the student to have a manageable workload)

801-136: English Composition I (3 cr)
809-188: Developmental Psychology (3 cr) – CORE: Human Societies/Cultural Awareness
801-196: Oral and Interpersonal Communication (3 cr) – OR 801-198 Speech - CORE: Effective Communication - Oral
809-198: Introduction to Psychology (3 cr)
806-197: Microbiology (4 cr)
809-166: Introduction to Ethics: Theory and Application (3 cr) – CORE: Moral & Ethical Reasoning
806-177 General Anatomy & Physiology – CORE: Physical & Natural World
806-197 Advanced Anatomy & Physiology – CORE: Knowledge Areas – PLUS ONE
804-118: Intermediate Algebra with Applications- Transfers for MT 107 OR 804-189 Introductory Statistics – Transfers for MT 113
809-166 Intro to Ethics: Theory & Applications- Transfers for PL 102 Introduction to Bioethics
304-118 Art History- Transfers for MU 107

Online Orientation

Summer prior to Term 1: (Alternate option to decrease credits in term 1 and/or if Ethics is needed

Pre-Term 1: Summer (3-6 credits as needed)

Wisconsin Technical College System	Cardinal Stritch University
	EN 102 Research Writing - Effective Communication Written (3 cr)- CORE: Communication – Written

Pre-Term 1: Summer (3-6 credits as needed)

Wisconsin Technical College System	Cardinal Stritch University
If 809-166 Intro to Ethics: Theory & Applications course is taken at WTCS, students don't need this course	PL 102 Introduction to Bioethics (3cr) (Summer 2) (not needed if 3 cr ethics course was taken such as 809-166)

Term 1: Fall (15-18 credits)

Wisconsin Technical College System	Cardinal Stritch University
543-101 Nursing Fundamentals (2 cr)	SEM 103 Stritch Seminar for Health Professionals (3 cr)
543-102 Nursing Skills (3 cr)	EN 102 Research Writing - Effective Communication Written (3 cr)- CORE: Communication – Written <i>(Alternate Option: take only if needed, and not taken in Pre-Term 1: Summer)</i>
543-103 Nursing Pharmacology (2 cr)	MT 113 Applied Algebra for Health Sciences (3 cr) CORE: Qualitative & Technological Literacy
543-104 Nursing: Introduction to Clinical Practice (2 cr)	<i>Navigator Session</i>

Term 2: Spring (13 credits)

Wisconsin Technical College System	Cardinal Stritch University
543-105 Nursing: Health Alterations (3 cr)	NUR 310 Evidence Based Nursing Practice (3 cr)
543-106 Nursing: Health Promotion (3 cr)	
543-108 Intro to Clinical Care Management (2 cr)	
543-107 Nursing: Clinical Care Across the Lifespan (2 cr)	<i>Navigator Session</i>

Term 3: Summer (6 credits)

Wisconsin Technical College System	Cardinal Stritch University
	REL 104 World Religions (3 cr) – CORE: Spiritual Understanding

Term 3: Summer (6 credits)

Wisconsin Technical College System	Cardinal Stritch University
	BU 209 Health Care Economics (3 cr)

Term 4: Fall (15 credits)

Wisconsin Technical College System	Cardinal Stritch University
543-109 Nursing: Complex Health Alterations I (3 cr)	NUR 424 Leadership for Change (3 cr)
543-111 Nursing: Intermediate Clinical (3 cr)	NUR 300 Nutrition (3 cr)
543-112: Nursing: Advanced Skills (1 cr)	
543-110: Nursing Mental Health and Community Concepts (2 cr)	<i>Navigator Session</i>

Term 5: Spring (13-16 credits)

Wisconsin Technical College System	Cardinal Stritch University
543-113 Nursing: Complex Health Alterations 2 (3 cr)	NUR 414 Holism and Diversity (3 cr)
543-114 Nursing: Management and Professional Concepts (2 cr)	NUR 406 Promoting Optimum Health in Chronic Disease (3 cr)
543-115 Nursing: Advanced Clinical Practice (3 cr)	
543-116 Nursing: Clinical Transition (2 cr)	<i>Navigator Session</i>

Next Steps:

- Graduate from the technical college with ADN degree; take and pass NCLEX-RN
- Upon verified successful completion of the ADN program at the technical college and NCLEX-RN, Cardinal Stritch University will credit each student with transfer credits in recognition of their ADN.
- Final Semester-register and complete Cardinal Stritch University BSN coursework

Term 6: Summer (6 credits)

Wisconsin Technical College System	Cardinal Stritch University
	HS 202 Modern Civilization (3 cr)
304-118 Art History if needed	MU 107 Survey of American Music (3 cr)

Term 7: Fall (11 credits)

Wisconsin Technical College System	Cardinal Stritch University *Students must have earned the ADN and passed NCLEX-RN to complete this semester.
	NUR 420 Population Focused Health (4 cr)
	NUR 405 Information Management and Health Care Technology (3 cr)
	NUR 430 Change Capstone (4 cr)
	<i>Navigator Session</i>

***Sequence of courses is subject to change**

ADMISSION REQUIREMENTS

The admission policies for the RN to BSN program adheres to the general admission policies and procedures of the University with the addition of the following requirements:

RN to BSN Admission Requirements

- An associate of science or a diploma in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education
- A cumulative grade point average of 2.33 on a 4.0 scale in all nursing and non-nursing course work
- Licensure to practice as a registered nurse prior to NUR 420 Population Focused Health

For ADN Students: RN to BSN Admission Requirements

- Admission to a partnering Wisconsin Technical College System (WTCS) College
- Admission to an accredited ADN program at a WTCS College and the core nursing courses within the ADN program
- A cumulative grade point average of 2.33 on a 4.0 scale in all nursing and non-nursing course work

Transfer students (minimum of 12 college credits)

- Students transferring into the CONHS from another institution must meet the same criteria for entry courses and admission to the major.
- Transfer students will be considered for credit for prior learning on an individual basis. A minimum of 15 credit hours in nursing must be taken at Cardinal Stritch University.
- Transfer of nursing credits require evaluation by the Registrar and Chair of the RN to BSN program to determine the applicability of upper-level nursing courses in the RN to BSN program.

PROGRESSION

1. A cumulative GPA of at 2.33 or greater on a scale of 4.0 in courses taken at Cardinal Stritch University is required for progression in the RN to BSN program.
2. The attainment of a minimum grade of 83% is required in each nursing course.
3. Prior to participating in either clinical course (NUR 420 and NUR 430) the student will be asked to submit any required health and background check documentation as well as evidence of RN licensure in Wisconsin.
4. Failure to meet these progression criteria will result in dismissal from the RN to BSN program.

WITHDRAWAL FROM COURSE OR PROGRAM

1. A student who wishes to drop, add or withdraw from a course should contact their academic advisor to complete the appropriate notification process.
2. A student who wishes to withdraw from the RN to BSN program should contact their academic advisor to complete the appropriate notification process.

RE-ADMISSION APPEALS

Refer to Section III for information on the re-admission appeal process.

GRADING SCALE

A	96 – 100	B+	91 – 92	C+	83 – 84	D+	75 – 76
A-	93 – 95	B	87 – 90	C	79 – 82	D	71 – 74
		B-	85 – 86	C-	77 – 78	D-	69 – 70
						F	0 – 68

COLLABORATIVE LEARNING COMMUNITY GROUPS

The CONHS has developed and instituted the Collaborative Learning Community (CLC) concept. CLCs in the RN to BSN program are designed to help with professional growth through interaction with peers. It is our belief that interdisciplinary interaction is an integral part of the learning experiences in the program. CLC's are comprised of small groups of students that engage in collaboration.

The RN to BSN courses are designed to support self-directed learning through the CLC. A student is expected to participate in CLC work that facilitates problem-solving skills, sharing resources, and knowledge and expertise with student colleagues. The CLC members are expected to be committed to working together, and support and assist each other in achieving the course objectives. Working with colleagues to improve teaching and learning can be one of the most rewarding activities for students and is one of the major expectations of the RN to BSN program. The CLC members will be graded according to criteria in each course syllabus.

MISSING A CLASS

Because of the accelerated nature of the program, it is crucial that students participate in all coursework. A student participating in the blended format is required to attend all face to face classes and engage in the online weeks through collaboration and assignment submission. In an emergency situation, the student may be absent from one face-to-face class. The course faculty must be contacted before the absence.

A student who misses a face-to-face class may be required to complete an assignment that is comparable to the missed class. The course faculty should be contacted to determine if there is a make-up assignment. A student who does not complete a required make-up assignment will not be able to meet the course requirements.

Online student attendance is based upon participation and completion of course assignments and discussions.

CLINICAL LEARNING ACTIVITIES

Two courses require clinical learning activities that do not involve going to a clinical site, but rather, require that students communicate with key stakeholders for inclusion in course work.

SECTION VI: MASTER OF SCIENCE IN NURSING PROGRAM

The Master of Science in Nursing (MSN) program prepares nurses for roles in education and leadership in academic, community and service settings. A student entering the program selects either the educator or leadership concentration. All students develop foundational knowledge which characterizes graduate preparation in nursing. This knowledge base includes theoretical and philosophical perspectives in nursing, research, ethics, evidence based practice and contemporary health issues. Upon completion of the foundational coursework, students move into courses designed for their selected concentration.

Graduates will be able to practice and make contributions in a variety of educational and leadership positions based on theoretical, empirical and practical knowledge gained through this program.

MSN END-OF PROGRAM STUDENT LEARNING OUTCOMES

The MSN graduate will be able to:

1. Synthesize advanced theoretical and empirical knowledge to influence nursing and health care.
2. Utilize an evidence based approach in advanced practice roles in nursing education and leadership.
3. Analyze contemporary social, economic, legal, ethical and political issues to lead and manage change in nursing and health care.
4. Design and implement strategies to successfully lead and educate nurses in a variety of settings.
5. Apply effective principles and practices in communication and collaboration with nurses and other health professionals
6. Contribute to the body of knowledge through an evidence-based project in a selected field.

MSN PROGRAM INFORMATION

- The MSN program follows a planned curriculum progression.
- Classes meet either face-to-face in the evening one night per week, blended, or online for two and a half years. Most classes are 3 credits and 8 weeks in length and are either blended or online. Some courses are 6 or 12 weeks.
- All students will take MSN Core Curriculum and MSN Direct Care Core courses then matriculate into their chosen concentration.
- Two practicum courses require time outside classroom meetings as arranged by the student and a preceptor.
- The education practica allow students to apply principles and practices relevant to nursing education under the guidance of an experienced nurse educator. The leadership practica allow students to engage in principles and practices of administration and leadership under the guidance of an experienced nurse leader.
- A capstone project is completed in lieu of a thesis. The capstone project provides the student with the opportunity to explore and evaluate selected research relevant to the development of evidence based practice in nursing education or leadership.

MSN CURRICULUM DESIGN

The MSN program uses the American Association of Colleges of Nursing (2011) *Essentials of Master's Education in Nursing* as a framework for developing, defining, and revising the curriculum. The document can be found at <http://www.aacn.nche.edu/education-resources/essential-series>. The curriculum is also guided by the *Accreditation Commission for Education in Nursing (2013) Standards and Criteria- Master's and Post-Masters Certificate* which may be found at <http://www.acenursing.net/manuals/SC2013.pdf>. In addition, the American Association of Nursing (2010) *Nursing: Scope and standards of practice*, American Nurses Association (2010) *Code of ethics for*

nurses, and the American Organization of Nurse Executives (2011) *Nurse executive competencies* at <http://www.aone.org/education/CENP.shtml> and National League for Nursing (2009) Certification for Nurse Educators at <http://www.nln.org/certification/index.htm> and the National League for Nursing (2012) *Scope of practice for academic nurse educators* guide the curriculum.

The MSN program is offered in a cohort format. All students complete the MSN Core Curriculum courses and the MSN Direct Care Core courses and then select either the Educator or Leadership Concentration courses.

MSN Core Curriculum (18 Credits) and Format

NRS 502 Theoretical and Philosophical Perspectives in Nursing (3) Face-to-Face/8 weeks
NRS 504 Seminar in Contemporary Health Care (3) Blended/8 weeks
NRS 526 Nursing Research (3) Face-to-Face/8 weeks
NRS 532 Data Analysis Applied to Research Design (2) Face-to Face/6 weeks
NRS 511 Nurse as Leader (3) Blended/8 weeks
NRS 552 Capstone–Evidence–Based Nursing Education Project (4) Face-to-Face/16 weeks

MSN Direct Care Core (6 Credits) and Format

NRS 503 Advanced Health Assessment (2) Online/6 weeks
NRS 505 Advanced Pharmacology (2) Online/6 weeks
NRS 509 Advanced Pathophysiology (2) Online/6 weeks

MSN Educator Concentration (14 Credits) and Format

NRS 512 Curriculum Development and Program Evaluation (3) Face-to-Face/8 weeks
NRS 513 Evaluation in Nursing Education (3) Face-to-Face/8 weeks
NRS 519 Teaching and Learning Strategies (2) Blended/6 weeks
NRS 520 Technology and Nursing Education Practicum (3) Face-to-Face/12 weeks
NRS 540 Nurse as Educator Practicum (3) Face-to-Face/12 weeks

OR

MSN Leadership Concentration (15 Credits) and Format

NRS 521 Principles of Project Management (2) Blended/6 weeks
NRS 522 Project Management in Nursing Leadership Practicum I (2) Face-to-Face/8 weeks
NRS 523 Introduction to Organizational Systems Leadership (3) Blended/8 weeks
NRS 524 Healthcare Systems Leadership (3) Blended/8 weeks
NRS 525 Financial and Human Resources in Healthcare (3) Blended/8 weeks
NRS 541 Leadership in Nursing Practicum II (2) Face-to-Face/8 weeks

Total program Credits: 38 credit hours for the MSN Educator Concentration and 39 credit hours for the MSN Leadership Concentration.

ADMISSION REQUIREMENTS

The admission policies of the CONHS adhere to the general graduate admission policies and procedures of the university with the following additional requirements:

- A bachelors' degree in nursing from an accredited nursing program (NLNAC, ACEN or CCNE).
- Official transcripts from all post-secondary colleges and universities attended.
- Grade point average requirements for admission to the MSN program are:

- Full admission: minimum grade point average (GPA) of 3.0 on a 4-point scale or greater on all undergraduate course work.
- Conditional acceptance: a cumulative GPA of 2.50 to 2.99 on a 4-point scale on all undergraduate course work. A student with conditional acceptance admission status must:
 - Meet with the MSN program chair who will confirm the status and note it on the admission document...
 - Achieve a “B” or better on each of first 9 graduate credits.
- Provisional acceptance: a cumulative GPA of 2.0 to 2.49 on a 4-point scale on all undergraduate course work. A student with provisional acceptance admission status must:
 - Appeal to the MSN Program Graduate Admission, Progression, and Retention Committee for admission.
 - Meet with the MSN program chair.
 - Achieve a “B” or better on each of the first 12 graduate credits.
- Current license to practice as a Registered Nurse in Wisconsin.
- Acceptable criminal background check.
- Portfolio consisting of the items below. Assemble portfolio in a folder. All materials must be typed or electronically produced.
 - a. Curriculum Vitae — include:
 - (1) Formal education, degree(s) obtained and major, schools attended and dates.
 - (2) All nursing and other positions held.
 - (3) Any relevant CEU programs/courses taken.
 - (4) Any published professional articles (in journals, hospital/agency publications, school newspaper, etc.), title, date, journal, page number, etc. Attach copy.
 - (5) Presentations before staff, patient/family and other groups (including educational seminars presented to peers as part of job responsibilities), date, length of presentation, title, location.
 - (6) Honors/awards received.
 - (7) Membership in professional and other organizations — offices held, dates of membership.
 - (8) Community service: Names of organizations, description of activities.
 - b. Reflective essay on professional and educational Goals
 - (1) Essay should be three- five pages, typed using proper grammar, punctuation, spelling, etc. and with a scholarly writing style.
 - (2) Reflect on the following:
 - Your goals for graduate nursing education (provide at least two-three goals with discussion);
 - How a MSN degree from Cardinal Stritch University will advance or change your career path in nursing and as a nurse educator or leader;
 - How a graduate nursing degree with an educator or leadership focus will affect your individual nursing practice and the discipline of nursing; and
 - Your reasons for choosing the MSN program.
 - c. Two letters of recommendation should be sent directly to the Office of Graduate Admissions. The purpose of the recommendation is to address the candidate’s potential to successfully complete graduate studies. Two letters should be from professional nurses.
You may consider:
 - (a) One or two letters from a supervisor.
 - (b) One letter from an instructor/nursing faculty member (if undergraduate study was within last five years).

- d. Personal interview with a MSN program faculty member.

TRANSFER OF GRADUATE CREDITS

A student may transfer up to nine credit hours into the MSN program based on the following criteria:

- Courses transferred must compare in scope and content to courses offered in the MSN program. The student will need to provide course description, course syllabus, official transcript, and other information that contributes to evaluation of course requested for transfer.
- Grades in transferred courses must be at least 3.0 on a 4.0 scale.
- Coursework for transfer must be completed within five (5) years of admission to the Stritch MSN program.
- All transfer courses must be approved by the CONHS, MSN program chair with final approval by the Office of the Registrar.
- Transfer credit grades will not be applied to the cumulative GPA a student earns in the Stritch MSN program. Transferred courses do have an impact on the seven-year limit.

SEMESTER LOAD

Full-time graduate students are those enrolled in seven or more credit hours during a regular semester or four or more credit hours during a summer session. Enrollment in fewer credits than this constitutes part-time study and will have an impact on eligibility for financial aid. A minimum of four credit hours are required in any semester to qualify as a part time graduate student.

GRADING SCALE

The following grading scale is used:

A	96 – 100	B+	90 – 92	C+	83 – 84	D+	75 – 76
A-	93 – 95	B	87 – 89	C	80 – 82	D	72 – 74
		B-	85 – 86	C-	77 – 79	D-	70 – 71
						F	0 – 69

PROGRESSION AND ACADEMIC STANDARDS

1. A minimum 3.0 GPA, on a 4.0 scale in nursing courses must be maintained to progress in the MSN program. A student that has a cumulative GPA below 3.0 must petition the MSN Faculty Committee to continue in the MSN program.
2. A B- is the minimal acceptable grade in each course (the student with conditional or provisional admittance must achieve a B or better, on the first 9 or 12 credits, as indicated above)
3. A student who gets less than a B- in any course may repeat the course once to improve his/her grade and to remove the unsatisfactory grade from his/her overall GPA.
4. No student will be dismissed from the MSN program without a careful review of the student's academic record and evaluation of total performance.
5. A student may not pass any course in the MSN program with a grade less than B-.

WITHDRAWAL FROM THE MSN PROGRAM

A student is allowed one voluntary program withdrawal while enrolled in the MSN program. A letter of withdrawal must be submitted to the MSN program chair notifying the chair of the withdrawal.

RE-ADMISSION APPEALS

Re-admission to the MSN program is accomplished by reapplying to the Graduate Admissions office. All fees and requirements apply that are in place at the time of re-admission. Course work older than 5 years will not be applied to the student's MSN degree. Please refer to the current Cardinal Stritch University Graduate Catalog at www.stitch.edu/Academics/Catalog for policy/procedure information.

COMPLETION OF DEGREE REQUIREMENTS – SEVEN YEAR LIMIT

A seven-year period, beginning with the first course a student wishes to count towards the MSN degree (whether a student has been formally accepted into the program or not), is the limit of time given to complete the requirements of the MSN degree.

In extraordinary circumstances, a student may initiate a request for an extension of the seven-year limit by contacting the MSN program chair. The MSN program chair will submit the request and the recommendation to the University Graduate Standards Committee for a decision. Please refer to the current Cardinal Stritch University Graduate Catalog at www.stitch.edu/Academics/Catalog for policy/procedure information.

MSN DEGREE GRADUATION REQUIREMENTS

To qualify for graduation from this program, a student must:

1. Complete all required course and practicum hours (38 credit hours for Educator and 39 credit hours for Leadership).
2. Complete a minimum of 29 (Educator) or 30 (Leader) hours of graduate credit earned at Cardinal Stritch University.
3. Maintain a 3.0 GPA on a 4.0 scale throughout the program.
4. Complete degree requirements within seven years from time of entry.
5. Successfully complete and present the Master's Capstone Evidence-based Project
6. Meet all financial obligations due Cardinal Stritch University.
7. Submit the application for graduation.

APPLICATION FOR GRADUATION

It is the responsibility of the student to file an application for graduation. The deadlines for filing the application are March 1 for May graduation of the same academic year, August 15 for August graduation of the same academic year, and October 1 for December graduation of the same academic year. All degree-seeking students must apply for graduation, whether participating in commencement ceremonies or not. Please refer to the current Cardinal Stritch University Graduate Catalog at www.stitch.edu/Academics/Catalog for policy/procedure information.

MSN PROGRAM WRITING EXPECTATIONS

Written assignments should meet the following expectations:

1. The writing should be organized with an introduction, purpose, and conclusion.

2. The writing should show development, organization, and detail; the writing reveals the student's ability to develop ideas with balanced and specific arguments.
3. The writing is clear and appropriate for the audience. The reader should be persuaded through authoritative information that the writer knows the subject.
4. There is coherence within and between paragraphs. Good writing has form, structure, focus, and order.
5. The writing reflects critical thinking, linking the specific to the general
6. The writing contains appropriate sentence structure, variety, punctuation, and spelling, and is free from errors in grammar and punctuation.
7. The writing follows APA style and format, using the most recent edition of the APA Publication Manual, unless another style and format is specified for a particular purpose.
8. The writing demonstrates original work, and, where ideas or materials of others are used, gives appropriate credit to original sources.

SECTION VII:
BACHELOR OF SCIENCE IN RESPIRATORY THERAPY – COMPLETION (BSRT-C) PROGRAM

The Bachelor of Science in Respiratory Therapy - Completion (BSRT-C) program is for licensed respiratory therapists holding the RRT credential from the National Board for Respiratory Care (NBRC) who want to earn a BSRT with a liberal arts foundation in a university environment.

BSRT-C PROGRAM OUTCOMES

The BSRT-C Program prepares a respiratory therapist who will:

- F:** Incorporate **Franciscan Values** into interactions in the academic and clinical settings and in professional relationships.
- R:** Use **research** and evidence-based practice as a basis for planning and providing care.
- A1:** Abide by the legal, ethical, and professional respiratory care practice standards as defined by the **American Association for Respiratory Care’s (AARC)** Statement of Ethics and Professional Conduct (see end of Section VIII) and the student’s state licensing body.
- N1:** Apply a systematic process to meet the respiratory care **needs** of patients.
- C1:** **Collaborate** and utilize **communication** theory (in written, verbal, nonverbal, and electronic forms) to meet the health needs of patients in professional respiratory therapy practice in order to maximize health outcomes.
- I:** Demonstrate leadership by **influencing** others to perform to the best of their ability and to improve the delivery of care.
- S:** Protect the physical, emotional, and spiritual **safety** of the patient.
- C2:** Treat patients and others with sensitivity to diversity in **culture**, age, gender, disability, sexual orientation, socioeconomic status, and healthcare beliefs and practices without judgment and without discrimination.
- A2:** **Analyze** theories, concepts, assumptions, ideas, inferences, arguments and conclusions that influence health and healthcare.
- N2:** Assist the patient and family to **navigate** the healthcare system to maximize health outcomes.

CURRICULUM DESIGN

This program is offered in a format that meets working students’ needs, allowing a student to maintain a full-time job while earning the BSRT degree. All required courses (both arts and sciences and respiratory therapy) will be presented in a 100% online format. A student will participate in a variety of online activities that promote collaborative learning. The BSRT-C program can be completed in 24 months.

The BSRT-C curriculum meets the Cardinal Stritch University CORE requirements. The BSRT-C curriculum is as follows:

CORE Courses

A. Skills

- Effective Communication - Oral and Written - 6 credits total
 - EN 102 Research Writing - 3 credits
 - One course in speech, interpersonal, or group communication required - 3 credits
 - *This requirement will have been met with A.A.S. or A.S. degree*

- Quantitative and Technological Literacy
 - MT 113 Applied Algebra for Health Sciences - 3 credits (Shared with RN-BSN program)

B. Responsibilities

- Moral and Ethical Reasoning
 - PL 102 Introduction to Bioethics - 3 credits (Shared with RN-BSN Program)
- Franciscan Heritage and Values/Local and Global Engagement
 - SEM 103 Stritch Seminar for Health Professionals - 3 credits – (Shared with RN-BSN program)

C. Knowledge

- Human Societies
 - HS 202 Modern Civilization 1815-present – 3 credits (Shared with RN-BSN program)
 - One course in psychology, sociology, economics, or political science is required - 3 credits
 - *This requirement will have been met with A.A.S. or A.S. degree*
- Aesthetic Values
 - MU 107 Survey of American Music - 3 credits (Shared with RN-BSN program)
- Spiritual Understanding
 - REL 104 World Religions - 3 credits – this course meets the Cultural Awareness requirement (Shared with RN-BSN program)
- Physical and Natural World
 - Anatomy and Physiology I - 4 credits
 - *This requirement will have been met with A.A.S. or A.S. degree*
- Plus One
 - Anatomy and Physiology II or Microbiology - 4 credits
 - *This requirement will have been met with A.A.S. or A.S. degree*
- Cultural Awareness
 - REL 104 World Religions - 3 credits – this course meets the Cultural Awareness requirement (Shared with RN-BSN program)

Auxiliary Courses:

- BU 209 Healthcare Economics - 3 credits (Shared with RN-BSN program)

Respiratory Therapy Courses

- RESP 301 Advanced Concepts in Respiratory Disease - 3 credits
- RESP 306 Advanced Hemodynamic Monitoring and Assessment - 3 credits
- RESP 311 Advanced Concepts in Mechanical Ventilation - 3 credits
- RESP 321 Leadership in Respiratory Therapy - 3 credits
- RESP 411 Respiratory Therapist as an Educator - 3 credits
- RESP 421 Emergency & Critical Neonatal and Pediatric Respiratory Care - 3 credits
- RESP 441 Respiratory Care Research - 4 credits
- RESP 451 Respiratory Therapy Capstone - 4 credits

ADMISSION REQUIREMENTS

The admission policies of the CONHS adhere to the general admission policies and procedures of the university with the addition of the following requirement:

Transfer, minimum of 12 college credits

- A. 2.33 cumulative GPA (minimum) on a 4.0 scale from regionally accredited institution(s)
- B. Possess a current license in Respiratory Care from the student's state of residence
- C. Hold the RRT credential from the National Board for Respiratory Care (NBRC)
- D. Stritch has an articulation agreement with the Wisconsin Technical College System (WTCS) which facilitates the transfer of credits earned from the technical colleges within the WTCS agreement.

PROGRESSION

1. Cumulative GPA of at 2.33 on a scale of 4.0 in all course work taken at Cardinal Stritch University.
2. The attainment of a minimum grade of 83% (C+) is required in each **Respiratory Therapy** course. This only applies to respiratory therapy courses and does not apply to liberal arts courses.
3. A student may withdraw from or repeat any respiratory therapy course one time. A student withdrawing or repeating a respiratory therapy course more than one time will be subject to prior approval by the Cardinal Stritch University re-enrollment committee.
4. All incompletes grades must be removed before progressing.

RE-ADMISSION APPEALS

See the re-admission appeal policy in Section III.

COURSE REQUIREMENTS

Because the program coursework will include liberal arts and science courses and respiratory therapy courses (respiratory therapy-specific courses and courses shared with the RN-BSN program), a student should consult the course syllabus for specific course requirements.

GRADING SCALE

A	(94-100)	B-	(85-86)	D+	(76-77)
A-	(92-93)	C+	(83-84)	D	(73-75)
B+	(90-91)	C	(80-82)	D-	(71-72)
B	(87-89)	C-	(78-79)	F	(0-70)

RESPIRATORY THERAPY CAPSTONE COURSE

A student will be required to log face-to-face hours as part of this course. This may be accomplished in the student's geographic area. Course specific information and requirements will be distributed to the student well in advance of the start of this course.

WITHDRAWAL FROM COURSE OR PROGRAM

1. A student who wishes to drop or withdraw from a course should contact their academic advisor.
2. A student who wishes to withdraw from the BSRT-C program should contact their academic advisor, to complete the appropriate notification process and/or paperwork.

AARC STATEMENT OF ETHICS AND PROFESSIONAL CONDUCT

In the conduct of professional activities, the respiratory therapist shall be bound by the following ethical and professional principles. Respiratory therapists shall:

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Promote and practice evidence-based medicine.
- Seek continuing education opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty authorized as authorized by the patient and/or family, or required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.
- Avoid any form of conduct that is fraudulent or creates a conflict of interest, and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.
- Work to achieve and maintain respectful, functional, beneficial relationships and communication with all health professionals. It is the position of the American Association of Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

SECTION VIII:
BACHELOR OF SCIENCE IN HEALTH AND WELLNESS PROGRAM

The Bachelor of Science in Health and Wellness (BSHW) program is designed for students that desire careers that promote health and wellness in a variety of settings through design, development, implementation, and management of health and wellness initiatives. The program is designed for a student pursuing an initial or second degree. The program may also be of interest to students who have previously completed health-related coursework. Upon completion of the degree, students are eligible to sit for the Certification Health Education Specialist (CHES) examination (www.nche.org). The BSHW program prepares the graduate for a variety of Health and Wellness roles including but not limited to the following settings: Hospital and clinics, insurance companies, private and nonprofit organizations, community and government agencies.

BSHW PROGRAM OUTCOMES

The BSHW program prepares students to:

1. Analyze how health inequities are mitigated by the social determinants of health.
2. Demonstrate leadership in the promotion of health and wellness initiatives through education, support, and encouragement to individuals, groups, and communities across the healthcare continuum.
3. Advocate for health and wellness initiatives with a holistic approach.
4. Apply health and wellness strategies, based on health policy and best practices, in assessment, planning, and prevention to improve the health, safety, and quality of life for individuals, groups, and communities.

Student learning outcomes include:

- F:** Incorporate **Franciscan Values** and the *Health Education Code of Ethics* in academic and practice settings.
- R:** Use **research** and evidence-based practice as a basis for the promotion of health and wellness to individuals, groups, and communities.
- A1:** **Access** relevant data related to health for the purpose of planning and implementation of health and wellness programs for individuals, groups, and communities.
- N1:** Assess the **needs** of individuals, groups, and communities for health education.
- C1:** **Collaborate** and **communicate** with others to plan, implement, and evaluate health and wellness activities to maximize health outcomes.
- I:** Use **information technology** and the application of technology to provide quality care.
- S:** Demonstrate leadership by influencing others through **support** of health and wellness programs based on quality assurance and process improvement.
- C2:** Provide **culturally competent** and holistic teaching to diverse individuals, groups, and communities.
- A2:** **Advocate** for health and wellness for individuals, groups, and communities.
- N2:** Demonstrate **knowledge** of health care policy, finance, and regulatory environments for health education and promotion programs.

CURRICULUM DESIGN

This program is offered in a traditional, face-to-face format. Courses are offered in either the fall or spring semester. The BSHW curriculum meets the Stritch CORE requirements. The BSHW curriculum is as follows:

Semester I

SEM 101 Stritch Seminar (3 cr.)
EN101 Persuasive Writing (3 cr.) or Elective
BL111 Anatomy and Physiology I (4 cr.)
CORE Course (3 cr.)
CORE Course (3 cr.)

Semester Total: 16 credits
Curriculum Total: 16 credits

Semester II

HLTH XXX Introduction to Health and Wellness (3 cr.)
HLTH 101 Medical Terminology (3 cr.)
BL 112 Anatomy and Physiology II (4 cr.)
PS 190 Life-Span Human Development (3 cr.)
EN 102 Research Writing (3 cr.)

Semester Total: 16 credits
Curriculum Total: 32 credits

Semester III

HLTH XXX Health Literacy (3 cr.)
PE 205 Personal Health and Wellness (3 cr.)
ED 203 Principles of Health Teaching (3 cr.)
Elective (3 cr.)
Elective (3 cr.)

Semester Total: 15 credits
Curriculum Total: 47 credits

Semester IV

HLTH XXX Advanced Health and Wellness (3 cr.)
HLTH XXX Assessment and Evaluation in Health Education (3 cr.)
HLTH XXX Nutrition (3 cr.)
CORE Course (3 cr.)
CORE Course (3 cr.)

Semester Total: 15 credits
Curriculum Total: 62 credits

Semester V

HLTH XXX Health Education and Illness (3 cr.)

HLTH XXX Holism and Diversity (3 cr.)
CA 331 Intercultural Communication (3 cr.)
CORE Course (3 cr.)
CORE Course (3 cr.)

Semester Total: 15 credits
Curriculum Total: 77 credits

Semester VI

HLTH XXX Health and Wellness Internship I (3 cr.)
HLTH XXX Health and Wellness in the Community (3 cr.)
HLTH XXX Health and Wellness for Special Populations (3 cr.)
HLTH XXX Health Coaching and Behavioral Change in Health and Wellness (3 cr.)
Elective (3 cr.)

Semester Total: 15 credits
Curriculum Total: 92 credits

Semester VII

HLTH XXX Worksite Health (3 cr.)
HLTH XXX Marketing and Communications for Health and Wellness (3 cr.)
HLTH XXX Survey of Information Technology in Health and Wellness (3 cr.)
Elective (3 cr.)
Elective (3 cr.)

Semester Total: 15 credits
Curriculum Total: 107 credits

Semester VIII

HLTH XXX Health and Wellness Internship II (4 cr.)
BU 209 Healthcare Economics (3 cr.)
HLTH XXX Leadership in Health and Wellness (3 cr.)
Elective (3 cr.)

Semester Total: 13 credits
Curriculum Total: 120 credits

ADMISSION REQUIREMENTS

Admission requirements:

Freshman:

- A minimum 2.0 cumulative high school GPA
- A minimum ACT score of 19 or SAT combined score of 990 or higher on the combined SAT reading and math

Transfer student:

- Minimum GPA of 2.0 or better on a 4.0 scale for all collegiate academic courses

COURSE REQUIREMENTS

The student should consult the course syllabus for specific course requirements. The graded components of each course are used to calculate the final course grade. The weighting and computation of each assignment is in each health and wellness course syllabus.

GRADING SCALE

A	(94-100)	B-	(85-86)	D+	(76-77)
A-	(92-93)	C+	(83-84)	D	(73-75)
B+	(90-91)	C	(80-82)	D-	(71-72)
B	(87-89)	C-	(78-79)	F	(0-70)

PROGRESSION

1. Cumulative GPA of at 2.5 on a scale of 4.0 in all course work taken at Stritch.
2. The attainment of a minimum grade of C+ is required in program course work. This only applies to health and wellness courses.
3. A student may withdraw from or repeat any health and wellness course no more than two times.
4. All incomplete grades must be removed before progressing.

WITHDRAWAL FROM COURSE OR PROGRAM

1. A student who wishes to drop or withdraw from a course should contact their academic advisor by telephone prior to the drop/withdraw due date to complete the appropriate notification process and/or paperwork.
2. A student who wishes to withdraw from the BSHW program should contact their academic advisor to complete the appropriate notification process and/or paperwork.

INTERNSHIP REQUIREMENTS

The health and background check requirements must be completed prior to starting the first internship course. Additional information about internship requirements is located in this Handbook under Clinical and Practicum, Section III.

GRADUATION REQUIREMENTS

- Complete required course work
- Complete a minimum of 30 credits in BSHW-required course work
- Complete 120 credits according to the required curriculum
- Earn a minimum grade of C or better in all program-required course work.
- Maintain at least a 2.5 GPA average for all program-required course work
- Meet all financial obligations to the University
- Submit an application for graduation

APPENDIX B

Cardinal Stritch University
Ruth S. Coleman College of Nursing and Health Sciences

CONCERNS OR ISSUES INTAKE FORM

Student Name: *(print)* _____ Student ID#: _____

Student Phone Number(s): _____

Program Name: _____

Course Name and Number: _____

Faculty Name: _____

Date Student met with the Faculty: _____

What is your concern/issue? *(Please be specific and brief)*

What actions have you taken to resolve the concern/issue? *(Please be specific and brief)*

What more needs to be done to resolve your concern/issue? *(Please be specific and brief)*

Student Signature: _____

Date _____