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Values, Mission and Goals

Our Values
Inclusivity - I foster an environment that provides opportunity for every individual to reach their full potential.
Character – I act with integrity and compassion in all I do.
Accountability – I own my role and accept responsibility for my actions.
Respect – I value every person as an individual with unique contributions worthy of consideration.
Excellence - I commit myself to the highest level of quality in everything I do.

Our Mission
Galen College of Nursing prepares diverse learners to evolve as competent and caring nurses to meet the healthcare needs of the communities they serve.

Our Goals
Student Success - Galen College of Nursing fosters a culture of academic quality and individualized student support, recognizing the student as our highest priority.
Institutional Excellence - Galen College of Nursing engages in systematic, focused, and ongoing assessment to continuously improve people, programs and services.
Relationships - Galen College of Nursing builds trust through collaboration and action in support of a healthy and dynamic organization, healthcare landscape, and the community at large.
Stewardship - Galen College of Nursing responsibly manages fiscal, human, and physical resources to assure stability and growth.
Our History

Galen College of Nursing was established by Humana Health Institutes, Inc., two decades ago with a single purpose -- to offer excellence in prelicensure nursing education. Humana, who in 1990 was positioned as one of the largest insurance providers and healthcare systems in the country, developed these prelicensure practical/vocational nursing programs in response to a severe national nursing shortage. Initially offered in Louisville, Kentucky, San Antonio, Texas, and Tampa Bay, Florida, these programs continue to address the healthcare needs of the communities they serve and are exemplars of excellence in prelicensure nursing education.

In 1994, Galen, which was operating under the name of the Health Institute and Galen Health Institute, became an independent educational organization upon the dissolution of the Humana hospital system. Galen officially became Galen College of Nursing in 2005, with the establishment of a prelicensure associate degree nursing (ADN) program at the Florida and Kentucky campuses. As part of Galen’s evolution as a college came the decision to establish its first independent Board of Directors in 2005. In 2007, Galen established its first new campus in 17 years in Cincinnati, Ohio, where the College offers two-year and advanced-standing associate degree nursing programs. Galen made regulatory history in 2008, when it became the first proprietary nursing program permitted to offer associate degree nursing education in the state of Texas. To date, more than 11,000 nurses have graduated from Galen College of Nursing, making it one of the nation’s largest educators of practical and registered nurses. In 2014, Galen began offering its first baccalaureate degree program, an online RN-to-BSN program allowing registered nurses a convenient path to a bachelor’s degree and to continued professional growth.

Galen is currently experiencing a transformative period whereby we have thoughtfully reviewed our history and contemplated the present so that we may further create a preferred future for our learners, the college, and the communities that we serve. We will continue to expand the quality of our programs not only at our physical campuses but via our distance learning platform as well. We anticipate that this next phase in our evolution will serve to expand our capacity locally and regionally as we continue our journey to be recognized as a national leader in nursing education.
Accreditations and Approvals

Galen College of Nursing is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of Galen College of Nursing.

[www.sacscoc.org](http://www.sacscoc.org)

General inquiries such as admission requirements, financial aid, or educational programs should be addressed directly to Galen College of Nursing and not the Commission’s office.

Galen College of Nursing consists of a Main Campus located in Kentucky and branch campuses and extended classrooms in Florida, Ohio, and Texas. Branch campus accreditation is dependent upon the continued accreditation of the Main Campus.

Galen and its individual programs have met the educational standards for accreditation, approval, authorization, or licensure from the following national and state organizations:

The baccalaureate degree in nursing program at Galen College of Nursing is a new applicant pursuing initial accreditation by the Commission on Collegiate Nursing Education. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted. Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530 Washington, DC 20036; 202.887.6791.

The associate degree nursing program on the Kentucky, Ohio, and Florida campuses of Galen College of Nursing are candidates for accreditation by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326.

Florida
Florida Board of Nursing
4052 Bald Cypress Way, BIN C02
Tallahassee, Florida 32399

Florida Commission for Independent Education
Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684.

Georgia
Complaints about this institution should be directed to
Georgia Nonpublic Postsecondary Education Commission
2082 E. Exchange Place, #220
Tucker, GA 30084-5334

Indiana
This institution is authorized by:
The Indiana Board for Proprietary Education
101 W. Ohio St., Suite 670
Indianapolis, IN 46204-1984

Kentucky
Kentucky Approving Agency for Veterans Education
300 North Main Street
Versailles, Kentucky 40383

Kentucky Board of Nursing
312 Whittington Parkway, Suite 300
Louisville, KY 40222

Kentucky Commission on Proprietary Education
500 Mero Street
Capital Plaza Tower, Room 303
Frankfort, Kentucky 40601

To file a complaint with the Kentucky Commission on Proprietary Education, each person filing must submit a completed “Form to File a Complaint” (PE-24) to the Kentucky Commission on Proprietary Education by mail to Capital Plaza Tower, Room 302, 500 Mero Street, Frankfort, Kentucky 40601. This form can be found on the website at [www.kcpe.ky.gov](http://www.kcpe.ky.gov).

Student Protection Fund
KRS 165A.450 requires each school licensed by the Kentucky Commission on Proprietary to contribute to a Student Protection Fund which will be used to pay off debt incurred due to the closing of a school, discontinuance of a program, loss of license, or loss of accreditation by a school or program. To file a claim against the Student Protection Fund, each person filing must submit a completed “Form for Claims Against the Student Protection Fund”. This form can be found on the website at [www.kcpe.ky.gov](http://www.kcpe.ky.gov).
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

Ohio
Ohio Board of Career Colleges and Schools
35 East Broad Street, Suite 2481
Columbus, Ohio 43215-3414
Certificate of Registration Number: 07-01-1808T
877-275-4219

Ohio Board of Nursing
17 South High Street, Suite 400
Columbus, Ohio 43215-7410

Texas
Texas Board of Nursing
333 Guadalupe #3-460
Austin, Texas 78701

The Texas Higher Education Coordinating Board has granted a Certificate of Authority to Galen College to award the degree listed below:

Associate of Applied Science Degree in Nursing

This certificate does not constitute accreditation; the issuance of this certificate attests only to an institution’s having met the Board’s standards established for nonexempt institutions.

Questions or complaints about this institution should be addressed to:

Texas Higher Education Coordinating Board
Box 12788, Capitol Station
Austin, TX 78711
or call (512) 427-6238

Texas Workforce Commission
101 East 15th Street
Austin, Texas 78778

Memberships and Affiliations

Galen is a member agency of the National League for Nursing (NLN). The NLN is a leader in setting national educational standards for the nursing workforce through education, development, and research.

Galen is a member agency of the Organization for Associate Degree Nursing (OADN). OADN is the leading advocate for associate degree nursing education and practice, and promotes collaboration in the future of healthcare education and delivery.
Campus Locations, Amenities and Degree Offerings

Galen College of Nursing consists of a Main Campus located in Kentucky and branch campuses and extended classrooms located in Florida, Ohio, and Texas. Branch campus accreditation is dependent upon the continued accreditation of the Main Campus.

Amenities at the Galen campuses include:
- multimedia classrooms;
- library/learning resource centers equipped with computers, high speed wireless Internet access, self-paced video modules, textbooks, and periodicals;
- clinical learning laboratories outfitted with highly specialized models, mannequins, and equipment to simulate clinical practice;
- modern science laboratories;
- student study and lounge areas;
- conference rooms;
- free parking; and,
- accessible restrooms.

Main Campus - Louisville:
Galen College of Nursing
The Galen Center
1031 Zorn Avenue
Louisville, Kentucky 40207
(502) 410-6200

The Main Campus (pictured right) is 52,000 square feet. Nursing programs offered at the Main Campus include the ADN Program, the PN Evening Program, the PN Day Program, and the RN-to-BSN program.

Extended Classroom
Galen College of Nursing
2704 River Green Circle
Louisville, Kentucky 40206

The extended classroom is 19,600 square feet. Nursing programs offered at the River Green Campus include portions of the ADN Program, the Evening PN Program, and the PN Day Program.

Branch Campus - Cincinnati:
Galen College of Nursing
100 E-Business Way
Cincinnati, Ohio 45241
(513) 475-3600

The Cincinnati Campus (pictured right) is 34,000 square feet. The Cincinnati Branch Campus offers an ADN Program.
Branch Campus – San Antonio:  
Galen College of Nursing  
7411 John Smith Drive, Suite 300  
San Antonio, TX 78229  
(210) 733-3056

The San Antonio Campus (pictured right) is 47,514 square feet. Nursing programs offered at the San Antonio Branch Campus include the ADN program and the Day and Evening PN Program.

Extended Classroom  
4440 Piedras Drive South, Suite 200  
San Antonio, Texas 78228

The San Antonio extended classroom is 16,786 square feet. Nursing programs offered at the San Antonio Branch Campus include the ADN program and the Day and Evening PN Program.

Branch Campus – Tampa Bay:  
Galen College of Nursing  
11101 Roosevelt Boulevard, Suite 201  
St. Petersburg, Florida 33716  
(727) 577-1497

The Tampa Bay Campus (pictured right) is 45,000 square feet. Nursing programs offered at the Tampa Bay Branch Campus include the ADN Program and the Day and Evening PN Program.
**Galena College of Nursing Administration**

Mark A. Vogt................................................................................................................................................................. Chief Executive Officer
Anne McNamara, PhD, RN..................................................................................................................................................Academic President
Joan L. Frey, EdD, MSN, RN, NEA-BC...................................................................................................................................Dean
Connie Cooper, EdD, MSN, RN, CNE................................................................................................................................ADN Program Director
Lisa Peak, MSN, RN, CNE ....................................................................................................................................................PN Program Director
Amy Conrad, MSN, RN.........................................................................................................................................................Director of Clinical Education
Ruth Malone, MSN, RN.........................................................................................................................................................Director of Clinical Education
Connie Smith, MSN, RN, CNE................................................................................................................................................Director of Simulation and Clinical Learning Laboratories
Marshall Moore .................................................................................................................................................................Director of Campus Operations
Alicia Flowers.................................................................................................................................................................Executive Assistant to the Dean
Karen Lichtefeld.................................................................................................................................................................Executive Assistant to the Directors
Aumbrea Sanders .................................................................................................................................................................Senior Admissions Representative
Amy Spanyer ......................................................................................................................................................................Admissions Team Leader
Jennifer Abrahamson...........................................................................................................................................................Admissions Representative
Krissy Blevins .....................................................................................................................................................................Admissions Representative
Holly Hilger .........................................................................................................................................................................Admissions Representative
Shermia Spencer.................................................................................................................................................................Admissions Assistant
Tammy Spencer....................................................................................................................................................................Bursar
Britney Bement .................................................................................................................................................................Financial Aid Manager
Jenney Marten-Perez ..........................................................................................................................................................Current Student Financial Aid Advisor
Jillian Biermann .................................................................................................................................................................Enrollment Specialist
Yvonne Young.................................................................................................................................................................Enrollment Specialist
Joe Price .................................................................................................................................................................Administrative Librarian; Section 504/Title IX Coordinator
Richard Puckett .................................................................................................................................................................Student Support Manager
Lauren Rosas ........................................................................................................................................................................Student Support Specialist
Kaelyn Harris.......................................................................................................................................................................Student Support Specialist
Linda Rice, PsyD.................................................................................................................................................................School Counselor

**Where to Go When You Need to Know**

Administrative Policies ............................................................................................................................................................Program Director/Dean
Academic Programs (Scheduling, Withdrawal)......................................................................................................................Student Support Specialist
Financial Billing ........................................................................................................................................................................Bursar
Job Placement Assistance ......................................................................................................................................................Career Services Coordinator
Books & Supplies ....................................................................................................................................................................Student Support Specialist
Financial Planning (Active Students)....................................................................................................................................................Current Student Financial Aid Advisor
Veterans or Rehabilitation ..........................................................................................................................................................Current Student Financial Aid Advisor
Personal Counseling ..............................................................................................................................................................School Counselor
Academic Counseling ............................................................................................................................................................Faculty
Disability Information .........................................................................................................................................................Section 504/Title IX Coordinator

Galen College of Nursing | Louisville Campus  
STUDENT CATALOG | Volume 49, January 2016
ADMISSIONS
Admission to Galen

Admission is selective and based upon available facilities and resources in the community and within Galen. Applicants may apply for admission into the program for the Spring, Summer, Fall, or Winter quarter (prelicensure programs) or Spring, Summer, or Fall semester (RN to BSN Program). Acceptance into the desired program will be made after a review of the applicant’s file. Students may be accepted up to the third day of classes, subject to approval by the Program Director*.

* The Program Director is identified as the academic administrator of record with the State Board of Nursing. These responsibilities are assumed by an academic administrator with the title of Program Director, Assistant Dean, or Dean. Please refer to Galen website for a listing of academic administrators.

General Admission Requirements

To be considered for acceptance into Galen, an applicant:
1. Must be a high school graduate or possess a General Education Development (GED) diploma.
2. Must be able to communicate effectively in English.

For acceptance into the PN/VN program, an applicant:
1. Must meet the general admission requirements.
2. Have an earned:
   - ACT* composite score of at least 19 or
   - SAT* composite score of at least 1350 or
   - PAX-PN* or PAX-RN* composite score of at least 92.

For acceptance into the ADN program, an applicant:
1. Must meet the general admission requirements.
2. Have an earned:
   - ACT* composite score of at least 20 or
   - SAT* composite score of at least 1400 or
   - PAX-RN* composite score of at least 100.

* Admission test scores must have been earned within the last five years.

Galen PN graduates with a GPA of 2.5 or greater are not required to take the PAX-RN examination. Any individual wishing to retake the PAX exam is required to wait a minimum of 60 days before being eligible to repeat the exam. The PAX exam may not be taken more than three times within a 12-month period.

For acceptance into the ADN Program Bridge Option, an applicant:
1. Must meet the general admission requirements.
2. Have earned a GPA of 2.5 or better on a 4.0 scale from a PN program.
3. Must provide proof of current, active, unencumbered PN licensure, unless the applicant begins the LPN to RN Bridge program within six months of completing Galen’s PN program.
4. Students accepted into Galen’s LPN/VN to RN Bridge program within six months of graduating from Galen’s practical/vocational nursing program will be required to provide proof of current, active, unencumbered PN/VN license as a course registration requirement for NUR 202 LPN/LVN to RN Role Transition.

Students admitted with a conditional status must maintain satisfactory standing (a grade of ‘C’ or above in each nursing, science, and math course, and a cumulative GPA of 2.0) or may be subject to dismissal. Students will gain full acceptance upon satisfactory completion of 20 credit hours within the program.

For acceptance into the RN to BSN program, an applicant:
1. Must meet the general admission requirements.
2. Have earned an associate degree or diploma in nursing from an accredited registered nursing (RN) program or institution.
3. Have a minimum overall grade point average of 2.0 on a 4.0 scale from an RN program.
4. Must provide proof of current, active, unencumbered RN licensure to practice as a registered nurse in the United States.

Applicants may be granted conditional acceptance into the RN-to-BSN program at Galen’s discretion. Students admitted with a conditional status must maintain satisfactory standing (a grade of ‘C’ or above in each nursing, science, and math course, and a cumulative GPA of 2.0) or may be subject to dismissal. Students will gain full acceptance upon obtaining RN licensure.
Other Policy Matters
Galen reserves the right to
- Deny admission to an otherwise qualified applicant,
- Revoke admission based on an adverse background, drug or fingerprint screening, or
- Defer qualified applicants to future start dates.

Legal Matters
Some state professional standards prohibit the issuing of a nursing license to a convicted felon. In addition, healthcare facilities routinely refuse to allow convicted felons into the clinical setting to obtain a clinical experience. As a result, Galen requires applicants of the prelicensure programs who have been convicted of a felony, misdemeanor, or any criminal acts to disclose this information as a mandatory step in the application process. Galen reserves the right to deny admission to any applicant who has a criminal record and may revoke acceptance of a student who does not fully disclose the nature or extent of any felonies, misdemeanors, or criminal convictions. Please see the Criminal Background Screening Policy below for more information.

Application Process for Galen Nursing Programs

<table>
<thead>
<tr>
<th>Step</th>
<th>PN/VN &amp; ADN</th>
<th>RN-to-BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit completed application.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Submit non-refundable entrance testing fee or request copy of ACT or SAT scores to be sent directly to Galen.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Schedule a PAX examination.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Submit proof of high-school graduation or receipt of General Education Development (GED) diploma.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Submit proof of receipt of ADN diploma.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Submit transcripts from all postsecondary schools attended if requesting evaluation of transfer credit.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Enrollment Process Following Program Acceptance

<table>
<thead>
<tr>
<th>Step</th>
<th>PN/VN &amp; ADN</th>
<th>RN-to-BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule appointment with Financial Aid Specialist to sign enrollment agreement and arrange for payment of tuition and fees.*</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Attend orientation held prior to the first day of classes. Orientation familiarizes students with Galen officials, policies, and procedures.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Submit a medical packet that includes physical examination and immunization record documentation to the office of the registrar. †</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Pass criminal background screening prior to start of classes. Criminal background screening fee is non-refundable.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Home-Schooled Applicants
The Admission Committee (prelicensure programs) or Student Records Department (RN to BSN program) will evaluate home-schooled applicants to determine if the high school education for the applicant meets our proof of graduation requirement. Please contact the Admissions Office for information about required documentation.

Once the Admission Committee or Student Records Department evaluates home-schooled student documentation, the applicant will be notified whether he or she may proceed with the admissions process. Applicants may also proceed with the admissions process by earning a GED diploma.

Transcripts from Foreign Schools
Transcripts from foreign schools must be reviewed by a National Association of Credential Evaluation Services (NACES) approved evaluating agency. Visit www.naces.org/members.htm for a list of approved agencies. The official transcript evaluation must be submitted directly to the Office of the Registrar.

* All requests for transfer credit must be approved prior to signing the enrollment agreement. Please see the Transfer Credit Earned at Other Institutions Policy for complete information. Contact information for scheduling the appointment is included in the acceptance letter.

† For specific immunization requirements currently in effect, please see Health & Immunization Requirements on the Galen website at http://www.galencollege.edu/consumer-disclosures.html.
**Criminal Background Screening Policy**

Galen believes that the enrollment of qualified students contributes to the overall success of the education process. Background screens and reference checks serve as important parts of the enrollment process at Galen. These types of information are collected as a means of obtaining additional applicant-related information that helps determine their overall qualifications, ensuring the protection of the current people, property, and information of the organization.

At Galen, background screens and reference checks are conducted on every student applicant. This process is conducted to verify the accuracy of the information provided by the applicant. The following verifications may be conducted:

1. Social Security Number Verification
2. Criminal Convictions (applicable State and/or County records)
3. Sexual Offender and Predator Registry
4. Applicable State Medicaid Exclusion List
5. GSA List of Parties Excluded from Federal Programs
6. OIG List of Excluded Individuals

Applicants who have been convicted of committing or attempting to commit one or more of the following offenses will not be eligible for enrollment with Galen. The applicant will not be admitted if the criminal history report indicates a conviction of either a felony classification or misdemeanor within the past seven (7) years unless there are mitigating circumstances.

Exceptions must be approved by the Program Director or Dean. A student may appeal this decision to the Academic President.

1. Murder, homicide, manslaughter, or concealment of a homicidal death
2. Kidnapping, child abduction, criminal child enticement, or contributing to the delinquency of a minor
3. Unlawful restraint or forcible detention
4. Felonious or aggravated assault, menacing, battery or infliction of great bodily harm
5. Sexual assault/battery, sexual abuse or unlawful sexual behavior
6. Abuse, abandonment, criminal neglect or financial exploitation of or indecency with a child, elderly or disabled person
7. Theft, robbery or burglary
8. Aiding suicide
9. Criminal trespass
10. Arson
11. Misapplication of fiduciary property or property of a financial institution
12. Securing execution of a document by deception
13. Unlawful possession or use of weapons or aggravated discharge of a firearm;
14. Felony conviction for manufacture, delivery, possession or trafficking possession of controlled substance(s).
15. A conviction under the laws of another state, federal law, or the Uniform Code of Military Justice for an offense containing elements that are substantially similar to the elements of an offense listed above.

Galen will ensure that all background screens and reference checks are conducted in compliance with all federal and state statutes, such as the Fair Credit Reporting Act, as applicable.

**Recordkeeping**

All information obtained from the background screening and reference check process will only be used as part of the enrollment process and kept strictly confidential. Only approved personnel at Galen will have access to this information. In addition, Galen may release information obtained from background screening to clinical providers as a result of the applicant’s participation at said clinical facility.
Readmission to Galen

Prelicensure Programs
A former student may apply for readmission by submitting the Request for Readmission Form to the campus Registrar. The form must include verifiable documentation of circumstances that contributed to the unsatisfactory attendance, conduct, or academic performance, demonstrate how these circumstances have been resolved or corrected, and provide a reasonable and realistic plan for meeting the academic requirements for satisfactory standing. The completed form and supporting documentation will be reviewed by the Admission Committee, who will make a recommendation to the Program Director, whose decision will be final. The student will be notified of the Program Director’s decision in writing within ten (10) business days of the Admission Committee’s meeting. Please refer to sections on Repeating a Course and Financial Information for additional information regarding these policies.

RN to BSN Program
Former students may apply for readmission by contacting an Enrollment Counselor.

All Programs
Readmitted students may be required to retake courses consistent with the current curriculum plan in effect at the time of readmission. All decisions will be made final at the discretion of the Program Director. Please refer to the Transfer Policies Section for additional information regarding general education course credits.

Transfer Policies

<table>
<thead>
<tr>
<th>Transfer of Galen Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The decision to accept credits from another educational institution is made by the receiving institution and is considered on an individual course basis. Galen is regionally accredited. Prospective students who plan to continue their educational studies are encouraged to speak with Galen staff members about the plans and to request assistance in answering questions regarding transfer of credit.</td>
</tr>
</tbody>
</table>

Intercampus Transfers
Both current and former students may wish to transfer from the nursing programs at one Galen campus to another. To be considered, contact the Program Director of both programs.

Program Transfers
A student may request to transfer between the day, evening, or online nursing program options if he or she is in satisfactory academic standing and if the space is available. To be considered, contact the Program Director of both programs.

Transferring Credit Earned at Other Institutions
If an applicant is currently attending or has attended a school other than Galen with a related curriculum, he or she may be able to obtain credit for those courses. A request for evaluation of prior or current courses and credits must be submitted and approved prior to signing the enrollment agreement. A copy of the official transcript(s) of the courses to be considered for transfer must be sent to Galen directly from each school, college, or university attended.

The Dean/Program Director will have discretion to accept or reject transfer credits. Applicants may be requested to provide a copy of the school catalog with course description and/or a syllabus for the course. To be considered for transfer credit, a grade of “C” or higher must have been earned in the course, and the course must have been earned at an accredited college or university. Transfer credit coursework grades will not be computed into the student’s Galen grade point average (GPA). Please refer to Galen’s Residency Requirements for complete information.

Prelicensure Programs
Only general education courses listed in the curriculum plan may be options for transfer to Galen. This does not include BSL 101 Principles of Pharmacology (equivalent to NUR 210 Principles of Pharmacology) or CSC 104 Information Literacy & Technology Essentials. Science and math courses will be considered if they have been completed within the last five (5) years.
RN to BSN Program
RN to BSN program students may be eligible to transfer nursing credit up to a maximum of six (6) semester credit hours if the credit hours are from equivalent courses and the course was completed within the last five (5) years.

1. Remedial or developmental courses will not be eligible for transfer credit.
2. Transfer credit is considered for courses supportive of a Liberal Arts foundation including communication, humanities, mathematics*, and sciences**:
   - **Communications** (e.g., communications, English, languages, and speech)
   - **Humanities** (e.g., history, performing arts, philosophy, religious studies, theology, and visual arts)
   - **Mathematics** (e.g., algebra, calculus, statistics, and trigonometry)
   - **Sciences** (e.g., anatomy & physiology, biology, chemistry, computer, and microbiology)
   - **Social Sciences** (e.g., anthropology, cultural diversity, psychology and sociology)
3. A “C” or higher must have been earned in the course, and the course must have been earned at an accredited post-secondary institution of higher education.

*A minimum of 3 semester credit hours in Statistics is required for mathematics.
** A minimum of 3 semester credit hours in Anatomy and Physiology with a lab is required for science.

If there are extenuating circumstances, RN to BSN students may request permission from their program director to enroll in courses at another institution. Transfer credit requested after signing the enrollment agreement must be approved by the program director prior to the student’s registering for a course at any other institution. Please refer to Galen’s Residency Requirements for complete information.

Transfer of Credit – Advanced Placement (AP) Courses
Transfer credit will only be considered for general education courses listed in the Student Catalog. The applicant will be required to have an official grade report sent by the College Board demonstrating subject mastery of “3” or above on the corresponding examination before credit will be awarded. The applicant must indicate that he or she wishes to request an evaluation of advanced placement coursework when submitting the initial application. If accepted, this score will be recorded as a “transfer” or “T” grade on the grade transcript. Please refer to Galen’s Residency Requirements for complete information. To be considered for transfer, AP credit must have been earned within the past five (5) years for science and math courses.

**CLEP Academic Policy**
Students with previous academic experience in specific subject areas may elect to earn credits through CLEP, a nationally standardized exam. CLEP exams that have been successfully completed by a student will be considered for transfer credits. Students will need to request a copy of their scores to be sent to Galen for review.

CLEP exam credits will be considered for acceptance based on the following guidelines and criteria:

1. The student has been accepted into a Galen program. The course for consideration is within the student’s current program of study and is considered to be equivalent to the CLEP Exam.
2. Credit may not be granted for passing an examination in an area in which a student has already taken the equivalent course(s).
3. Credit will only be granted for the general education courses outlined below.
4. In order for credit to be granted, the student will be required to obtain a minimum passing score of 50.
5. Official results must be received prior to signing the enrollment agreement and starting classes. (Same timeframe as other credit transfers). CLEP credit for MAT 101 Applied Mathematics must have been earned within the past five (5) years.

If accepted, this score will be recorded as a “transfer” or “T” grade on the grade transcript. Please refer to Galen’s Residency Requirements for complete information.

The following CLEP tests will be accepted for credit at Galen:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Course Equivalent</th>
<th>Minimum Passing Score Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>ENG 101 - English Composition</td>
<td>50</td>
</tr>
<tr>
<td>Modular or English Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Algebra</td>
<td>MAT 101 - Applied Mathematics</td>
<td>50</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PSY 201 - Psychology</td>
<td>50</td>
</tr>
</tbody>
</table>
Equal Opportunity, Discrimination, and Harassment Policy

Galen maintains and enforces a policy of affording equal opportunity to all individuals regardless of individual characteristics. This policy prohibits Galen, its faculty, staff and other employees from discriminating against any applicant or student because of gender, race, age, color, disability, national origin, religion, or other category protected by applicable federal, state, or local law. This policy extends to all of Galen’s programs and activities and to all aspects of Galen’s relationship with its applicants and students, including admissions and access to, and treatment and employment in, Galen’s programs and activities.

Galen maintains and enforces a policy that prohibits harassment of its applicants and students based on individual characteristics. Unwelcome conduct based on gender, race, age, color, disability, national origin, religion, or other protected category, that interferes with an applicant’s or student’s equal access to, or equal opportunity to participate in, Galen’s programs or activities, or creates an intimidating, hostile or offensive environment, is prohibited. Such harassment may include sexual propositions or innuendos, suggestive comments, teasing or jokes concerning race, gender, etc., obscene or offensive language or gestures, displays of obscene or offensive materials, or physical conduct. It is unlawful and a violation of Galen policy for a faculty member or anyone in a position of authority to base any evaluation or decision on submission to or rejection of unwelcome sexual advances, requests for sexual favors, or other harassment.

Galen’s policy also encourages applicants and students to promptly report discrimination and harassment. If a student has been the victim of discrimination or harassment, has witnessed discrimination or harassment, or has a question about the discrimination or harassment policies, the student should notify the Section 504/Title IX Coordinator: Joe Price, Administrative Librarian, 1031 Zorn Avenue, Louisville, KY 40207; (502) 410-6278. Any individual who has a concern about an accommodation, or about discrimination or harassment based on a disability, should report his or her concern using the procedures described in Galen’s “Equal Opportunity, Discrimination, and Harassment” policy. Galen also encourages employees, applicants, and students to notify Galen of any threat to health or safety, including where as a result of an individual's disability there is a "direct threat" as defined by applicable law.

Students eligible to receive disability accommodations are required to review implementation of required accommodations with their course faculty as early in the term as possible. In online courses, students receiving accommodations for quizzes or exams may, at the faculty member’s discretion, be required to test on-ground, in a proctored environment.

Establishing and Maintaining Eligibility for Accommodations

1. Information regarding accommodations for applicants or students with disabilities is available on the Galen website, in the Student Catalog and by contacting the campus admissions office or Section 504/Title IX Coordinator.

2. Any applicant or student who wishes to request an accommodation may do so by contacting the Section 504/Title IX Coordinator.

3. The student must provide to Galen all pertinent documents from an external treatment professional*, such as a licensed psychologist or psychiatrist. These documents alone are not sufficient to establish eligibility but will be used in evaluating the student’s request and will assist designated Galen representatives to assess the student’s condition. These documents are confidential.
4. Official documentation from the student’s external treatment professional* must include at least the following information:
   A. A diagnosis of the student’s disability or condition;
   B. Method of treatment or assistance provided to the student by a physician or an external treatment professional, such as a licensed psychologist or psychiatrist, with regard to the diagnosis;
   C. Any behaviors or other limitations in function related to the student’s diagnosed condition (such as difficulty with memory or concentration or physical limitation) that may affect performance in an academic or clinical setting;
   D. Specific recommendations for accommodations, with rationale for recommendations, from the external treatment professional, such as a licensed psychologist or psychiatrist.
   E. A time limit applies for Galen to consider that the provided documentation is valid and current.
      a) Documentation must be post High School graduation.
      b) Documentation must be current within 10 years of submission to Galen for consideration of accommodations.
      c) If the time limit expires during the student’s attendance at Galen, the student will be required to update the documentation.

5. The student must meet with a Galen counselor or designated campus representative to discuss the request for accommodations. For an appointment, contact the campus Section 504/Title IX Coordinator. For the student’s benefit, the counselor or campus representative may recommend further off-campus evaluation (at the student’s expense). If the counselor or campus representative makes such a recommendation, the student must follow the recommendation in order for the accommodations request to proceed. Since accommodations will not begin until these steps are completed, Galen recommends that the student proceed quickly. When the counselor or campus representative has confirmed that proper documentation required to receive an accommodation is in place, the counselor or campus representative will arrange for an official notification to be provided by the Section 504/Title IX Coordinator to the student’s faculty for the current term (and program director, if applicable). Specific accommodations will be named in the notification.

6. Once the student’s faculty has been notified by the Section 504/Title IX Coordinator that the student is eligible for disability accommodations, the student must review implementation of required accommodations with their course faculty as early in the term as possible.

7. At the end of each academic term during which the student is enrolled at Galen, the student is responsible for requesting that notification about his or her eligibility for accommodations be sent to his or her faculty for the following academic term. The student must submit the notification request in writing to the campus Section 504/Title IX Coordinator.

8. Questions or concerns may be directed to the Section 504/Title IX Coordinator.

* An external treatment professional is defined as a healthcare professional who specializes in diagnosing and treating learning, emotional, or physical disabilities.
FINANCIAL INFORMATION
Student Fees

Students attending Galen will be responsible for certain fees, as applicable:

**Background Check Fee** - A non-refundable fee for performing a background check is due at the time of enrollment.

**Books** - Books may be purchased as needed.

**Parking** - If required, students are responsible for public parking fees while attending classes at Galen and when at participating facilities during clinicals.

**Registration Fee** - A registration fee is due at the time of enrollment.

**Technology Fee** - The technology fee is a $50 charge per each online course in which the student is registered.

**Testing Fee** - This non-refundable fee is due upon registering for the preadmission test.

**Uniforms** - Students are required to purchase uniforms to wear during selected learning experiences.

**Tuition and Fee Schedule – PN Program**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Check fee</td>
<td>$100</td>
</tr>
<tr>
<td>Registration fee</td>
<td>$100</td>
</tr>
<tr>
<td>Testing fee</td>
<td>$50</td>
</tr>
<tr>
<td>Tuition</td>
<td>$21,168/program</td>
</tr>
</tbody>
</table>

**Tuition and Fee Schedule – Associate Degree Program**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Check fee</td>
<td>$100</td>
</tr>
<tr>
<td>Registration fee</td>
<td>$100</td>
</tr>
<tr>
<td>Testing fee</td>
<td>$50</td>
</tr>
<tr>
<td>Tuition</td>
<td>$345/Quarter Credit Hour</td>
</tr>
</tbody>
</table>

**Tuition and Fee Schedule – RN to BSN Program**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee</td>
<td>$50</td>
</tr>
<tr>
<td>Tuition</td>
<td>$395/Semester Credit Hour</td>
</tr>
</tbody>
</table>

*For students in the RN-to-BSN program, Galen offers tuition discounts for alumni, military service members, and employees of the College’s clinical partners. For information, see your enrollment specialist/counselor.

Tuition must be paid per the payment plan agreed upon before starting classes, unless other formal arrangements have been made. Students receiving financial assistance for all or part of the cost of tuition must submit a copy of the tuition reimbursement, scholarship, or tuition assistance form from the sponsoring agency prior to the first day of class.

Financial Assistance

A full-time Financial Planning Coordinator is available to assist students in obtaining financial assistance information, which includes information related to procedures and forms by which students apply for assistance, student eligibility requirements, the criteria for selecting recipients from the group of eligible applicants, and the criteria for determining the amount of a student’s award. Additional information can be found on the Galen website at [www.galencollege.edu/campuses/2/Louisville/financial-aid](http://www.galencollege.edu/campuses/2/Louisville/financial-aid).

For those who qualify, available financial assistance resources include PELL and Supplemental Educational Opportunity Grant ("SEOG") grants, Federal Subsidized and Unsubsidized Stafford loans, Veteran’s Educational benefits, cash payment plans, and private student loan programs.

The PELL and SEOG grant programs provide grant funds which are not repaid by the recipient, to assist with education related expenses. Awards can vary based on the student's need as defined by the United States Department of Education needs analysis formula and the availability of funds.

To be eligible for a PELL grant, a student must be a United States citizen or an eligible non-citizen; be in compliance with selective service registration requirements; have financial needs as defined by the United States Department of Education approved needs analysis system; and not be in default on, or owe a refund or repayment for, any aid under Title IV of the Higher Education Act of 1965. Students must also provide all documents requested to process the application for financial assistance.
Prospective students will be provided with information on the Free Application for Federal Student Aid ("FAFSA") and may be individually counseled by the Financial Planning Coordinator prior to acceptance into the program to determine what financial assistance will be required.

To be considered making satisfactory progress, students must meet standards for both:
- Academic performance,
- Required completion rate.

If a student is placed on academic probation during the term, he or she will remain eligible for Title IV assistance. Upon completion of the term, the student's status will be reviewed for continued eligibility.

Students in the ADN Program may be eligible to participate in additional financial opportunities based on need, such as College Access Program Grants ("CAP") as explained by the Financial Planning Coordinator.

Additionally, employed students may have access to tuition reimbursement programs offered as educational incentives by their employer.

Financial Aid Satisfactory Progress Policy

Federal regulations require that all students who receive any federal or state financial assistance make measurable academic progress toward completion. Progress is determined quantitatively and qualitatively.

Please see the Academic Policies Section for the effect of incomplete course grades, withdrawals, and repetitions on Satisfactory Academic Progress. All program withdrawals will count toward attempted courses in determining quantitative progress. All dropped courses after Week 1 will count toward attempted credits in determining quantitative progress. Transfer credits will be counted toward credits earned and attempted when determining satisfactory academic progress.

Quantitative

Students must progress toward successful completion of the program within a maximum timeframe as outlined below. If the student does not meet these requirements, they are permitted to complete their studies, but may not be able to receive Title IV financial assistance. Other financial arrangements must be made prior to the start of the term.

Qualitative

Students must also show progress by maintaining and achieving a minimum GPA as outlined below. Please note that transfer credits are not included in GPA calculations. Quantitative and qualitative progress will be evaluated and monitored each term.

PN/VN Certificate and Associate Degree Seeking Students

- At 1 but less than 35 credits attempted or 1 but less than 719 clock hours attempted, students must successfully complete 33 percent of the credit hours or clock hours attempted and have a cumulative GPA of 1.0 or above.
- At 35 but less than 71 credits attempted or 720 but less than 1440 clock hours attempted, students must successfully complete 50 percent of the credit hours or clock hours attempted and have a cumulative GPA of 1.5 or above.
- At 71 credits attempted and above or 1440 clock hours attempted and above, students must successfully complete 67 percent of the credit hours or clock hours attempted and have a cumulative GPA of 2.0 or above.

RN-to-BSN Completion Program Students

At all times, students must successfully complete 67 percent of the credit hours attempted and have a cumulative GPA of 2.0 or above.

<table>
<thead>
<tr>
<th>Credits attempted (Credit hour programs)</th>
<th>Clock hours attempted (Clock hour programs)</th>
<th>Minimum completion rate (earned credits or clock hours divided by attempted credits or clock hours)</th>
<th>Minimum cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-34.99</td>
<td>1-719</td>
<td>33%</td>
<td>1.0</td>
</tr>
<tr>
<td>35-70.99</td>
<td>720-1439</td>
<td>50%</td>
<td>1.5</td>
</tr>
<tr>
<td>71 and up</td>
<td>1440 and up</td>
<td>67%</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Students failing to earn the minimum completion rate percentage and/or GPA (as defined above) will be placed on Financial Aid Warning for one term and will retain financial aid eligibility for that payment period. The completion rate and cumulative GPA will be recalculated at the end of the warning period and if the student failed to meet the minimum percentage for completion rate and/or minimum cumulative GPA, the student will no longer be eligible for Title IV assistance until the
minimum percentage rates and/or cumulative GPA are earned based on the scale of attempted credits or clock hours. At the point where it is established that a student cannot complete the program in less than 150 percent of the published credit hours or clock hours, all financial assistance shall cease.

**Reinstatement of Financial Assistance**
If a recipient becomes ineligible to receive financial assistance, reinstatement of federal or state aid will occur either when the student successfully meets the above requirements or when the Committee for Financial Aid Appeals approves the continuation of assistance through a student’s written appeal.

Note: Students will be granted only one appeal which reinstates financial aid for only one term.

**Definitions**

**Financial Aid Warning** – Status assigned to a student who fails to make satisfactory academic progress. Student may continue to receive Title IV aid for one payment period. No appeal is necessary for this status.

**Title IV Suspension** – Status assigned to a student who has failed to make satisfactory academic progress after a Financial Aid Warning period or has reached a point where it has been established that the student cannot complete the program within 150% of the published credit or clock hours.

**Financial Aid Probation** – Status assigned to a student who fails to make satisfactory academic progress that has appealed and has had eligibility for Title IV aid reinstated. Student may receive aid for one payment period.

**Appeals**
Students assigned Title IV Suspension may submit written documentation to the Financial Aid Manager within ten days of the suspension to appeal the decision. A committee consisting of the Program Director or designee, Main Campus Financial Aid Director, Main Campus Financial Aid Assistant Director and Main Campus Director of Admissions will review the documentation submitted. The Financial Aid Manager will provide a written response to the student within five working days of the appeal. The committee may only grant an appeal if it is determined that the student will be able to meet the satisfactory academic progress standards by the end of the term. All decisions are final.

The student’s appeal must include the mitigating circumstances which led to the failure to maintain satisfactory academic progress, what has changed that will allow the student to make satisfactory academic progress at the next evaluation (end of the term), all documentation supporting the claim of mitigating circumstances and any other information that the student feels may be relevant in evaluating their appeal. Appeals that do not contain all required elements will be denied.

Possible mitigating circumstances include student’s illness or injury, death of an immediate relative, illness or injury to an immediate family member where the student is the primary caretaker or that family member is the student’s primary financial support. This is not an exhaustive list, it is only provided to give some possible reasons to warrant an appeal. The committee will review the appropriateness of the mitigating circumstances in regards to severity, timeliness, and the student’s ability to avoid the circumstance.

**Repeating a Course**
Students who fail an individual course may be allowed to repeat the course, space permitting. Students will be charged the cost for repeating the course based on the published tuition amount in effect at the time of enrollment in the repeated course, and this cost is subject to price increase. Courses repeated to improve a grade are not eligible for financial aid. Students who fail two or more nursing or science courses are only able to repeat a course if they are readmitted into the program.
Refunds

If a student should withdraw for any reason, fail to enter the course for reasons other than rejection by this school, or be dismissed, Galen shall retain $100, and a portion of the balance of the tuition will be refunded, unless otherwise indicated below.

PN Program
For students enrolled in the PN Program, the amount of tuition refunded will be according to the following schedule based upon a program with 1440 clock hours:

<table>
<thead>
<tr>
<th>During Hours</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-150</td>
<td>90%</td>
</tr>
<tr>
<td>151-288</td>
<td>80%</td>
</tr>
<tr>
<td>289-360</td>
<td>75%</td>
</tr>
<tr>
<td>361-720</td>
<td>50%</td>
</tr>
<tr>
<td>721-1080</td>
<td>10%</td>
</tr>
<tr>
<td>1080 and greater</td>
<td>0%</td>
</tr>
</tbody>
</table>

Associate Degree Program
The amount of tuition refunded will be according to the following schedule:

<table>
<thead>
<tr>
<th>Percentage of Term Completed</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>.00-15.00%</td>
<td>90%</td>
</tr>
<tr>
<td>15.01-25.00%</td>
<td>80%</td>
</tr>
<tr>
<td>25.01-50.00%</td>
<td>50%</td>
</tr>
<tr>
<td>50.01-60.00%</td>
<td>10%</td>
</tr>
<tr>
<td>60.01% and greater</td>
<td>0%</td>
</tr>
</tbody>
</table>

RN to BSN Program
Refunds will be calculated using the Galen College of Nursing refund policy and any applicable state refund policy. The refund most favorable to the student will be issued. The Galen refund policy is as follows:

<table>
<thead>
<tr>
<th>Percentage of Term Completed</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>.01-10.00%</td>
<td>90%</td>
</tr>
<tr>
<td>10.01%-20.00%</td>
<td>80%</td>
</tr>
<tr>
<td>20.01%-50.00%</td>
<td>50%</td>
</tr>
<tr>
<td>50.01%-75.00%</td>
<td>10%</td>
</tr>
<tr>
<td>75.01%-100.00%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Students are entitled to a 100% refund of tuition and fees (excluding the testing fee) if:

- The student cancels this enrollment within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the date he or she signed the enrollment contract. If the student does not enter the program after the expiration of the above-mentioned, 72-hour cancellation privilege, no more than $100 will be retained by Galen.
- The student's enrollment was procured as a result of any misrepresentation in advertising/promotional materials of Galen or other misrepresentations.
- Galen discontinues the program and this prevents the student from completing the course.

Refunds will be made within 45 days of the effective termination date, which will be the earlier of:

- The date written notice of withdrawal is received.
- 14 calendar days following the last date of attendance.

Prior to completing the institutional withdrawal calculation, the Department of Education requires the school to compute a Federal Return of Title IV funds calculation for students who receive Title IV assistance. The Higher Education Act requires a calculation to determine the amount of aid a student and school can retain when the student totally withdraws from all courses. A percentage of Title IV aid will be returned for any student who withdraws before completing at least 60% of the term. The amount returned will be based on the percentage of days remaining in the term. The school will determine the calendar days completed in the term divided by the total number of calendar days in the term. If the amount is greater than 60%, then all aid received for the term may be retained. If the amount is less than or equal to 60%, that percentage will be retained and the difference will be returned to the Federal Title IV Aid program from which the funds were received in this order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Federal PLUS Loan, Pell Grant, Academic Competitiveness Grant, and Supplemental Education Opportunity Grant.

If Federal Title IV funds have been given to a student who withdraws during the first 60% of the term, the student may need to return some of those funds. If the financial aid office determines a student owes a return of financial aid funds, the student will be notified in writing regarding how much is owed and how it is to be returned. The Return of Title IV funds calculation is separate from Galen’s Tuition/Fee Refund Policy.

Federal funds may not cover all unpaid charges owed to the institution upon the student’s withdrawal.
Academic Integrity

Galen nursing students are expected to abide by the College’s Academic Integrity Honor Code and to demonstrate exemplary behaviors and integrity in all academic endeavors. Students are responsible for learning and upholding professional standards of writing, assessment, and ethics in all coursework and clinical experiences in order to prepare for future professional responsibilities. Academic dishonesty, which includes cheating, plagiarism, any attempt to receive or give assistance during an examination, and other forms of dishonest or unethical behavior, is prohibited and considered a critical offense. Critical offenses are violations of Galen rules or misconduct which may justify immediate expulsion.

Plagiarism is using the written work or idea of an author or another student as one’s own. In an effort to verify the integrity of submitted works, faculty may require students to submit assignments through plagiarism detection software, such as Turnitin. Plagiarism detection software assists students in properly citing sources and provides an opportunity to correct accidental or intentional errors of documentation. Although plagiarism detection software can be a very valuable tool, it is not the only determinant faculty will use to monitor submitted works. For information regarding the use of plagiarism detection software, please see your course faculty member.

For more information on plagiarism, please visit www.galencollege.edu/library/plagiarism/.

Academic Integrity Honor Code

The Academic Integrity Honor Code is as follows:

As a student of Galen College of Nursing, I acknowledge the requirement for conducting myself in a manner that demonstrates academic integrity and commitment to professional standards. By initialing each statement and signing my name, I agree to conduct myself as described in these ethical behaviors.

I will be honest. Academic dishonesty includes copying or allowing someone to copy from my paper, asking or giving help or answers on assignments that are not designed to be collaborative, using notes or electronic devices that are not authorized, substituting myself for another student during an exam or vice versa, obtaining prior exams by any means, giving or receiving answers to exams to students that are about to take the exam, selling or buying instructor’s manuals for textbooks or test questions/item banks, or buying any type of material by an individual or company and using it as my own when submitting papers or assignments.

I will only sign my own name on all documents which includes assignments, examinations, or class attendance sign-in sheets.

I will refer to my syllabus for rules and regulations that are designed for this class. I will refer to the syllabus for grading rubrics and understand what level of performance is expected of me.

I will behave and exhibit a professional manner in all undertakings in this college and with all members of this institution. This will include respecting myself and others, and acting civilly toward other students, faculty, and administration in a physical setting and/or online. I will encounter each person with respect and dignity.

I will ask for clarification on any paper, project, or concept from my faculty/instructor to prevent any issues of dishonesty or unethical behaviors.

I will demonstrate integrity in all situations. I will hold others accountable to act respectfully and honestly.

I will not steal any materials from the college or clinical setting. All materials that belong to the college will be authorized as being provided to me as a student and will be documented accordingly.

I will maintain the security of protected health information and will access only authorized patient information within all clinical and laboratory experiences including simulation activities. I will only copy authorized documents.

I will honor the ANA Code of Ethics including principles of confidentiality and privacy. This includes the privacy of my colleagues, faculty members, patients and their family members, or any situation that deems it necessary to honor confidentiality.

I will understand what informed consent means and will make sure photographs or information about faculty, peers, patients, their family members, clinical facilities, or the college is not disseminated without permission. This includes posting photographs or information using social media platforms such as Facebook, Twitter, LinkedIn, YouTube, Tumblr, Instagram, personal websites, and blogs.
Definition of a Credit Hour

1 quarter credit hour:
- 12 classroom sessions of 50-minute clock hours; or
- 24 clinical learning lab sessions of 50-minute clock hours; or
- 36 clock hour clinical sessions

1 semester credit hour:
- 16 classroom sessions of 50-minute clock hours; or
- 32 clinical learning lab sessions of 50-minute clock hours; or
- 48 clock hour clinical sessions

Grading Policies

Students will be evaluated and receive final course grades at the end of each course. Grades will be based on assignments, testing, and evaluation throughout the term, course or phase. Some courses include a clinical component, which allows students the opportunity to gain experience practicing in a healthcare setting. The grades earned for these courses will be based on the student performance in theory, clinical learning lab, and clinical.

Students enrolled in any nursing, science, or math course must achieve a grade of “C” or higher. Students who fail any component of a course will receive an “F” as the final grade for the course, regardless of the grade earned in the other components of the course.

In addition to the above, students may be required to pass the following evaluations for specific nursing courses, as outlined in the course syllabi:
- A nationally-normed, standardized test such as the Health Education Systems Incorporated (HESI) exams, Assessment Technologies Institute (ATI) exams, etc.
- Clinical Performance Examinations (CPEs)
- Medication Calculation Test
- Weekly online discussions/activities (online courses only)

Grade Reporting

Final grades will be available within the myGalen student portal within one week after the last day of the grading period. Students with a midterm grade below “C” in a nursing, science or math theory course and/or a midterm unsatisfactory evaluation in a science or clinical learning laboratory, or clinical rotation will be notified.

Grade Point Average Calculation

A student’s Grade Point Average (GPA) is calculated by totaling each course’s Quality Points multiplied by the credit hour equivalents for that course, divided by the total credit hour equivalents a student has completed. If a course is repeated, the repeated course grade replaces the original grade in the GPA calculation. Any course which has a grade solely based on pass/fail or satisfactory/unsatisfactory will not be used in computation of the GPA.
## Grading Scales

### Practical Nursing Program

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Below Average*</td>
</tr>
<tr>
<td>F</td>
<td>0-60</td>
<td>Failed</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
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<tr>
<td>U</td>
<td>Unsatisfactory</td>
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<tr>
<td>Audit</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn Passing</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn Failing</td>
<td>Failed**</td>
</tr>
<tr>
<td>T</td>
<td>Transferred</td>
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<tr>
<td>DP</td>
<td>Dismissed Passing</td>
<td></td>
</tr>
<tr>
<td>DF</td>
<td>Dismissed Failing</td>
<td>Failed**</td>
</tr>
</tbody>
</table>

* An earned grade of 60-69 is considered a “failure” in all nursing courses. Students must earn a grade of at least 70 to pass these courses.

**Grades of WF or DF will be considered when computing GPA.

### Associate Degree in Nursing Program

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>83-91</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>74-82</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>65-73</td>
<td>Below Average*</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
<td>Failed</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
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<tr>
<td>U</td>
<td>Unsatisfactory</td>
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<td>Audit</td>
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<td></td>
</tr>
<tr>
<td>DF</td>
<td>Dismissed Failing</td>
<td>Failed**</td>
</tr>
</tbody>
</table>

* An earned grade of 65-73 is considered a “failure” in all associate degree nursing, science, and math courses. Students must earn a grade of at least 74 to pass these courses.

**Grades of WF or DF will be considered when computing GPA.

### RN to BSN Program

<table>
<thead>
<tr>
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<th>Explanation</th>
<th>Quality Points</th>
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</thead>
<tbody>
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<td>Unsatisfactory</td>
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<td>Audit</td>
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<td>W</td>
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<tr>
<td>DF</td>
<td>Dismissed Failing</td>
<td>Failed**</td>
</tr>
</tbody>
</table>

* An earned grade of 65-73 is considered a “failure” in all RN to BSN courses. Students must earn a grade of at least 74 to pass these courses.

**Grades of WF or DF will be considered when computing GPA.
Standards for Academic Progression

If a student in any Galen program is placed on probation as the result of academic progress, satisfactory academic standing must be achieved by the end of the following term or the student will be dismissed from the program.

Prelicensure Nursing Programs

Status in the prelicensure nursing programs is established by grades as follows:

Satisfactory Standing

- A grade of “C” or above in each nursing, science, and math course.
- A cumulative GPA of at least 2.0.

Probationary Standing

- A grade below ‘C’ in any nursing, science, or math course.
- A cumulative GPA of less than 2.0.

RN-to-BSN Program

Status in the RN-to-BSN program is established by grades as follows:

Satisfactory Standing

- A grade of “C” or above in each course.
- A cumulative GPA of at least 2.0.

Probationary Standing

- A grade below “C” in any course.
- A cumulative GPA of less than 2.0.

Repeating a Course

Students who fail one course will be allowed to repeat the course, space permitting. Students who fail an on-ground course may not be permitted to repeat the course online without permission of the Program Director. Prelicensure students who fail an online course may be required to repeat the course on-ground. Prelicensure students who fail two nursing or science courses, or a combination of any of these courses, may be subject to dismissal. A student who fails two courses may petition the Admission Committee, who shall then make a recommendation to the Program Director. Courses repeated to improve a grade are not eligible for financial aid. Please see the Financial Information Section for additional information.

Incomplete

A grade of incomplete “I” may be given to a student at the faculty’s discretion, in consultation with the Program Director, if the student has not completed or met all course requirements due to extenuating circumstances (documentation may be required to support the request for an incomplete). A grade of “I” will only be considered if the student has completed a majority of the coursework (including lab and clinical coursework) and there is a reasonable possibility that a passing grade will result from completing the coursework. Faculty may approve an “I” for up to two weeks after the last day of the course. If the faculty member determines more than two weeks are warranted for the student to satisfy the requirements of an “I”, then the Faculty may grant up to the end of the following quarter for the student to successfully complete the outstanding work and meet the course requirements, upon Program Director approval. If the work is not satisfactorily completed and/or the course requirements are not met by the established deadline, the grade will automatically convert to “F.”

A grade of “I” does not affect a student’s grade point average, but is considered in calculating progress toward satisfactory completion of a program within a maximum time frame and may impact Title IV funding and satisfactory academic progress. When the “I” is converted to a final grade for the course, the grade is applied to the term in which the student took the course. The GPA is then recalculated for that term, but the recalculated GPA does not reverse the previous impact of the “I” upon academic standing. The final grade in the course may impact the academic standing of the next enrolled term.

Graduation Information

Students in the prelicensure programs will receive a diploma or degree from Galen, and be recommended to the State Board of Nursing as an eligible candidate to sit for their respective NCLEX®, under the following conditions:

- All course requirements are met. Course requirements may include nationally-normed, standardized examinations such as HESI or ATI, including an exit examination in the final course; Clinical Performance Examinations (CPEs); Medication Calculation Tests; and weekly online discussions/activities (online courses only) as outlined in the course syllabi;
- All residency requirements are met;
- Achievement of a cumulative GPA of at least 2.0; and
- All financial obligations are met.
Students in the RN to BSN Program will receive a degree from Galen under the following conditions:

- All course requirements are met; and
- Achievement of a cumulative GPA of at least 2.0; and
- All residency requirements are met; and
- All financial obligations are met.

Students who have successfully fulfilled all diploma or degree requirements in their selected program of study are eligible to participate in commencement.

**Academic Honors**

Galen College of Nursing recognizes the scholastic achievement of its students by designating the following academic awards and honors:

- **Dean's List**: An acknowledgement of outstanding academic achievement of 3.5 - 3.74 grade point average in a term;
- **President's List**: An acknowledgement of superior academic achievement of 3.75 or greater grade point average in a term.

Courses taken as a second attempt are not eligible for consideration.

**Graduation Honors**

Galen College of Nursing recognizes the academic achievement of its graduates by designating academic honors for students with the following cumulative grade point average:

- **Diploma & Associate Degree**
  - Honors: 3.5 - 3.74
  - High Honors: 3.75 – 3.89
  - Highest Honors: 3.9 or greater

- **Baccalaureate Degree**
  - Cum Laude: 3.5 – 3.74
  - Magna Cum Laude: 3.75 – 3.89
  - Summa Cum Laude: 3.9 or greater

**All Programs**

- **Valedictorian**: The student with the highest grade point average in a graduating class will be recognized as the program valedictorian.
- **Salutatorian**: The student who ranks second by graduating class will be named the program salutatorian.

**Residency Requirements**

In the prelicensure programs, at least 51% of course credits required for graduation must be earned at Galen. In the RN to BSN Program, at least 25% of course credits required for graduation must be earned at Galen. This does not include those credits earned in any of Galen’s prelicensure programs.

**Maximum Time to Complete Program**

Once a student has attempted the first nursing (NU or NUR) course in their selected program of study, the student is expected to successfully complete the program within a timeframe that does not exceed 150% of the intended length of the program. A student may progress at the part-time level, but first priority for course availability will be given to full-time students. A student receiving financial aid should reference the Financial Aid Satisfactory Progress Policy, or contact their Financial Planning Coordinator in regards to their outlined program of study.

**Licensure for Kentucky**

In order to become licensed by the Kentucky Board of Nursing (KBN) when you graduate from the LPN or ADN program at Galen, you must make application to the state of Kentucky and to the National Council Licensure Examination (NCLEX®).

The Kentucky Board of Nursing will make graduate nurses eligible to sit for the NCLEX® following their registration with Pearson Vue testing company. As of June 8, 2011 graduates must also sit for and pass a jurisprudence examination in lieu of completing a 120-hour post graduate clinical internship.

When all application requirements are met and the jurisprudence examination has been passed, KBN will issue a provisional license and concurrently make the applicant eligible to test if they are registered with Pearson Vue. The applicant may or may not test before all applicants for licensure may be made eligible to sit for NCLEX and be issued a provisional license. This allows an applicant to take NCLEX prior to passing the jurisprudence examination, if they so choose. Passing NCLEX and passing the jurisprudence examination are required by law in order to be licensed as a nurse in Kentucky. This regulation change affects all applicants for licensure by examination.

Continued communication with the KBN upon licensure includes the following:

- Notification to the board promptly in writing of any changes in address after submitting the application
- Submission of a copy of marriage certificates or court order to change name after submitting the original application
- Pay all fees required for licensure

Galen will provide you with information and assistance in time for the application procedure.
Courses

Sequence of Courses
For PN program students, all courses within a grading period must be completed satisfactorily before a student is permitted to advance.

For ADN and RN-to-BSN program students, all prerequisite and co-requisite requirements must be followed as noted in the course descriptions.

Galen reserves the right to cancel classes based on course enrollment. General Education courses will be offered online if an on-ground section is not available.

Web-enhanced Courses
All of Galen’s on-ground courses are web-enhanced. These courses are held on campus and use technology to augment the course. Web-enhanced courses are not considered online courses. Galen uses the learning management system Canvas, which allows students the ability to retrieve or view documents such as syllabi, handouts, PowerPoints, supplemental lesson presentations, etc., as well as be directed to specific Internet sites that will provide students with additional course content. Web-enhanced courses may also utilize the online gradebook, online testing, and online assignment submission. Students will automatically be enrolled in a web-enhanced course and will typically not receive paper copies of syllabi, handouts, PowerPoints, etc.

Students will need to access Canvas using a computer that has the ability to connect to the Internet. Galen students may access a computer or the Internet through the on-campus library. An online orientation to Canvas is provided to all students enrolled in a web-enhanced course.

Technical Requirements
http://guides.instructure.com/s/2204/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas

Browser Requirements
http://guides.instructure.com/s/2204/m/4214/l/41056-which-browsers-does-canvas-support

Time Zone Policy for Online Courses
All online coursework will be due as outlined in the course syllabi. All due dates and times will be enforced following the Eastern Time Zone, which is the time zone of the Main Campus located in Louisville, Kentucky.

Adding a Course (Degree programs only)
The following procedure should be followed to add a course:
1. Obtain Add/Drop Form from Registrar’s Office
2. Schedule appointment with Program Director
3. Receive approval from Program Director
4. Course added, attend class

The student will receive a bill from the College upon adding a class and is expected to make arrangements promptly. Failure to do so could result in dismissal from the course. Courses may be added through the end of the third business day after the start of the term.

Dropping/Withdrawing from a Course:
It is strongly suggested that students meet with the Program Director prior to withdrawing from a course, given that withdrawal from any course may affect a student’s ability to progress within the program. The cost of the course will be refunded according to Galen’s Refund Policy. The following procedure should be followed to drop an individual course:
1. Obtain Add/Drop Form from Registrar’s Office
2. Schedule appointment with Program Director
3. Receive approval from Program Director
4. Course dropped, cease attending class

Students who withdraw from a course will receive the following notation on their transcript. A week is defined as seven (7) consecutive days.

Please refer to the academic policy on Repeating a Course for further information.

Students dropping a course during the first week of classes are not charged for the course. After the end of the first week, a student is charged for all courses for which he or she is registered. Students enrolled in the PN/VN program must enroll for all scheduled courses
within a grading period and may not add or drop an individual course.

**Course Audit**
Applicants may apply to the Program Director for permission to audit a course. In auditing a course, a student may participate in the class and attend labs (with faculty permission), but will not receive a grade. Students will be charged 30 percent of the standard credit hour fee, but not less than $100. Students must be registered as a full time student to receive permission to audit a course. Online courses are not available for audit.

**Course Load**
The maximum course load a student may carry during any term at Galen is 23 quarter credit hours (prelicensure programs) or 16 semester credit hours (RN to BSN program). No more than 9 semester credit hours per module may be taken in the RN to BSN program. Students with a GPA of 3.5 or above may petition the Program Director for permission to take courses in excess of the recommended load. Written approval must be obtained before the start of the term.

**Remedial Courses**
Galen does not currently offer remedial courses.

**Request to Withdraw from Course or Program Due to Military Obligations**
For those students wishing to withdraw from the course or program due to military obligations, a Withdrawal Form must be completed and an official copy of the military orders must be attached and submitted to the Program Director.

**Dismissal**
Please refer to General Attendance Policies, Repeating a Course, Financial Information and Student Code of Conduct for additional information regarding these policies.

**Course Dismissal**
A student may be dismissed from a course for failure to meet course or program attendance requirements.

**Program Dismissal**
A student may be dismissed for any of the following reasons:
- Failure to meet scholastic progress standards after a probationary period;
- Failure to meet conditional acceptance scholastic progress standards;
- A second failure (D, F, WF, DF) in any nursing (prelicensure programs) or science course;
- Failure to meet Code of Conduct standards;
- Failure to meet Academic Integrity Honor Code standards;
- Failure to meet attendance standards;
- Failure to meet admission requirements; or
- Failure to meet financial obligations.

Tuition will be refunded in accordance with the enrollment agreement.

Students who are dismissed from their selected program of study due to lack of satisfactory academic progress may be eligible for readmission. Guidelines for readmission may be found in the Readmission Policy. If the student is readmitted, the student will be placed on academic probation upon re-enrollment. A student who does not meet the standards of conduct or whose academic standing is unsatisfactory will be evaluated as to further continuance in the program.
STUDENT CONDUCT
Rights and Responsibilities

Students have the right to open and honest communication with members of the faculty, staff and administration. It is the student’s responsibility to respect the rights of fellow students, faculty, and staff affiliated clinical site personnel, patients, and their families.

Students have the right to privacy in dealings with Galen and affiliated agencies. Student information will be released only as required by government and regulatory agencies. Galen will release selected student information to other individuals or agencies when requested by a court, other applicable regulatory authorities, or by the student.

Galen students are expected to conduct themselves in a manner that demonstrates integrity and commitment to professional standards – concepts critical to a successful career in the nursing profession. Honesty and respect for self and others are important components to the practice of nursing.

Student Code of Conduct

Discipline Policy
Galen students are expected to conduct themselves in a manner that demonstrates integrity and commitment to professional standards – concepts critical to a successful career as a nurse. Honesty and respect for self and others are important components to the practice of nursing. Dishonesty and disrespect will not be tolerated and are the underlying themes to the list of offenses below.

Galen’s Student Code of Conduct is intended to help clarify expectations of student behavior, while the Disciplinary Process is intended to curb unacceptable behavior, while motivating and preparing students to enter the nursing profession.

Discipline is administered by the faculty, who will submit a signed, written document of the disciplinary action to the Program Director. For critical and serious offenses, the student shall sign the form and include any comments.

Offenses
This list is not inclusive of all possible offenses that would subject a student to discipline.

Critical Offenses
Critical offenses are violations of Galen rules or misconduct that may justify dismissal. If dismissal is being considered, the student shall be suspended immediately for no more than three school days while the incident is investigated by the Program Director. During the suspension period, students shall be prohibited from participating in classroom, laboratory, clinical, and school-related activities.

- Cheating
  - Allowing another person to take an exam (test, quiz, etc.) or complete an assignment; taking an exam (test, quiz, etc.) or completing an assignment for someone else
  - Copying from or collaborating with another student during an exam (test, quiz, etc.)
  - Using unauthorized materials during an exam (test, quiz, etc.)
  - Selling, buying, or sharing part or all of an exam (test, quiz, etc.)
- Plagiarism – copying another person’s work or idea and claiming it as original work (For more information on plagiarism, please visit www.galencollege.edu/library/plagiarism.)
- Deliberate or negligent omission or falsification of information
- Threats to safety
  - Violation of safety standards that resulted in harm to self, others, or damage to equipment at the College or clinical site
  - Willfully or recklessly endangering the physical or mental health of any person (assaulting, threatening, intimidating, stalking, bullying, hazing, dating violence, domestic violence, sexual assault, etc.)
  - Possession of weapons, firearms, or explosives on Galen or clinical site premises
  - Possession of illegal drugs or an open container of an alcoholic beverage on Galen or clinical site premises
  - Being under the influence of alcohol or illegal drugs while on Galen or clinical site premises, or attending school-related activities
- Failure to respect patient confidentiality
  - Unauthorized access or copying of clinical site records or unauthorized release of patient information
  - Posting of patient information or photos on social media
• Theft
  o Taking someone else’s property
  o Copying software programs from the College’s computers
  o Copyright infringement - Please refer to separate policy on copyright infringement, including disciplinary steps.
• Conviction of a felony, including a nolo contendere plea
• Conduct detrimental to Galen or to any clinical site operations
• Willful damage of Galen or clinical site property
• Committing two documented serious offenses within a 12 month period

Serious Offenses
Serious offenses do not justify immediate suspension, but will require disciplinary action in the form of a written reprimand. Repeated commitment of serious offenses may result in dismissal as outlined in the following Disciplinary Process. Examples of serious offenses are:
  • Violation of safety standards that could cause harm to self, others, or major damage to equipment at Galen or a clinical site
  • Use of tobacco products, including e-cigarettes, on Galen premises or in unauthorized areas of a clinical site
  • Failure to report an incident (theft, damage, illness, etc.) at Galen or a clinical site
  • Filming or photographing at a clinical site
  • Unprofessional behavior on Galen or clinical site premises
    o Disorderly conduct
    o Insubordinate acts or statements
    o Soliciting or accepting funds, tips, or anything of value from patients
  • Committing two documented minor offenses within a 12 month period

Minor Offenses
Minor offenses are lesser violations of Galen rules that require disciplinary action in the form of a verbal reprimand. Repeated commitment of minor offenses may require a written warning or dismissal as outlined in the following Disciplinary Process. Examples of minor offenses are:
  • Attending to personal affairs during clinical experiences without approval from clinical faculty
  • Unauthorized use of a mobile communication device during class or clinical experiences
  • Placing or accepting bets or gambling on Galen or clinical site premises
  • Vulgar, demeaning, or offensive language on Galen or clinical site
  • Failure to observe parking or traffic regulations on Galen or clinical site premises
  • Failure to follow published Galen rules, policies, procedures, or expectations that have not otherwise been listed in this section (Violations), including, but not limited to:
    o Class conduct expectations published in the syllabus
    o Information Technology
    o Simulation Center / Learning Lab
    o Clinical
    o Dress code

Disciplinary Process
To ensure that all students are treated fairly and uniformly, Galen has established a system of discipline, with offenses grouped in categories defined as Minor, Serious and Critical.

The Student Code of Conduct provides for the following system of discipline:

Critical Offense
1st Offense – Dismissal pursuant to suspension and investigation

Serious Offense
1st Offense - Written reprimand
2nd Offense – Dismissal pursuant to suspension and investigation

Minor Offense
1st Offense - Verbal reprimand
2nd Offense - Written reprimand
3rd Offense – Dismissal pursuant to suspension and investigation
Resolution of Grievances

Satisfactory student-faculty relationships and effective school operation depend on shared goals and objectives. Best results are achieved in an atmosphere where problems and opinions can be discussed freely without fear of reprisal and with an expectation of mutual cooperation.

The grievance procedure provides students the opportunity to bring matters that require resolution to the attention of appropriate members of the faculty or administrative staff, who will respond as outlined by this policy.

Grievance & Complaint Procedure
Galen has established procedures for student grievances and complaints, as outlined below.

Please note that suggestions and comments for improving campus operations are always welcome via the electronic Student Suggestion Box, located in the student portal. This method is most appropriate for students who do not require a direct response or who would like to anonymously submit suggestions.

Grievance & Complaint Procedure Steps
1. Any student with a concern about an event or condition is encouraged to discuss it with the appropriate faculty or staff member within two (2) business days.

2. If resolution does not occur to the student’s satisfaction at Step 1, the student submits a written letter of grievance or complaint, to the Program Director at grievance@galencollege.edu. This written letter of grievance or complaint must include the name and contact information of the student filing the complaint, a description of the circumstances, including who is involved and the current status.

A current student must submit the written letter of grievance or complaint within five (5) business days of the event or condition which created the alleged dispute. A dismissed student who has a grievance or complaint involving dismissal must submit the letter of grievance or complaint within ten (10) business days of being notified of the dismissal.

3. If resolution does not occur to the student’s satisfaction at Step 2, the student may request the assignment of a faculty member not involved in the grievance or complaint to assist the student. The Grievance Committee includes faculty members and one student representative. At Steps 2, 3, and 4, the College will respond to the student within seven (7) business days. Time limits may be extended if the student and administration mutually agree.

4. If resolution does not occur to the student’s satisfaction at Step 3, the student submits a letter of grievance or complaint to the campus Dean at grievance@galencollege.edu within five (5) business days following the date the proposed resolution was presented. This written letter of grievance or complaint must include the name and contact information of the student filing the complaint, a description of the circumstances (including who is involved and the current status), and how the student has already attempted to resolve the concern following the procedures defined in Steps 1 and 2.

At Steps 2 and 3, the student may request the assignment of a faculty member not involved in the grievance or complaint to assist the student. The Grievance Committee includes faculty members and one student representative. At Steps 2, 3, and 4, the College will respond to the student within seven (7) business days. Time limits may be extended if the student and administration mutually agree.
Grievance & Complaint Procedure Steps — Disabilities, Discrimination, Harassment, and Retaliation

1. A student with a grievance or complaint concerning disabilities, discrimination, harassment, or retaliation should report the issue to the Section 504/Title IX Coordinator at the campus, or submit the grievance to grievance@galencollege.edu.

2. Galen will follow the guidelines described in its Procedures for Investigating Complaints of Discrimination. A copy of these procedures may be obtained from the Section 504/Title IX coordinator. The procedures provide for an impartial investigation and for the opportunity to identify witnesses and other evidence. The procedures specify reasonably prompt time frames for the major stages of the grievance process.

3. Galen will notify the complainant regarding the outcome of the investigation.

4. Galen will take steps to prevent retaliation and avoid recurrence of any discrimination, harassment or failure to accommodate, and correct discriminatory effects, as appropriate.

Resolution Time

The time frames set forth in the Procedures for Investigating Complaints of Discrimination apply to grievances related to disabilities or requests by disabled applicants or students for reasonable accommodations, and reports or complaints by individuals who have experienced or witnessed discrimination, harassment, or retaliation.

As to other grievances:

A current student should present his or her complaint, grievance, or conflict within five (5) school days of the event or condition which created the alleged dispute.

A dismissed student who has a complaint or grievance involving expulsion must submit his or her grievance to the Program Director within ten (10) school days of receipt of notice of dismissal.

A student who makes an appeal will receive a response from the college within seven (7) business days.

If the student is not satisfied with the proposed resolution, the unresolved case should be presented to the next level for review within five (5) school days from the date the proposed resolution was presented. If mutually agreeable, however, time limits for both student and administration may be extended at any step.
Clinical Placement
During enrollment in Galen’s prelicensure programs, a variety of clinical opportunities are provided to help student’s successfully complete course requirements. All campus locations have extensive clinical affiliation agreements which include acute and extended care facilities and community service agencies. Enrolled students must be able to have independent means to travel to and from clinical assignments. Students traveling in private vehicles to and from clinical assignments assume all related risk and liability. Galen is not responsible for injuries or damages that may result.

Clinical Attendance Policies
In order to ensure continuity of patient care, a student must notify the clinical faculty of an absence prior to the start of a clinical experience. To the extent that student clinical absences do not allow the faculty to fully evaluate the student, a course failure may result even if a student only misses one clinical experience. In order to maintain patient safety, the faculty may dismiss the student from the clinical area with instructions to remedy the problem if the student is not prepared for the clinical experience. Such dismissal will be documented as an absence.

Students must meet all course and clinical objectives, satisfactorily complete all required Competency Performance Examinations (CPEs), and achieve a “pass” for clinical in order to successfully pass the course. Failing to meet the course objectives will result in a course failure.

Specific clinical attendance policies can be found in the Student Policies and General Information Section.

Clinical Participation Requirements
Applicant must:
1. Provide evidence of good physical and mental health (through evidence of a physical from within the immediate 12 months performed by a licensed healthcare provider);
2. Provide evidence of meeting Galen’s immunization requirements (see Health & Immunization Requirements);
3. Provide proof of certification in American Heart Association Health Care Provider (BLS) CPR (Galen will provide information on available classes);
4. Satisfactorily pass a background check prior to the start of classes; and
5. Provide proof of health insurance, as applicable.

Documents must be submitted prior to clinical orientation. Failure to submit these documents will prevent participation in all classes.

Clinical Registration Requirements
Documents required for clinical participation, including all health and immunization requirements, must be submitted prior to registering for courses with a clinical component. This excludes students registering for NU 136 or NU 137 in the PN/VN program. Students registering for these courses must submit documents required for clinical participation prior to clinical orientation.

Students will not be permitted to register with expired documents, and will be unregistered for the course if their documents expire prior to the start of the course. Student immunization information will be provided to the clinical agency, and criminal background information may be provided to the clinical agency. The clinical agency has the right to make a final determination about whether the student will be able to attend clinical at their facility. For information on specific immunization requirements currently in effect, please see Health & Immunization Requirements.

Field/Preceptorship Practice Experiences
The RN-to-BSN program provides students with the opportunity to engage in experiential learning in their own communities, related to their online course work. Students collaborate with faculty members to plan and implement field/preceptor practice experiences under the supervision of Galen’s nursing faculty. Prior to the student’s engaging in any direct or indirect patient care, the field/preceptor practice experience must be approved by an appropriate designee from the field/preceptor site and the course faculty.

Students must comply with the field/preceptor sites’ expectations including but not limited to background screening, immunization, and cardiopulmonary resuscitation (CPR) training requirements. All RN-to-BSN students must maintain an active, unencumbered registered nursing license at all times while enrolled in the RN-to-BSN program. It is the student’s responsibility to notify the program director immediately if his/her nursing license lapses, is revoked or suspended, or becomes restricted in any way.
Health Insurance

Clinical facilities may require students to submit proof of health insurance as a condition of attending the facility for the clinical experience. Students who fail to provide evidence of health insurance or fail to purchase group health insurance place themselves in jeopardy of not being able to attend scheduled clinical experiences or meet the requirements of the nursing course.

Health & Immunization Requirements

Students who participate in the clinical experiences are at risk for exposure to and possible transmission of vaccine-preventable diseases. Maintenance of immunity is therefore required to attend the nursing program. In order to protect students, healthcare providers, and patients, Galen requires students to provide evidence of adequate immunity to Hepatitis B virus (HBV), Varicella (Chicken Pox), Measles, Mumps, Rubella (MMR), Tetanus, Diphtheria, and Pertussis, and a negative screening for tuberculosis (TB). For information on specific immunization requirements currently in effect, please see ‘Health & Immunization Requirements’ on the Galen website at http://www.galencollege.edu/consumer-disclosures.php.

If medical conditions prohibit a student from meeting these requirements, the student is required to furnish an explanation from the primary care provider. The Director of Clinical Education will review and make recommendations for a waiver if appropriate. Students not meeting the immunization requirements may be prevented from engaging in the clinical or practicum component of their program.

Some of the clinical sites require students to provide evidence of immunity or proof of vaccination against other communicable diseases such as influenza, polio, and Neisseria meningitidis. If a student is assigned to a clinical site that has specific requirements, the student will be required to be in compliance.

Physical Examination

Due to the physically demanding nature of direct patient contact within nursing education programs, it is necessary for all students entering the program to provide verification of a physical examination performed by a primary care provider within the twelve (12) months prior to admission to Galen.

A student is considered compliant with this requirement with the following documentation:

A completed physical examination form completed and signed by a licensed, practicing primary care provider. Physical must be performed within twelve (12) months prior to admission.

Criminal Background Screening

Many of the clinical sites where Galen students complete their hands-on clinical experiences (such as hospitals, clinics, and other agencies) require verification of criminal history before students can be placed in their organizations. Based on the requirements of these agencies, as well as state and federal regulations, all students accepted for admission to Galen’s prelicensure programs must consent to and submit a criminal background screening authorization form. A student’s past criminal history may impact his or her admission status in the Galen programs, limit the number of suitable practice placement sites, and/or affect ability to obtain licensure.

A student is considered compliant with this requirement with the following:

- Completed criminal background screening authorization form completed and returned to registrar.
- Documentation of background screening results from Galen’s authorized provider.
**Fingerprinting and Drug Screening**

Galen is concerned about the potential adverse effects of alcohol or other drug use on student health and safety, as well as academic performance and patient care. Students are expected to report to class and clinical agencies in the appropriate mental and physical condition conducive to learning and the provision of safe patient care.

Students accepted to the nursing programs may be subject to additional fingerprinting and/or drug screening requirements based on clinical affiliation agency policy, and agree to such screening as a condition of enrollment. When fingerprinting and/or drug screening is required, the student will be notified by Galen and given instructions on how to complete screening requirements. Galen reserves the right to revoke admission based on an adverse fingerprint or drug screening.

A student is considered compliant with this requirement with the following:

- Documentation of fingerprinting results from Galen’s authorized provider.
- Documentation of drug screening results from Galen’s authorized provider.

**Cardiopulmonary Resuscitation (CPR) Requirements**

All students are required to successfully complete a Basic Life Support (BLS) for Healthcare Providers course as approved by the American Heart Association (AHA). Students must produce a current and valid AHA BLS for Healthcare Providers card. Evidence of completing this course must be provided every two (2) years. Participation in clinical experiences without documented evidence of holding a BLS for Healthcare Providers card is prohibited and will prevent the student from attending clinical or practicum experiences.

A student is considered compliant with this requirement with the following:

- Copy of a current AHA BLS for Healthcare Provider CPR certification card.
- CPR certification expires two (2) years from the date issued. This certification must not expire during the student’s clinical experience. Failure to renew certification will prohibit the student from attending clinical or practicum experience.

**Clinical Dress Code**

While attending classes at Galen, students are expected to dress in a professional manner. When wearing scrubs on campus, only official Galen scrubs with the white embroidered Galen logo may be worn (classroom or clinical learning lab). Scrubs worn by students at their place of employment or in the clinical setting are not to be worn while on campus. Students must also not wear Galen scrubs in the healthcare setting. Please refer to the [Dress Code Policy](#) for complete information regarding dress in the classroom, clinical learning lab, and clinical areas.

**Clinical Confidentiality**

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), all information regarding patients or former patients is considered confidential and protected health information and is to be used solely for clinical purposes as part of the educational curriculum.
STUDENT POLICIES & GENERAL INFORMATION
General Attendance Policies

Learning activities designed for each lecture, clinical learning laboratory, simulation laboratory, and clinical experience provide students with essential information and practical experience. Failure to attend and participate in any of these scheduled learning opportunities prevents acquisition of the knowledge, skills, and competencies required to master the increasingly complex theoretical knowledge and clinical applications which support progression through the curriculum. As a result, prompt arrival and attendance is an expectation, just as it will be in your career as a nursing professional. It is our policy that each faculty will record and report attendance for each scheduled class, laboratory, or clinical experience.

Attendance will be taken for all classes (theory, laboratory, and clinical experiences). It is the student’s responsibility to attend all classes, on time, and for the entire designated time.

Students who violate the dress or behavior code will not be permitted to attend or remain in the class, laboratory, simulation laboratory, or clinical experience and an absence will be recorded. Students must wear a Galen-issued student ID card at all times while on campus and at clinical sites. Students who violate the dress or behavior code will also be subject to the Disciplinary Process.

Online Course Attendance Policy

Regular online attendance is vital to student academic success and is required for all students. Attendance is tracked on a weekly basis. Attendance is recorded by completing academic activities. Each day a student submits an academic activity, they will be marked as present (in attendance). The date of the last academic activity will serve as the official Last Day of Attendance (LDA). Students are required to complete a minimum of one academic activity each week to be marked in attendance. Attendance is recorded on the day of the submission regardless of the assignment due date. Students who fail to submit at least one academic activity per week will be marked absent for the respective week. A student who fails to complete an academic activity for 14 consecutive days within the term will be dropped from the course.

The following items are considered academic activities:

- Participating in a faculty led Threaded Discussion, Blog or Wiki.
- Submission of an assignment to a drop box in the online classroom.
- Submission to the online classroom of an assessment, quiz, exam, pre-unit test, post-unit test, or practice exam.
- Submission to the online classroom of a mandatory course survey.

Note: Emailing your course faculty member does not count as an academic activity.

Meeting the attendance requirements does not indicate that the student has completed all of the required coursework for the week and attendance is not the same thing as participation. The faculty determines participation requirements and how they relate to a student’s grade.

ADN Program: If the student does not attend a scheduled theory or lab class for two (2) consecutive calendar weeks, the student will be dismissed from the course.

PN Program: If the student misses ten (10) consecutive days or 10% of the scheduled hours in a quarter, the student will be dismissed from the program.

Students who violate the dress or behavior code will not be permitted to attend or remain in the class, laboratory, simulation laboratory, or clinical experience and an absence will be recorded. Students must wear a Galen-issued student ID card at all times while on campus and at clinical sites. Students who violate the dress or behavior code will also be subject to the Disciplinary Process.
Clinical Attendance Policies
In order to ensure continuity of patient care, a student must notify the clinical faculty of an absence prior to the start of a clinical experience. To the extent that student clinical absences do not allow the faculty to fully evaluate the student, a course failure may result even if a student only misses one clinical experience. In order to maintain patient safety, the faculty may dismiss the student from the clinical area with instructions to remedy the problem if the student is not prepared for the clinical experience. Such dismissal will be documented as an absence.

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<table>
<thead>
<tr>
<th>ADN Program</th>
<th>For Courses with 71 Hours or Less in Clinical</th>
<th>For Courses with 72 Hours or More in Clinical</th>
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<tbody>
<tr>
<td>Course Absences</td>
<td>Student Will:</td>
<td>Course Absences</td>
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<tr>
<td>1st clinical absence</td>
<td>Be placed on probation.</td>
<td>1st clinical absence</td>
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<td>2nd clinical absence</td>
<td>Receive an “F” for the course.</td>
<td>2nd clinical absence</td>
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<tr>
<td>3rd clinical absence</td>
<td>Receive an “F” for the course.</td>
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Military Attendance and Withdrawal Policy
Any student called to active duty, specialized training, or for disaster relief efforts may receive an excused absence for reasonable class time missed. Should the required military leave result in the student missing more than a reasonable amount of class time, the student may withdraw from all courses. Alternatively, with the permission of the program director, a student may receive an incomplete on all courses registered. Students should refer to the Incomplete Policy for additional information.

Request to make up missed class time due to military obligations
For those students wishing to receive an excused absence for military obligations, an official copy of the military orders must be submitted to the Registrar’s Office. Any request to make-up missed class time must be made within a week of receiving official notification by the military service. Students seeking an excused absence for class time missed due to military obligations will be considered absent for the day(s) until missed course content is completed. If the student is unable to complete missed course content, the absence will remain in effect and will be subject to the consequences outlined in the General Attendance Policy.

Hours of Operation
Faculty office hours will be noted in the appropriate course syllabus. Full-time faculty members are available to provide student advisement and academic counseling. Staff members will be available in the administration office from 8:00 a.m. - 5:00 p.m.

Academic Calendar and Holidays
Offices are closed and no classes will be held at Galen on these holidays:
- New Year’s Day
- Martin Luther King, Jr. Day
- Memorial Day
- Fourth of July
- Labor Day
- Thanksgiving Day and the Friday following
- Christmas Day

Galen will be open and in session on all other national holidays. If students desire to observe any of these holidays, they must notify the Program Director in writing at least three school days prior to the holiday. Students will be accountable and responsible for all course material covered on that particular day. The absence will be recorded but not counted in any corrective action. The current Academic Calendar can be found under Other Resources.
Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student’s education records within 45 calendar days of the day Galen receives a request for access. A student may request access to the student’s education records by completing a “Request to Inspect and Review Education Records” form and submitting it to the Registrar. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student may request that Galen amend an education record by completing a “Request to Amend Education Records” form and submitting it to the Registrar.

If Galen decides not to amend the record as requested, Galen will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide written consent before Galen discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. A student may consent to Galen disclosing personally identifiable information from the student’s education record (to parents, spouses, or other individuals) by completing an “Authorization for Release of Education Records” form and submitting it to the Registrar.

Galen discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Galen in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Galen has contracted as its agent to provide a service instead of using Galen employees or officials (such as an attorney, auditor, Galen clinical partner or preceptor, or collection agent); a person serving on the Board of Directors; a student serving on an official committee, such as a disciplinary or grievance committee; or a person who manages student education record information (such as the National Student Clearinghouse).

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Galen.

In accordance with FERPA, a student’s education records are maintained as confidential by Galen and, except for a limited number of special circumstances listed in the law, will not be released to a third party without the student’s prior written consent. The law, however, does permit Galen to disclose student “directory information” without obtaining prior consent of the student. Galen defines “directory information” as a student’s name, enrollment status (full-time or part-time; PN/VN or RN); dates of attendance; degrees awarded; and honors and awards received.

A student may request that Galen not disclose some or all of the information above without the student’s consent by completing a “FERPA Directory Information Opt-Out” form and submitting it to the Registrar’s Office on or before the first class day of the term for it to be applicable to that term. If directory information is released prior to the Registrar receiving the opt-out request, Galen may not be able to stop the disclosure of directory information. Directory information of a student who has opted-out from its release will remain flagged until the student requests that the flag be removed by completing and submitting the revocation section of the “FERPA Directory Information Opt- Out” form to the Registrar’s Office.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Galen to comply with the requirements of FERPA.

Please refer to the Consumer Information Brochure attached to the Financial Aid Packet for more information on the Family Education Rights and Privacy Act or pick up a copy in the Financial Aid Office.

The name and address of the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
Transcripts

Student transcripts will remain a permanent record at Galen. Official copies of a student’s transcript will be sent to employers or other schools at the student’s request. Students will be provided one free copy of their transcript at graduation; however, a transcript fee will be charged for additional copies requested. Requests for transcripts will be denied if the student has outstanding bills with Galen. Release forms for transcripts are available from the administrative office. Please allow approximately two weeks from the time of the request to receive a transcript.

Email and Communications

Communications from the administration or faculty will be conducted primarily through Galen provided email accounts. Galen provides our students with a customized version of Microsoft Live@edu, which gives students free email for life, calendar, personal web pages, as well as the ability to have group discussions with other students. Enrollment is mandatory and students are given enrollment and usage instructions during orientation. Additional information from the administration or faculty will be posted on the bulletin boards located in the student lounge area. Posted information may include policies and job opportunities. Additional information may be posted in classrooms. Students are responsible for keeping themselves informed about current policies and information updates by reading current bulletin board postings and checking their Galen email accounts on a weekly basis.

Loss of Personal Property

Galen does not assume responsibility for the loss of personal property.

Name Change

Students may change their name on their official record by legally changing their name and providing an updated social security card to the Registrar’s Office. Once the name change has been processed, the Registrar’s Office will change the student name on all official documents, including transcripts, diplomas and academic records. The Registrar’s Office will also issue an updated ID card and update the student’s email address to reflect the new name. Legal birth names will be stored in the student information system for archival purposes. Students may contact the Registrar’s Office for additional information.

Identification Cards

Each student must have a current picture identification (ID) card and is expected to display the ID card at all times while on the Galen campus or while attending clinicals. Students must wear a Galen-issued student ID card above the waist with the name and picture facing out. Students who violate the dress or behavior code will not be allowed to stay in the classroom or the clinical site and an absence will be recorded for that class or clinical.

Students who violate the dress or behavior code will also be subject to the discipline procedure. Identification cards will be issued at the start of the program. In order to receive an identification card a student must present two forms of identification, one of which must be a picture ID. Acceptable identification includes driver’s license and social security card. Students will not be admitted to clinical sites without a valid identification card. The ID card allows students to use the library resources and to enter Galen clinical facilities. ID cards must be turned in when a student graduates, withdraws, or is dismissed from the program. A replacement fee will be charged for lost cards.
Dress Code

While attending classes at Galen, students are expected to dress in a professional manner. The academic administration shall be the final judge as to neatness and cleanliness of wearing apparel and whether or not such apparel is appropriate, distracting, or in violation of health and safety rules. Students must wear a Galen-issued photo identification (ID) card at all times while on campus or at clinical sites. Students who violate the dress code will not be allowed to stay in the classroom or the clinical site and an absence will be recorded for that class or clinical experience. When wearing scrubs on campus, only official Galen scrubs may be worn (classroom or clinical learning lab). Scrubs worn by students at their place of employment are not to be worn while on campus. Students must also not wear Galen scrubs in the healthcare setting.

Classroom Dress

Each student has the responsibility to dress appropriately for the school environment. Apparel shall be such that it does not disrupt the classroom atmosphere, become unusually distracting to the opposite sex, or violate health and safety rules of the school. All dress and grooming shall conform to rules relating to health and safety, and all such rules shall be enforced. These minimum standards of dress and grooming shall apply to all students.

- A Galen-issued photo identification (ID) card must be worn at all times. Placement of the ID is to be above the waist.
- Student dress and grooming shall be neat and clean.
- Shoes, sandals, and flip-flops may be worn.
- No see-through garments shall be worn.
- No midriff shirts/blouses, halter tops sundresses or spaghetti strap clothing shall be worn; men’s shirts must have sleeves.
- Form-fitting leotard/spandex type of clothing of any fabric shall not be worn without proper outer garments. Leotard/spandex type clothing of any fabric is not considered a substitute for pants.
- All shorts, skirts, and dresses must be at a length that is at least knee length.
- Pants must be hemmed so they do not touch the ground and worn with the waistband at the waist.
- No clothing or tattoo shall be worn which displays profanity, violence, sexually suggestive phrases, gang related symbols, alcohol, tobacco, drugs or advertisements for such products or other phrases or symbols which are inconsistent with an educational environment.
- Sunglasses shall not be worn inside school buildings during regular school hours unless required by physician.
- Hairstyles and hair colors and other fashions or styles that are disruptive to the school environment or educational process are prohibited.
- Bandannas are prohibited on school grounds. No hats, ball caps, headbands or head scarves are permitted to be worn while in the building. For special circumstances only, appropriate headwear based on a student’s religious affiliation or health status is allowed with the permission of the Dean or Program Director.
- No cellular phones or pagers are allowed in the classroom.

Clinical Dress

Students are guests in the clinical settings and are representatives of Galen. Your standard of professional care and dress represent you as an individual, your role as a student, and your future profession. A professional appearance supports the confidence and competence you provide to clients, client families, and other health care team members in the clinical setting.

Students attending a clinical site are required to abide by the following:

- Official Galen white uniform and blue embroidered logo that is pressed and wrinkle-free. Lab coats are required at some clinical sites. Some clinical sites may require special dress attire other than the Galen uniform (for example, mental health or incarceration facilities).
- A Galen-issued identification card must be worn at all times in the clinical areas. If Galen ID card is not allowed by facility, a substitute name tag will be given and must be worn at all times while at the clinical site.
- White or navy cardigan style sweaters may be worn in clinical areas if in compliance with affiliating agency rules. Sweaters are to be a solid color.
- Plain white hose (if student is wearing a dress).
• Plain white socks (if student is wearing pants). Socks must be over-the-ankle and logo free.
• Uniform pants must be hemmed so they do not touch the ground and worn with the waistband at the waist. Uniform pants worn as hip-huggers or in a drop waist fashion are not allowed. Pants must be straight leg style. Flare bottoms are not considered to be part of Galen’s standard uniform.
• White or neutral brief-style underwear consistent with natural skin tone
• Only plain white turtlenecks or white short-sleeved t-shirts can be worn under the uniform top. A plain, short sleeved, white t-shirt should be worn by students to cover visible cleavage or chest hair.
• All clothes must be clean and shoes polished.
• White closed toe and closed heel leather or leather-type shoes without color ornamentation with white shoelaces. Shoes must be clean. If shoes are leather, they must be polished.
• The only jewelry which may be worn include a watch with a second hand, a single ring (plain band only), and small stud earrings. If earrings are worn, only one pair of small stud earrings are permitted. Necklaces and/or chains are not permitted.
• Tongue, nose, eyebrow, or other facial piercing ornaments are not allowed. Other visible body piercings are not permitted.
• Tattoos are not to be displayed at any time. If clothing does not cover the tattoo, it must be covered with a plain neutral color bandage, or appropriate concealing make-up.
• Fingernails must be clean, rounded in shape, and no longer than the end of the fingertip. Nail polish may not be worn. No artificial nails are permitted.
• Heavy perfume or aftershave is not permitted.
• Make-up for women should be moderately used and applied.
• Hair must be up and off of the collar and face. Ponytails, braids, and long bangs must be pinned up or back so they do not fall into the face. Non-decorative barrettes, scrunchies, and hair clasps may be worn.
• Hairstyles and hair colors and other fashions or styles that are unconventional to the professional clinical environment are not allowed. For men, beards, mustaches, and side-burns must be clean and neatly trimmed.
• No hats, ball caps, or headbands are permitted. For special circumstances only, appropriate headwear based on a student’s religious affiliation or health status is allowed with the permission of the Dean or Director.
• Cellular phones and pagers must be turned off while at the clinical site.
• Chewing gum or tobacco products are not permitted when in client care areas.
• Stethoscopes are to be clean and placed in the student’s uniform pocket or lab coat when not in use. Due to potential health and safety risks, they are not to be worn around the neck when not in use.

Clinical Learning Lab Attire:
Participation in the Clinical Learning Lab requires the same expectations for appearance as the clinical setting in addition to the following:
• Students are required to wear the approved Galen blue scrub with white embroidered Galen logo.
• Students are permitted to wear solid blue long sleeve t-shirts or turtlenecks under their blue scrubs.
• Students are required to wear white, closed toe and closed heel, leather or leather-type shoes without color ornamentation with white shoelaces. Shoes must be clean. If shoes are leather, they must be polished.
Copyright Infringement Policy

The Higher Education Opportunity Act of 2008 (HEOA) requires institutions of higher education to combat the unauthorized distribution of copyrighted materials by users of the institution’s network. The information presented in this policy is intended to meet the requirements of the HEOA as specified in the final regulations published by the United States Department of Education on October 29, 2009, in 74 FR 55902; and in the Dear Colleague Letter dated June 4, 2010 (DCL ID: GEN-10-08)

The regulations mandate “that an institution must have developed and implemented written plans to effectively combat unauthorized copyrighted material and that the institution will offer alternatives to illegal downloading or peer-to-peer distribution of intellectual property.”

Galen College of Nursing provides Internet access for students as part of the physical and social learning infrastructure as well as develops and maintains computer networks, and a variety of related support systems. While personal use of Galen Internet access through Galen-owned computers or Galen wireless networks is permitted, students should be aware that abuse of Galen Internet resources can carry severe consequences. All existing federal and state laws and internal policies apply, including those not only specific to computers and networks, but also those that prohibit the misuse, theft, or vandalism that applies to software, data and physical equipment.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

File sharing, through popular peer-to-peer (P2P) networks, or the direct download of copyrighted works can be used in legal and enriching ways; however, these services can also be utilized to obtain and share content to which users have no legal right. United States copyright law protects the creators of this content (often the media of music and film) against infringement by providing severe penalties in cases of copyright violation. Galen students who engage in unauthorized distribution of copyrighted material, through downloading and sharing, are subject to the full extent of U.S. copyright law; including both civil and criminal penalties.

Summary of Penalties

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed.

For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

In addition to civil penalties, Galen students who abuse school-provided network resources will be subject to internal policy actions.

- First offense: letter of warning, advising the student that he or she is in violation of Galen network policy.
- Second offense: suspension from the use of Galen network resources, including library resources, for an appropriate length of time.
- Third offense: dismissal

Notice

This information is provided for the benefit of students in order to create greater awareness of the potential consequences of illegally downloading and/or distributing copyrighted works. Galen College of Nursing assumes no liability for misuse of Galen Internet resources; as such, students who choose to violate United States copyright law by utilizing Galen Internet resources will be solely liable for their actions.

For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially the FAQs at www.copyright.gov/help/faq.
Conclusion
Under 34 CFR 668.14(b)(30), an institution, as a condition of participation in any Title IV, HEA program, must have developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution’s network without unduly interfering with the educational and research use of the network. As such, Galen’s plan includes:

- At least one or more technology-based tool to deter copyright infringement.
- Mechanisms for educating and informing the community about appropriate use versus inappropriate use of copyrighted material.
- Procedures for handling unauthorized distribution of copyrighted material.
- Procedures for periodically reviewing the effectiveness of the plan to combat unauthorized distribution of copyrighted materials by users of the institution’s network using relevant assessment criteria.

Galen College of Nursing’s copyright infringement policy has been provided for the purpose of student wellbeing, but is not intended as a substitute for legal advice. Should you have questions or concerns regarding Galen’s policy, contact the Compliance Office at 502.410.6200.

Cross Reference:
DCL GEN-10-08, 34 CFR 668.43(a) (10), 668.41(c), Title 17 United States Code § 106, 504 505

Intellectual Property
Faculty, staff, and students will promptly disclose and describe to the Office of the President of Galen all instructional devices or techniques; software; online course developments or changes made, developed, or conceived by such faculty, staff, and students, either alone or with others and in the scope of employment, enrollment, or consultation for inclusion in Galen’s curriculum, the teaching of a course, or to improve operations. All rights to such intellectual property, including copyright, patent, and the derivation of revenue, are and remain the sole right and property of Galen, unless separately agreed to in writing. Any exemptions to this policy shall be considered on a case-by-case basis.

The rights to traditional products of scholarly activity such as articles for publication, and the review or development of textbooks, shall be retained by the creator of such scholarly activity.

Galen’s curriculum content and all associated materials¹ are considered property of Galen and are, therefore, considered confidential information and are not to be shared with outside persons or agencies unless required by law or upon written authorization by the Vice President of Academic Affairs.

This policy shall extend and apply to a student of Galen to the extent such student may participate in activity covered by this policy.

This policy creates an understanding which is binding on Galen and on its faculty, staff, and students. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by the following procedure:

1. The issue must first be submitted to the Office of the President of Galen in the form of a letter setting forth the grievance or issue to be resolved. The Office of the President of Galen will review the matter and then advise the parties of its decision within sixty (60) days of submission of the letter.

2. If any of the parties to the dispute is not satisfied with the Office of the President’s decision, the party may seek binding arbitration in Louisville, Kentucky and in accordance with the Rules of the American Arbitration Association then in effect. Judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. The arbitrator(s) will give some weight to the decision of the Office of the President of Galen in reaching a decision. The losing party of the arbitration hearing will pay for all costs of the arbitration unless the arbitrator(s) specifies otherwise.

¹"Associated materials” include, but are not limited to, lectures; handouts; tests and test keys; and presentations.
STUDENT SERVICES
Student Orientation

A mandatory orientation program is offered to familiarize students with the program and services provided by Galen. Prelicensure students will have an opportunity to meet the Dean, Program Director, faculty members, staff, and other students. Students must attend orientation or make arrangements for an orientation prior to starting classes. Failure to attend orientation may result in a loss of student's place in class.

Various school policies and procedures will be covered, including but not limited to: Attendance, Grievance Procedure, Dress Code, and Code of Conduct.

Liability Insurance

Galen carries general and professional liability coverage for students through CNA Insurance Company. This coverage insures students in their capacity as a student nurse at the clinical facility.

Academic Advisement

For academic assistance, students may schedule an appointment with faculty members, who can assist with study skills as well as address other academic needs.

Personal Counseling

Galen is committed to helping students progress successfully through the academic challenges for its nursing programs. A school counselor is available, at no cost, to provide confidential guidance for a wide variety of personal issues, such as test anxiety, learning struggles, interpersonal conflict, family struggles, depression, and anxiety.

Career Placement Counseling

Galen provides career placement counseling for students. As Galen is notified of job opportunities, listings will be provided. Both the Program Director and staff advisors will counsel a student in pursuing job openings for which he or she is qualified. All job listings will be posted on the student communications bulletin board.

Galen does not guarantee job placement.

Library/Learning Resources

The Library/Learning Resource Center is open to all enrolled students. Galen has extensive online library resources for students to use. The Galen online library includes most of the items found in a large physical library, but with the benefit of being able to be viewed by multiple students at one time and never being out of circulation, or off the shelf, when the student needs it. There are five databases available, with full text journal selections containing nursing, general studies, research, and science-related holdings.

The library website provides access and links to over 20 different categories of materials, including online dictionaries, online encyclopedias, medical encyclopedias, medical dictionaries, medical reference audio, visual and interactive nursing and medical sites, government links, disease-specific information, and pharmacology sites, among many others.

Galen supplements its online resources with physical holdings, which have been cataloged at each Galen campus and all are available for quick shipment to any campus that requests it. Frequently requested titles, such as NCLEX® question books, are available at all campuses.

Wireless Internet Access

Wireless Internet access is available for students. To access the network, please contact the Librarian at (502) 410-6278 or the Campus Technology Coordinator at (502) 410-6209 for the network name and password.
HEALTH & SAFETY PRECAUTIONS
MEDICAL EMERGENCY, POLICE OR FIRE – CALL 911

Health Services
Health services provided at Galen are limited to first aid treatment only for minor injuries. At the Main Campus, first aid kits are located in the fourth floor staff break area, the third floor student break area, the second floor library, and the first floor staff break area. At the River Green campus, first aid kits are located in the student and staff break areas. Because nearby medical facilities are easily accessed, emergency medical treatment is always available. Students are responsible for charges incurred.

Infection Control
While enrolled in healthcare courses, students will be expected to comply with standard precautions and preventive measures as published by the CDC in Atlanta, Georgia. The guidelines are incorporated into Galen College’s curriculum and will be reviewed during orientation.

Building Regulations
Complex flammables, such as gasoline, kerosene, naphtha, and benzene or explosives, or any other article intrinsically dangerous are not allowed on the premises.

No bicycle or other vehicle shall be allowed inside the building. No animals, except seeing-eye dogs shall be allowed inside the building. Premises shall not be used for cooking, as opposed to reheating of food, lodging, sleeping, or for any immoral or illegal purpose.

Parking
Parking is not provided for students. Public parking is available. Galen assumes no liability for damage or loss to you or your vehicle or its contents on Galen property.

Electrical Storms
In the event of a severe electrical storm, Galen staff will notify students and faculty of when to turn off all electrical equipment and when power may be restored.

Power Failures
When a power failure occurs, all those currently using equipment should turn off the equipment. Administrative staff will verify that all equipment has been turned off.

Cancelled Classes or Clinical Experiences
When classes are cancelled students will learn about the closing via:
- Galen website
- WAVE 3, FOX 41, and WHAS 11 stations
- Student e-mail
- Rave Alert system

If weather becomes severe during the day, Galen will announce, if necessary, early departure. The decision regarding early dismissal from class or clinical will be made by the Dean or Program Director.

Delay of Day Classes/Clinical Experiences
Galen will announce closings/delays via the Galen website, WAVE 3, FOX 41, WHAS 11, and the Rave Alert system. Galen officially opens at 8 AM so the delay would be from the time Galen officially opens (example: a 1-hour delay indicates that students report to classes and clinical experiences that they are regularly scheduled to attend at 9 AM). A delayed schedule applies to classes held on campus and in clinical facilities. Clinical Faculty are required to make the clinical site aware of the time students will be in the facility.

Evening Classes
Information about cancelling evening classes and clinical experiences will be communicated via the Galen website, WAVE 3, FOX 41, WHAS 11, and the Rave Alert system by 4:00 p.m.

Life Safety Systems
Emergency exit lights are located at all suite exit points. Fire extinguishers are located in several locations throughout the building. The location of all extinguishers is marked on the Emergency Evacuation Map. The Emergency Evacuation Map is located near the door of all classrooms, the clinical learning laboratory, the student lounge, and within the administrative offices in several locations.

Children
Children can be very disruptive in the classroom and are not allowed in Galen during regular class hours.

Food and Beverages
Eating or drinking is not permitted in any of the classrooms or hallways.

Smoking
Galen is a smoke-free facility.
Fire and Evacuation Plan
A fire and evacuation plan is posted in each classroom, library, and clinical learning lab. The plan instructs students, faculty, and staff on the actions to be taken before, during and after a fire emergency or disaster. The plan is also highlighted in student orientation. Classroom and clinical learning lab safety complies with OSHA guidelines. Disaster (fire) drills will be held periodically in compliance with state and local regulations.

Fire Procedures
- Anyone sighting fire or smoke should obtain the nearest fire extinguisher and operate according to instructions.
- A member of the administrative staff should be immediately notified.
- Administrative staff will call 911 and give instructions for building evacuation.

Medical Emergency
The Medical Emergency Policy provides for emergency medical care for Galen students, employees and visitors as required. All Galen students, faculty and staff will be provided with a Medical Emergency Policy to ensure that medical emergencies receive appropriate treatment as quickly as possible. If an individual becomes ill, is physically injured, or has an accident on Galen premises, the following shall apply:

A. Remain calm.
B. Assess the situation.
   i. If the person is conscious ask them if anything hurts. If unconscious, gently inspect the person for obvious signs of injury.
   ii. Do not move the person, especially if they indicate any pain, unless there is a threat to life to leave them in that location.
C. Call 911 if the person is injured or unresponsive. Stay on the phone with the dispatcher until they hang up. Be sure to indicate to which floor the responders should report. Send someone to meet the emergency medical services and rescue crews at the building entrance.
D. Summon a nursing faculty member to assess the situation.
E. Do not jeopardize your health or the health of others. Wait for Emergency Medical Services or a faculty member if unable to properly administer first aid protocols.
F. Do not administer or provide the individual with any medication.
G. Remain with the injured or incapacitated individual until help arrives.
H. To the extent possible, comfort the individual and reassure them that medical assistance is on the way.
I. Once emergency medical services arrive, provide the teams the space to administer first aid or medical services. Stay close in case any questions need to be answered.

If a student becomes ill, is injured, or has an accident at a clinical site, the faculty member must provide for the safety of all Galen students and follow all applicable policy and procedures of the clinical site.

Student Emergency Information
All Galen students will be requested to provide their personal emergency contact information upon enrollment. Students are responsible for keeping their emergency contact information up-to-date. Student emergency contact information can be found by contacting the campus Registrar during normal business hours or the Evening Coordinator or designee during the evening class hours.

Employee Emergency Information
All Galen employees will be requested to provide their personal emergency contact information upon employment. Employees are responsible for keeping their emergency contact information up-to-date. Employee emergency contact information can be found by contacting the campus HR representative during normal business hours or the Evening Coordinator or designee during the evening class hours.

Individuals are responsible for the costs of their medical services.

Incident Reporting
Incident Reports must be completed for any uncommon incident involving student or faculty which results in a potential for injury, or actual injury or damage (including theft), to the following: patient, visitor, student, Galen employee, clinical site employee, Galen or clinical facility property, or public reputation. These reports must be completed within 24 hours of the incident and submitted to the Dean or Director of Campus Operations within 48 hours. Incident Report forms can be found at https://resourcecenter.galencollege.edu/student/success/campus/#campus-student-success.
Campus Security

Students witnessing or who are victims of alleged criminal activities are encouraged to report them immediately and accurately to the Program Director/Dean or faculty member present. The Program Director/Dean or faculty member will determine the need to contact the appropriate law enforcement agencies after consulting with the President or President’s designee. A criminal activities report will be completed by the student and the Program Director/Dean or faculty member. A copy will be forwarded to the President or President’s designee. These reports will be kept in a criminal activities file and reviewed quarterly by the Admission Committee to determine the effectiveness of the campus security policy. Criminal Activities Report forms can be found at https://resourcecenter.galencollege.edu/student/success/campus/#campus-student-success.

Statistics concerning the reports of the occurrence of any criminal offenses on campus will be kept for a three year period. These offenses will include murder; rape; robbery; aggravated assault; sexual assault, domestic violence; stalking; burglary; motor vehicle theft; liquor law violations; drug abuse violations; and weapons possessions as defined by the jurisdiction where the school is located. Students who are arrested or indicted or know of a student who is arrested or indicted are encouraged to immediately inform the Program Director/Dean. Students arrested or indicted will be placed on investigative suspension, and the Disciplinary Process described in the Student Code of Conduct will be followed.

When a student is arrested or indicted, the Program Director/Dean shall place the student on investigative suspension. The Admission Committee shall review the facts and make recommendations to the Program Director/Dean. The Program Director/Dean shall determine whether the student should be:

- Allowed to continue school;
- Released from the program; or,
- Given time off until more information is obtained.

The arrest or indictment of a student shall not delay his/her expulsion if the process was underway at the time of arrest or indictment.

Administrative Discretion Necessary - The Program Director/Dean must remember that an arrest or indictment is an accusation of wrongdoing and, as yet, unproved. Further, a student's behavior during non-school working hours is not a concern of Galen unless it affects the student's performance, the performance of fellow students, the health and safety of clients, or legitimate interests of Galen.

Students should be kept informed by school administration of any changes to their enrollment status that may be affected by circumstances surrounding an arrest or indictment.

Expulsion May Be Necessary - The decision to expel an arrested or indicted student may be made only when there is a clear and pressing need, for example:

- The student is incarcerated. Extenuating circumstances may include: inability to raise bail; detention without bail.
- The student's presence at school would cause substantial physical disruption to the school.
- The crime for which the student is accused is of such a grave nature that it adversely affects legitimate Galen/clinical site interests.
- The nature of the crime is such that allowing the accused to continue presents a "good faith" probability of harm to other students, clinical site clients or visitors.

For the security of students, faculty, and staff, access to the facilities will be limited to regular operating hours that are posted on the bulletin board in the student lounge. Access is at all times limited to faculty, staff and students. After regular operating hours, the facility will be locked and access is limited to the authorized personnel and those with the Program Director/Dean’s prior approval.

Bomb Threat

In case of a bomb threat, immediately contact an administrative staff member who will contact the Program Director/Dean or designee. The Program Director/Dean or designee will call 911 to reach the police and make an evacuation decision.

In the event of a bomb threat made by phone, the person receiving the call should attempt to record the following:

1. Date
2. Time of call
3. Time bomb scheduled to go off
4. Location of bomb
5. What does the bomb look like
6. Who is making the threat
7. Why is the threat being made
8. Text of the conversation
9. Description of caller:
   - Caller: male, female, adult, juvenile
   - Accent: local, regional, foreign
   - Speech: fast, slow, distinct, slurred, stutter
Latex

Latex is a naturally occurring substance obtained primarily from the rubber tree. It is used in a variety of household and medical products, such as bandages, toys, balloons, erasers, rubber bands, elastic, stethoscope tubing, blood pressure cuffs, simulation mannequins, and personal protective equipment, including gloves. A latex allergy is a reaction to certain proteins contained in latex rubber. The amount of latex exposure needed to produce sensitivity or an allergic reaction is unknown and varies greatly by individual. Increased exposure to latex proteins increases the risk of developing sensitivity and allergic symptoms. In sensitized persons, symptoms may begin within minutes of exposure; but they can occur hours later and can be varied. Mild reactions to latex involve skin redness, rash, hives, or itching.

More severe reactions may involve respiratory symptoms such as runny nose, sneezing, itchy eyes, scratchy throat, and asthma (difficult breathing, coughing spells, and wheezing) or shock. (Centers for Disease Control and Prevention: http://www.cdc.gov/niosh/docs/98-113/). In addition, according to the U.S. Food and Drug Administration (FDA), products with labels such as “latex-free,” “does not contain natural rubber latex,” or “does not contain latex” are not accurate because it is not possible to reliably assure that there is an absence of the allergens associated with hypersensitivity reactions to natural rubber latex in the medical product. The FDA notes that such labeling may give consumers a false sense of security (FDA: http://www.fda.gov/MedicalDevices/DeviceRegulationandGuidance/GuidanceDocuments/ucm340972.htm).

Healthcare workers can have an increased risk of developing latex sensitivity or allergy due to their increased exposure to products containing latex proteins in the health care environment.

Galen strives to provide a safe learning environment, but is not able to provide one that is completely latex-free. Exposure to latex may occur in the home and in the community, including clinical sites. Students and employees are responsible for managing their own personal health and healthcare in a responsible manner for their own safety and the safety of others. Students or employees who believe that they have a latex allergy or sensitivity or who develop allergic symptoms are responsible for contacting their personal healthcare providers and following all recommendations and precautions prescribed by the healthcare provider. Galen will work with students to provide a learning environment consistent with the recommendations and precautions prescribed by their healthcare providers. If symptoms of latex sensitivity or latex allergy occur at Galen, the Medical Emergency policy and procedures must be followed.

Drug Free Policy

Galen is concerned about the potential adverse effects of alcohol or other drug use on student health and safety, as well as academic performance and patient care. Students are expected to report to class and clinical agencies in the appropriate mental and physical condition conducive to learning and the provision of safe patient care.

Students accepted to the nursing programs may be subject to additional fingerprinting and/or drug screening requirements based on clinical affiliation agency policy, and agree to such screening as a condition of enrollment. When fingerprinting and/or drug screening is required, the student will be notified by Galen and given instructions on how to complete screening requirements.

Galen reserves the right to revoke admission based on an adverse fingerprint or drug screening.

All students are hereby notified:

1. That the unlawful manufacture, distribution, possession, or use of a controlled substance in the school is prohibited;
2. That violation of this prohibition will result in discharge or other appropriate actions;
3. That as a condition of enrollment, each student agrees that they will abide by the terms of the above statement, and will notify the Program Director of any criminal drug statute conviction for a violation occurring in school no later than five days after such conviction;
4. All employees and students must certify that, as a condition of enrollment, employment, or receiving of financial aid, he or she will not engage in the unlawful manufacture, distribution, dispensation, or the use of a controlled substance during the period covered by employment or the period where federal financial assistance is used for education;


Policy
As required by the Federal Drug-Free Schools and Communities Act Amendment of 1989, you are hereby notified by Galen that on Galen premises, affiliated clinical sites, or at other Galen sponsored events, activities specified as critical offenses will not be permitted. Students shall be prohibited from working, attending school, participating in clinicals or attending Galen related functions while under the influence of alcohol and/or the use of illicit drugs. The use of such substances by students on premises or at Galen related functions shall be prohibited. Such conduct by a student shall be considered a critical offense.

To protect the health and safety of all persons, the use of tobacco products is prohibited in the school physical facility and on the grounds. Violation of the policy is a serious offense that could result in disciplinary action up to and including expulsion.

Galen recognizes that substance abuse is a major problem that affects students, families, education, and communities. Galen strictly opposes any situation that interferes with a student’s safety, health and well-being, and anything that adversely affects academic performance, patient care, or is detrimental to the campus. To promote this goal and in accordance with the Federal Drug-Free Schools and Communities Act Amendment of 1989 and state law, Galen strictly prohibits the unlawful manufacture, distribution, possession, sale, or use of any illegal drugs, controlled substances, or alcohol while acting in the course of enrollment, on Galen owned, leased, or controlled property, while operating Galen owned, leased, or controlled equipment or vehicles, or at Galen sponsored functions. Students are required to report to their faculty use of any over-the-counter medication or prescribed medication that might impair a student’s ability to participate in the educational process safely or effectively. Any student who violates this policy is subject to disciplinary action up to and including dismissal.

Procedure
All students must, as a condition of their enrollment, adhere to this policy. Students are responsible for notifying the administration within five (5) days of any drug and/or alcohol related criminal conviction occurring on the campus or while enrolled as a student at Galen. Students must certify that, as a condition of enrollment or receiving financial aid, that he or she will not engage in the unlawful manufacture, distribution, dispensation, or the use of a controlled substance during the period covered by enrollment or where federal financial assistance is used for education. Violations of this prohibition will result in dismissal and/or other appropriate actions.

Galen reserves the right to take appropriate and lawful action to enforce this Drug and Alcohol-Free Campus Policy. These rights include drug and/or alcohol testing and inspection of any and all Galen and student property when the organization has a reasonable suspicion that this policy has been violated.

Galen may ask a student to submit to drug and/or alcohol testing at any time it is suspected that a student may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances:

- evidence of drugs or alcohol on the student’s person or in the student’s vicinity,
- unusual conduct or behavior on the student’s part that suggests impairment or influence of drugs and/or alcohol,
- involvement in an accident or injury event,
- negative performance patterns.

Galen reserves the right to conduct random drug and/or alcohol testing in order to assess compliance with this policy. Students may be selected at random for drug and/or alcohol testing at any interval as determined by Galen.

Students involved in school-related accidents that require off-site medical treatment or result in property damage will be tested for controlled substances and alcohol. Any student who refuses to be tested or violates this policy is subject to disciplinary action up to and including dismissal. Galen encourages students with drug and/or alcohol abuse problems to seek counseling and treatment.

Resources
In addition to the imposition of disciplinary sanctions as explained in this Code of Conduct including dismissal for such act, students or employees may face prosecution and imprisonment under federal and state laws which make such acts felony or misdemeanor crimes. Please visit the Galen website at [http://www.galencollege.edu/consumer-disclosures.html](http://www.galencollege.edu/consumer-disclosures.html) for listings of criminal offenses and penalties. The health risks associated with the misuse and abuse of drugs, including controlled substances and alcohol, include but are not limited to: Physical and psychological dependence; damage to the brain, pancreas, kidneys and lungs; high blood pressure; heart attacks; strokes, ulcers, birth defects; a diminished immune system; and death. See below for further listings of health risks. Galen is committed to helping students who seek assistance and further recognize and insure the confidentiality and privacy due students. Students are encouraged to consult with their school counselor, who is available by appointment, or with faculty members for referral to appropriate counseling services. For a listing of additional counseling services and support groups available, please visit [http://www.galencollege.edu/consumer-disclosures.html](http://www.galencollege.edu/consumer-disclosures.html).

Drug Law Violations - Eligibility for Title IV Funding
For the protection and welfare of all students and employees, Galen has established a drug-free policy. In addition to the civil and/or criminal penalties for a conviction for any offense during a period of enrollment for which the student was receiving Title IV, HEA program funds, under any federal or state law involving the possession or sale of illegal drugs, this conviction will result in the loss of eligibility for any Title IV, HEA grant, loan, or work-study assistance.

Annual Security Reports
It is the policy of Galen to inform prospective and current students and employees about campus security prior to entering classes or employment as well as annually thereafter.


Annual Security Reports can be found on the Galen website at [http://www.galencollege.edu/consumer-disclosures.html](http://www.galencollege.edu/consumer-disclosures.html).
the notification itself, and send the Rave Alert message. The notification will contain a brief summary of the situation and actions the message recipient should take. Notifications sent through Rave Alert will notify all students, all employees, or all students and employees. The system is designed with the speed and flexibility to enable Galen Administrators to deliver critical breaking news or other warnings to the campus instantly. Additionally, facilities management can simultaneously lock down main entrance/exit doors to the campus, upon request from the campus Dean. Campus Deans disseminate information to the larger community by contacting local radio and television stations, as well as having the information posted on Galen’s website.

The emergency response and evacuation procedures will be tested or utilized at a minimum of annually.

Illegal Drug Use and Alcohol Consumption
For the protection and welfare of all students, faculty and staff, Galen prohibits the unlawful manufacture, distribution, possession, or use of a controlled substance on school property or clinical sites. As a condition of enrollment or employment, each student and employee certifies that they will abide by the terms of the above statement. Violations of this prohibition will result in discharge or other appropriate disciplinary action. This policy is in compliance with the U.S. Department of Education and the Drug-free Schools and Communities Act Amendment of 1989. Students may refer to the Drug and Alcohol Abuse Support Services in their local area as well as having the information posted on Galen’s website at http://www.galencollege.edu/consumer-disclosures.html.

Sexual Assault
In the event of a sex offense, Galen encourages you to report the matter to a school official immediately. You also have the option of reporting the offense to local authorities, and we encourage you to remember the importance of preserving physical evidence to assist law enforcement should any future criminal prosecution be deemed necessary.

Galen encourages all students, faculty members, and staff members to contact local support service agencies such as Rape Relief Centers and Centers for Women and Families to obtain information that promotes the awareness of rape, acquaintance rape, and other forcible and non-forcible sexual offenses. Counseling, mental health, and other services are available in your local community for victims of sex offenses.

It is the school’s policy that should a Galen student be convicted of a sex offense, they will be subject to suspension and/or expulsion from all classes. Upon written request by the alleged victim of a sexual offense by a Galen student, Galen will disclose the results of any disciplinary hearing conducted by the institution against the alleged perpetrator of the crime or offense.

Procedures Following Reports of Pertinent Offenses
As outlined in the Campus Security Policy, Galen students arrested or indicted will be placed on investigative suspension, and the disciplinary process described in the Student Code of Conduct will be followed. Further, as stated in the Student Code of Conduct, willful or reckless endangerment of the physical or mental health of any person, including assaulting, threatening, intimidating, and stalking, is a Critical Offense, subject to dismissal from the College.

In the event of misconduct that may justify a student’s dismissal, the student shall be suspended immediately for no more than three school days while the incident is investigated by the Program Director. During the suspension period, the student shall be prohibited from participating in classroom, laboratory, clinical, and school-related activities.

Standards of evidence that will guide institutional conduct arising from reports of domestic violence, dating violence, sexual assault, or stalking include these:

- Decisions of local, state, or federal judicial officials assigned to rule in the case; and
- Potential disruption caused to any of the following by the arrested, indicted, or reported student’s presence at Galen:
  - the academic or clinical performance of the student,
  - the academic or clinical performance of other students,
  - the health and safety of patients, or
  - other legitimate interests of Galen.

Requesting Schedule Changes Following Alleged Offenses
Following an alleged incident of domestic violence, dating violence, sexual assault, or stalking, Galen will alter the class schedule of any student, upon that student’s request, to better meet the student’s needs, as long as the request is reasonable and options for alteration are available. Any student who wishes to present such a change request should contact the Program Director or Registrar at his or her campus. The option to make this request is available regardless of whether the alleged victim chooses to make a report to campus security officials or law-enforcement officials.

For more information concerning registered sex offenders, please visit http://kspsor.state.ky.us
NURSING PROGRAMS
Nursing Programs

Nursing Programs
Nursing program curricula are developed and regularly reviewed by the faculty. Program student learning outcomes, consistent with contemporary nursing practice, are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. The use of evidence-based practice is reflected via the incorporation of established professional standards, guidelines, and competencies into the curriculum. Examples of these standards and guidelines include, but are not limited to, the ANA Standards of Nursing Practice (2010); Quality & Safety Education for Nurses (QSEN) (QSEN, 2012); Lenburg’s Competency Outcomes Performance Assessment (COPA) Model (Lenburg, 1999); The National League for Nursing Educational Competencies Model for Graduates of Nursing Practice (NLN, 2010); Differentiated Essential Competencies (DECs) (Texas Board of Nursing, 2010); CDC Guidelines for Isolation Precautions (CDC, 2007); and the National Patient Safety Goals (NSPGs) (The Joint Commission, 2011).

Simulation
Simulation in nursing is an important teaching modality. It can be used to portray and mimic the basic care and comfort needs of the patient utilizing the nursing process, Quality and Safety Education for Nurses (QSEN), and National Patient Safety Goals (NPSG). Simulation can be used to focus on the care of patients throughout the lifespan experiencing common and complex acute health problems related to the concepts of protection, oxygenation, tissue perfusion, mobility, sensation, cognition, nutrition, metabolism, bowel and bladder elimination, and fluid and electrolyte imbalance. Learners are challenged to develop critical thinking skills, apply psychomotor skills and concepts, perform assessments, and use ISBARR (I=Identify Self, S=Situation, B=Background, A=Assessment, R=Recommendations, R=Read Back Orders), to communicate in a group setting through both oral and/or written means. Each simulation activity concludes with a facilitated debriefing process where the actions, thoughts, feelings, skills, and legal/ethical responsibilities of the group are discussed so that all may learn in a safe, simulated environment.

Simulated experiences are designed to support student achievement of course student learning outcomes. Simulated experiences may be video recorded for the purpose of teaching and evaluation during debriefing only and will not be archived.

Clinical Learning Laboratory
The clinical learning laboratory provides the student the opportunity to learn and practice nursing skills. The learning laboratory experience helps the student apply nursing concepts to real life patient situations. Learning laboratory experiences are designed to support student achievement of the course student learning outcomes.

References
Baccalaureate Degree in Nursing Program Description

Galen’s RN to BSN completion program is designed for licensed registered nurses to complete a baccalaureate degree through a flexible online program that meets the needs of working professionals. The 120-credit hour online program focuses on promoting essential skills of leadership, interdisciplinary communication, and critical thinking to promote professional growth, and competent and caring nurses.

Courses are offered in an eight-week online delivery method, designed with a focus on applicability of real-world concepts in today’s rapidly changing healthcare environment. The RN to BSN completion program is comprised of coursework in science, social science, mathematics, humanities, communications and nursing, and includes elective courses in the scholarship of leadership and innovation. Students select specialty-focused courses in the Scholarship of Leadership and Innovation tracks, choosing courses that meet professional development needs.

Learning experiences include online courses with both synchronous and asynchronous communication capabilities, virtual simulation, and activities designed to promote a community of learners. Students will have opportunities to apply theoretical concepts in capstone and service learning experiences in healthcare and community settings.

RN to BSN Program Purpose
The purpose of the RN to BSN program is to prepare professional nurses who exemplify the knowledge, skills and attitudes (KSAs) necessary to serve as leaders in improving quality and safety of healthcare systems; in the application of technology; and in the promotion of effective collaboration to deliver culturally competent, evidence based, patient-centered care and in the advancement of health promotion and disease prevention strategies. The RN to BSN program leads to a Bachelor of Science in nursing degree.

RN to BSN Program Philosophy
In alliance with the College and program purpose, the philosophy of the program affirms the faculty’s belief in preparing diverse learners to become competent and nurses to meet the healthcare needs of the communities they serve.

Concepts found in the philosophy of the RN to BSN program form the basis for the conceptual framework and curriculum design and aid in defining a competent and caring nurse. Concepts are reflective of current initiatives to educate “future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work” (Quality and Safety Education for Nurses [QSEN]); as well as the Institute of Medicine’s (IOM) recommendation that “decision making, quality improvement, systems thinking, and team leadership must become part of every nurse’s professional formation” (IOM, 2011).

- Patient-centered care
- Culturally competent
- Collaboration
- Evidence-based practice
- Quality improvement
- Safety
- Informatics
- Professionalism
- Leadership
- Caring
- Health Promotion & Disease Prevention

RN to BSN Student Participation in Governance
The RN to BSN program encourages each student to actively participate in programmatic governance. Student and graduate feedback is solicited through end of course surveys, focus group sessions, RN to BSN Online Student Representatives, and professional advisory committee meetings.

Students interested in serving as an RN to BSN Online Student Representative are encouraged to review the position expectations in the RN to BSN Resource Center and to contact their assigned RN-BSN Student Support Liaison.
RN to BSN Program Goals
1. Provide RN to BSN students with a broad base of study in the arts, sciences, and humanities to enhance understanding of self, others, and the world in which they live.
2. Provide RN to BSN students with a working knowledge of concepts essential to contemporary professional nursing practice.
3. Provide RN to BSN students with a curriculum that is evidence based and undergoes systematic, focused, and ongoing assessment to meet the needs of diverse learners and the communities they serve (Galen College Goal: Institutional Quality)
4. Provide RN to BSN students with an intensive educational program designed to facilitate learning and promote delivery of quality nursing care in an evolving healthcare environment. (Galen College Goal: Academic Excellence)
5. Provide RN to BSN students with dedicated, qualified educators to facilitate the development of knowledge, critical thinking, clinical competence, and caring behaviors (Galen College Goal: Academic Excellence)
6. Provide RN to BSN students with a flexible educational delivery method utilizing advanced technologies to facilitate the development of competent and caring nurses to meet the healthcare needs of the communities they serve (Galen College Goal: Resource Allocation)
7. Provide undergraduate education that fosters collaborative communication. (Galen College Goal: Collaborative Relationships)
8. Provide undergraduate education that promotes an awareness of the feelings and motives of others and contributes to an individual’s sense of intrinsic worth to facilitate an altruistic nature of service and responsible citizenship. (Galen College Goal: Service)
9. Provide RN to BSN students’ opportunities to participate in varied learning experiences to enhance the understanding that personal and professional growth and knowledge is a continuous lifelong endeavor. (Galen College Goal: Lifelong Learning)

RN to BSN Program Student Learning Outcomes (PSLOs)
1. Synthesize knowledge from the sciences and humanities as a foundation for the practice of professional nursing across multiple contexts.
2. Demonstrate leadership in improving organizations and systems to promote culturally competent quality care and patient safety.
3. Integrate patient/family preferences with scholarly research and systematic inquiry to deliver evidenced based competent nursing care.
4. Manage data to monitor the outcomes of care processes and use improvement methods to continuously improve the quality and safety of health care systems.
5. Apply leadership principles to effect change in health care and health policy at the local, state, national and international levels.
6. Implement health promotion and disease prevention strategies at the individual and population level to improve health of diverse populations across the lifespan and across the continuum of healthcare environments.
7. Integrate professional values of altruism, autonomy, human dignity, integrity, and social justice to the discipline of nursing.
8. Demonstrate continuous cultural competency development in the delivery of holistic caring to patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
9. Improve patient health outcomes among diverse populations through the promotion of effective inter-professional and collaboration communication.
Associate Degree in Nursing Program Description

Graduates of this program will receive an Associate of Applied Science Degree (Ohio, Texas) or an Associate of Science Degree (Florida, Kentucky) in Nursing upon successful completion of program requirements. The ADN Program is two years long, and the LPN to ADN Bridge Program is approximately 15-18 months long, including all scheduled breaks.

In order to foster career mobility, Galen recognizes previous knowledge learned by students who have successfully completed a practical/vocational nursing program. Upon admission into the LPN to ADN Bridge program, the student will be awarded up to 28 quarter credit hours for prior learning in a practical/vocational nursing program. Content for credit awarded is in the areas of nursing fundamentals, basic medical/surgical nursing, mental health, and nursing care of childbearing and child caring families.

Theory classroom learning will be reinforced by hands-on practice in our clinical learning laboratory which offers the ability to practice using mannequins and patient simulators. In addition, students will participate in clinical experiences in healthcare settings where they will apply knowledge gained in order to provide safe, patient-centered care.

ADN Program Student Learning Outcomes (PSLOs)
1. Safe, Patient-Centered Care – Provide safe, patient-centered nursing care using evidence-based practice while managing multiple patients.
2. Caring Behaviors – Integrate caring behaviors when managing nursing care for diverse patients, families, and communities.
3. Communication – Integrate effective communication skills to promote safety and support decision making while managing patient care.
5. Collaboration – Participate in collaborative relationships to improve patient outcomes when managing nursing care for diverse patients, families, and communities.
6. Leadership – Integrate leadership skills in a variety of healthcare settings when managing care for diverse patient populations.

Practical Nursing Program Description

The prelicensure practical nursing program is designed to prepare students to become licensed practical/vocational nurses who provide direct care to patients in a variety of settings. Upon graduation, students should be well-prepared to take the national licensing examination (NCLEX-PN®), which they must pass before they can be employed as a licensed practical nurse.

The day PN Program is 12 months long. Students are scheduled for approximately 30 hours per week. The evening PN Program is 21 months long. Students are scheduled for approximately 20 hours a week. Students will learn in three learning segments:

- Classroom lecture activities
- Clinical learning laboratory practice
- Patient care experience/clinical rotations in hospitals and other facilities

Students will learn nursing concepts in class that will be reinforced by laboratory practice. The equipment in the lab allows students to practice skills simulating clinical practice situations, using highly specialized models and mannequins.

Galen is committed to providing the best in student education. Modern teaching methods include computers and other electronic media. Our library resources include texts and periodicals, along with a broad base of educational literature.

The program will provide students with an opportunity to care for patients under faculty supervision in hospitals, nursing homes, and other patient-care facilities.

PN/VN Program Student Learning Outcomes (PSLOs)
1. Safe, Patient-Centered Care – Provide competent, safe, quality, patient-centered nursing care to patients with predictable healthcare needs through a supervised, directed practice using professional standards, best practices, and available evidence.
2. Caring Behaviors – Participate as an advocate for patients and promote dignity, respect, and privacy while using ethical and legal principles.
3. Communication – Interact and collaborate with patients and members of the healthcare team using effective communication and information technology.
5. Collaboration – Participate in collaborative relationships with patients and members of the interdisciplinary healthcare team to assist in planning, delivery, coordination, and improvement of patient-centered care.
6. Leadership – Assist in the coordination of the care of diverse patients in a variety of healthcare settings using professional behaviors.
General Education

Purpose
Galen’s mission is to prepare diverse learners to become competent and caring nurses to meet the healthcare needs of the communities they serve. Galen has developed a general education core that supports its mission by providing individuals with the specific knowledge, skills, and intellectual breadth to act as thoughtful, informed, and productive citizens and lifelong learners in the context of a complex and rapidly evolving society.

Competencies
The general education competencies are the outcomes or behaviors that a graduate should possess when they complete the general education component of Galen’s Associate Degree or RN to BSN program. These general education competencies were identified and adopted by the faculty. Galen College of Nursing incorporates general education hours into the curriculum with courses drawn from each of the humanities/fine arts, social/behavioral sciences, the natural sciences and mathematics to ensure development of knowledge in the general education core.

1. **Social Competence** – Learners will demonstrate an understanding of philosophies that represent the current social, emotional, and behavioral attributes of society and individuals.
2. **Communication** — Learners will demonstrate an understanding of the views of others and communicate in a professional manner.
3. **Critical Thinking** — Learners will demonstrate the ability to draw conclusions based on evidence and consider prior knowledge, context, and perspectives in predicting implications or consequences.
4. **Information Technology** — Learners will demonstrate the ability to use computers, software applications, databases, and other technologies to achieve a variety of academic and work-related goals.
5. **Quantitative Literacy** — Learners will demonstrate the ability to report, calculate, and analyze quantitative data.
6. **Scientific Literacy** — Learners will gain the ability to read with understanding scientific content and engage in a dialogue about scientific issues.
## Curriculum Plans

### Bachelor of Science in Nursing Degree: RN-to-BSN (16 Month Curriculum Plan)

#### Online

<table>
<thead>
<tr>
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<td>NUR 310</td>
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<td>COM 241</td>
<td>Principles of Communication</td>
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<td>NUR 320</td>
<td>Health Promotion</td>
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<td>STA 220</td>
<td>Introduction to Applied Statistics</td>
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<td>PHL 230</td>
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<td>NUR 400</td>
<td>Application of Evidence-based Research</td>
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<td><strong>Total Credits Required</strong></td>
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**Legend:**
- **COM** designates a Communications Course
- **CLD** designates an Cultural Diversity Course
- **NUR** designates a Nursing Course
- **PHL** designates a Philosophy Course
- **PSY** designates a Psychology Course
- **STA** designates a Statistics Course

✓ Course includes a preceptorship component. See [course description](#) for complete information.
Bachelor of Science in Nursing Degree: RN-to-BSN Transfer Credits and Electives

Students must complete or transfer the required courses listed below. Additional courses may be taken or transferred, up to the maximum credits shown for each core area. A maximum of 45 credit hours is allowed in the Liberal Arts and General Education Core. Students must complete 8 to 16 elective credits in the Scholarship of Leadership and Innovation Core. Additional courses may be taken or transferred in each core area, and individual plan of study (IPS) courses may also be approved.

**Liberal Arts and General Education**

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<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
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<td>Science Core</td>
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<td>BSL 111</td>
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<td>Mathematics Core</td>
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<tr>
<td>STA 220</td>
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<td>Mathematics Electives</td>
<td>semester credits</td>
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<td></td>
<td></td>
<td>up to 9 semester</td>
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<td>semester credits</td>
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<td>up to 9 semester</td>
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<td>credits will be</td>
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<td></td>
<td>Communications Core</td>
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<td>Communications Electives</td>
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<tr>
<td></td>
<td></td>
<td>semester credits</td>
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<td>up to 9 semester</td>
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**Scholarship of Leadership and Innovation**

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<td>LDR 430</td>
<td>Organizational and Systems Management for Quality Outcomes</td>
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<tr>
<td>NUR 431</td>
<td>Nursing Leadership and Management</td>
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<td>NUR 432</td>
<td>Nursing Leadership Practicum Experience</td>
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<td>NUR 440</td>
<td>Critical Issues in Global Health</td>
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<tr>
<td>NUR 441</td>
<td>Transcultural Nursing</td>
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<tr>
<td>NUR 442</td>
<td>Global Health Field Experience</td>
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Legend:  
- **BSL** designates a Science Course  
- **LDR** designates a Leadership Course  
- **NUR** designates a Nursing Course  
- **STA** designates a Statistics Course  
- * Required course (or equivalent)  
- † Transfer credit required  
- ‡ Number of transferred credits depends upon credits awarded by the originating institution.  
- ✓ Course includes a preceptorship component. See course description for complete information.
## Associate Degree in Nursing: LPN to RN Bridge Option (5 Quarter Curriculum Plan)

Florida, Kentucky, and Texas Campuses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Theory</th>
<th>Lab</th>
<th>Clinical</th>
<th>Quarter Credits</th>
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<tr>
<td><strong>Quarter 1</strong></td>
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<tr>
<td>BSL 115</td>
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<tr>
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<td>ENG 101</td>
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<tr>
<td>GLN 100</td>
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<tr>
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<td>NUR 202</td>
<td>LPN/LVN to RN Role Transition</td>
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| **Quarter 2** |                                                  |        |     |          |                 |
| BSL 117       | Human Anatomy & Physiology II -- Theory          | 4      |     | 1        | 4               |
| BSL 127       | Human Anatomy & Physiology II -- Laboratory      |        | 1   | 4        |                 |
| NUR 210       | Principles of Pharmacology                       | 4      |     |          | 4               |
| NUR 242       | Medical-Surgical Nursing Concepts                | 4      | 1   | 1        | 6               |
| PSY 131       | Introduction to Developmental Psychology        | 4      |     |          | 4               |

| **Quarter 3** |                                                  |        |     |          |                 |
| BSL 223       | Microbiology -- Theory                           | 4      |     | 1        | 4               |
| BSL 225       | Microbiology -- Laboratory                       |        | 1   | 1        |                 |
| NUR 253       | Concepts of Mental Health Nursing                | 3      |     | 1        | 4               |
| NUR 254       | Concepts of Nursing: The Childbearing and Child Caring Families | 3 | 1 | 1 | 5 |

| **Quarter 4** |                                                  |        |     |          |                 |
| HUM 102       | Introduction to Literature                       | 4      |     |          | 4               |
| NUR 265       | Advanced Concepts of Medical-Surgical Nursing    | 4      | 1   | 3        | 8               |
| SOC 101       | Introduction to Sociology                        | 4      |     |          | 4               |

| **Quarter 5** |                                                  |        |     |          |                 |
| NUR 280       | Transition to Registered Nursing Practice        | 6      | 2   | 4        | 12              |

**TOTAL**      |                                                  | 59     | 10  | 10       | 79              |

Credit for Prior Learning as an LPN/LVN: 20
Total Credits Required: 99

**LEGEND:**

- **BSL** designates a Science Course
- **CSC** designates a Computer Course
- **ENG** designates an English Course
- **HUM** designates a Humanities Course
- **MAT** designates a Mathematics Course
- **NUR** designates a Nursing Course
- **PSY** designates a Psychology Course
- **SOC** designates a Sociology Course
## Associate Degree in Nursing: LPN to RN Bridge Option (6 Quarter Curriculum Plan)

Florida, Kentucky, and Texas Campuses

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<td></td>
<td><strong>TOTAL</strong></td>
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<td>10</td>
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<td><strong>Credit for Prior Learning as an LPN/LVN</strong></td>
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<td><strong>Total Credits Required</strong></td>
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<th>Course Title</th>
<th>Theory</th>
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<td>PSY 131</td>
<td>Introduction to Developmental Psychology</td>
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<tr>
<td>NUR 210</td>
<td>Principles of Pharmacology</td>
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<td>NUR 242</td>
<td>Medical-Surgical Nursing Concepts</td>
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<td>SOC 101</td>
<td>Introduction to Sociology</td>
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<td>BSL 223</td>
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<td>NUR 253</td>
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<td>Concepts of Nursing: The Childbearing and Child Caring Families</td>
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**TOTAL** 59 10 10 79

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**LEGEND:**  
BSL designates a Science Course  
CSC designates a Computer Course  
ENG designates an English Course  
HUM designates a Humanities Course  
MAT designates a Mathematics Course  
NUR designates a Nursing Course  
PSY designates a Psychology Course  
SOC designates a Sociology Course
## Associate Degree in Nursing (8 Quarter Curriculum Plan)

Florida and Kentucky Campuses

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|           | BSL 117       | Human Anatomy & Physiology II – Theory            | 4      |     |          | 4               |
|           | BSL 127       | Human Anatomy & Physiology II – Laboratory        |        | 1   |          | 1               |
|           | MAT 101       | Applied Mathematics                               | 4      |     |          | 4               |
|           | NUR 112       | Introduction to Professional Nursing              | 2      |     |          | 2               |
|           | PSY 131       | Introduction to Developmental Psychology          | 4      |     |          | 4               |

**Quarter 3**

|           | NUR 210       | Principles of Pharmacology                         | 4      |     |          | 4               |
|           | NUR 155       | Foundations of Nursing                              | 6      | 4   | 2        | 12              |

**Quarter 4**

|           | BSL 223       | Microbiology – Theory                              | 4      |     |          | 4               |
|           | BSL 225       | Microbiology – Laboratory                          |        | 1   |          | 1               |
|           | NUR 170       | Concepts of Medical-Surgical Nursing               | 4      | 2   | 3        | 9               |

**Quarter 5**

|           | NUR 230       | Concepts of Nursing: The Childbearing/Child Caring Family | 6 | 2 | 2 | 10 |
|           | SOC 101       | Introduction to Sociology                          | 4     |     |     | 4               |

**Quarter 6**

|           | NUR 255       | Concepts of Aging, Chronic Illness, & Mental Health Nursing | 6 | 2 | 4 | 12 |

**Quarter 7**

|           | HUM 102       | Introduction to Literature                        | 4     |     |     | 4               |
|           | NUR 265       | Advanced Concepts of Medical-Surgical Nursing      | 4     | 1   | 3   | 8               |

**Quarter 8**

|           | NUR 280       | Transition to Registered Nursing Practice          | 6     | 2   | 4   | 12              |

|           |               | **Total Credits Required**                         | **71** | **18** | **18** | **107**        |

**Legend:**
- **BSL** designates a Science Course
- **CSC** designates a Computer Course
- **ENG** designates an English Course
- **HUM** designates a Humanities Course
- **MAT** designates a Mathematics Course
- **NUR** designates a Nursing Course
- **PSY** designates a Psychology Course
- **SOC** designates a Sociology Course
## Associate Degree in Nursing (8 Quarter Curriculum Plan)

### Ohio Campus

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| Total Credits Required | 71 | 19 | 17 | 107 |

**LEGEND:**  
BSL designates a Science Course  
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HUM designates a Humanities Course  
MAT designates a Mathematics Course  
NUR designates a Nursing Course  
PSY designates a Psychology Course  
SOC designates a Sociology Course
# Associate Degree in Nursing: Advanced Standing Option (6 Quarter Curriculum Plan)

**Ohio Campus**

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**LEGEND:**
- **BSL** designates a Science Course
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- **PSY** designates a Psychology Course
- **SOC** designates a Sociology Course
# Diploma in Practical Nursing – 4 Quarter Curriculum Plan

**Kentucky Campus**

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**LEGEND:**

NU designates a Nursing Course
Diploma in Practical Nursing – 7 Quarter Curriculum Plan

Kentucky Campus

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LEGEND: NU designates a Nursing Course
## Diploma in Practical Nursing – 4 Quarter Curriculum Plan

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**LEGEND:**  
NU designates a Nursing Course
## Diploma in Practical Nursing – 7 Quarter Curriculum Plan
### Florida Campus

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**Legend:** NU designates a Nursing Course
## Diploma in Practical Nursing – 4 Quarter Curriculum Plan

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### LEGEND:
- NU designates a Nursing Course
# Diploma in Practical Nursing – 7 Quarter Curriculum Plan

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|                | **TOTAL**     |                               | **600**| **192**| **648**  | **1440**    |
|                | **Total Theory Hours** |                             |        |      |          | **600**     |
|                | **Total Clinical and Clinical Learning Lab Hours** |                           |        |      |          | **840**     |

**LEGEND:**  
NU designates a Nursing Course
Course Descriptions

- Prerequisites are courses that must be taken prior to designated courses in order to prepare students for succeeding coursework.
- Co-requisites are those courses that must be taken concurrently or prior to designated courses.

Documents required for clinical participation must be submitted prior to registering for courses with a clinical component. This excludes students registering for NU 136 or NU 137 in the PN/VN program. Students registering for this course must submit documents required for clinical participation prior to clinical orientation.

Galen reserves the right to cancel classes based on course enrollment. General Education courses will be offered online if an on-ground section is not available.

**BSL 101 PRINCIPLES OF PHARMACOLOGY**
4 quarter credit hours
Prerequisites: BSL 115; BSL 125; MAT 101

This course introduces learners to the concepts and general principles of pharmacology. Emphasis is placed on the physical and chemical properties of various pharmaceutical preparations, their pharmacodynamic and pharmacokinetic properties, the therapeutic effects of major drug categories, and health teaching considerations. Learners will apply knowledge gained in this course to selected clinical settings when caring for patients across the lifespan.

**BSL 115 HUMAN ANATOMY & PHYSIOLOGY I -- THEORY**
4 quarter credit hours
Co-requisite: BSL 125

Human Anatomy & Physiology I Theory is the first course in a two-course series. The course surveys basic chemistry, biochemistry, cellular structure and physiology, heredity, and histology, and functional features of the integumentary, skeletal, muscular, and nervous systems and the general and specific senses. This course accompanies BSL 125, Human Anatomy & Physiology I - Laboratory, which is an independent course designed to be taken concurrently with BSL 115.

**BSL 125 HUMAN ANATOMY & PHYSIOLOGY I -- LABORATORY**
1 quarter credit hour
Co-requisite: BSL 115

The course surveys basic chemistry, biochemistry, cellular structure and physiology, heredity, and histology, and functional features of the integumentary, skeletal, muscular, and nervous systems and the general and specific senses. This course includes the laboratory study of the specific structure and function of the human body beginning with the cell and stressing the chemical process important in maintenance of homeostasis. This course accompanies BSL 115, Human Anatomy & Physiology I - Theory, which is an independent course designed to be taken concurrently with BSL 125.

**BSL 117 HUMAN ANATOMY & PHYSIOLOGY II -- THEORY**
4 quarter credit hours
Prerequisites: BSL 115; BSL 125
Co-requisite: BSL 127

This course is a continuation of Human Anatomy & Physiology I – Theory and Human Anatomy & Physiology I – Laboratory. A study of the structure and function of the body is continued by examining the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. The roles of water, electrolytes, and acid-base balance, as well as nutrition and metabolism, are also explored. This course accompanies BSL 127, Human Anatomy & Physiology II - Laboratory, which is an independent course designed to be taken concurrently with BSL 117.

**BSL 127 HUMAN ANATOMY & PHYSIOLOGY II -- LABORATORY**
1 quarter credit hour
Prerequisites: BSL 115; BSL 125
Co-requisite: BSL 117

This course is a continuation of Human Anatomy & Physiology I – Theory and Human Anatomy & Physiology I - Laboratory. A laboratory study of the structure and function of the body is continued by examining the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. This course accompanies BSL 117, Human Anatomy & Physiology II Theory, which is an independent course designed to be taken concurrently with BSL 127.

**BSL 223 MICROBIOLOGY -- THEORY**
4 quarter credit hours
Prerequisites: BSL 117; BSL 127
Co-requisite: BSL 225

This course provides an introductory study of microbiology with an emphasis on the nature and behavior of microorganisms, the interrelationships between microbes and the human host in health and disease, and the principles of prevention and control of infectious disease. Topics include the history of microbiology, characteristics of prokaryotes & eukaryotes, microbial growth & metabolism, microbial classification, microbial genetics, characteristics of viruses, epidemiology, and pathogen related diseases. This course is designed to accompany BSL 225, Microbiology - Laboratory.
BSL 225 MICROBIOLOGY -- LABORATORY
1 quarter credit hour
Prerequisites: BSL 117; BSL 127
Co-requisite: BSL 223

This course provides an introductory study of microbiology with an emphasis on the nature and behavior of microorganisms, the interrelationships between microbes and the human host in health and disease, and the principles of prevention and control of infectious disease. Laboratory experiments are designed to teach learners proper techniques in handling, observing and identifying microbial cultures leading to a better understanding of microbial morphology, growth responses, metabolic activity and distribution in selected environments.

CLD 210 CULTURAL DIVERSITY
3 semester credit hours
This course explores the principles of cultural diversity and how it relates to individuals, the workplace, communities, and the societies. Learners will develop knowledge, sensitivity, and increased awareness of issues related to gender, race, ethnicity, socio-economic class, values, customs, attitudes, and other aspects of specific cultural groups. In addition, learners are provided opportunities to develop self-awareness and reflection upon their own personal cultural values and the impact upon their professional practice.

COM 241 PRINCIPLES OF COMMUNICATION
3 semester credit hours
This course will provide an in-depth exploration of human communication. Communication theories and various types of communication, including interpersonal, group, and public communication will be discussed. Opportunities will be provided to develop and apply communication skills through exercises, assessments, group participation, and speech presentation.

CSC 104 INFORMATION LITERACY AND TECHNOLOGY ESSENTIALS
2 quarter credit hours
This is a laboratory course designed to help learners develop basic technology and information literacy competencies. The use of word processing, spreadsheet, and presentation software applications is required. Learners will utilize and explore various electronic platforms including the internet, intranet systems, online databases and search engines, email, cloud storage and the Canvas learning management system (LMS). Learners will develop information literacy skills by gaining practice in retrieving, analyzing, processing, applying and evaluating information. Learners will consider best practices in the use of these technologies and examine the impact and importance of technology in the workplace.

ENG 101 ENGLISH COMPOSITION
4 quarter credit hours
This course is designed to develop learners’ college writing skills with opportunities to improve sentence structure and grammar. Through readings, activities, discussions, and writing assignments, learners will practice identifying, analyzing, organizing, and constructing effective essays, while actively engaging in the writing process and developing critical thinking skills. Application of learning culminates in the development of an academic research paper.

GLN 100 STUDENT SUCCESS
1 quarter credit hour
This course is designed to help learners become familiar with expectations for academic success at the college level. The activities focus on introduction to the College and its resources, study skills, test-taking skills, time-management, medical terminology, and methods to reduce the stress and anxiety often experienced by learners during nursing education. Learners will be actively involved in learning and integrating practical applications to promote academic success.

HUM 102 INTRODUCTION TO LITERATURE
4 quarter credit hours
Prerequisites: ENG 101
This course is designed to introduce learners to reading, analyzing, and interpreting literature. Learners will be exposed to basic concepts about literary techniques and will increase their critical thinking skills by engaging in reading, writing, and discussion assignments aimed at interpreting and analyzing various works of poetry, drama, and fiction in American and world literature.

HUM 105 INTRODUCTION TO LITERATURE
3 semester credit hours
Prerequisites: ENG 101
This course is designed to introduce learners to reading, analyzing, and interpreting literature. Learners will be exposed to basic concepts about literary techniques and will increase their critical thinking skills by engaging in reading, writing, and discussion assignments aimed at interpreting and analyzing various works of poetry, drama, and fiction in American and world literature.

IPS 240 SPECIAL TOPICS – OTHER
1 to 2 semester credit hours
Prerequisites: ENG 101
The student in consultation with a faculty member will prepare an individualized plan of study. The student and the faculty will complete a contract which will include a set of learning outcomes, methods of achievement, and plan for evaluation. The faculty will serve as a preceptor and consultant. The faculty will evaluate the student’s achievement of the objectives. (This course may be taken up to two times. Program Director permission is required to enroll in this course.)
LDR 430 ORGANIZATIONAL AND SYSTEMS MANAGEMENT FOR QUALITY OUTCOMES
4 semester credit hours
Prerequisites: NUR 310, NUR 320, NUR 330

This course provides learners an introduction to the theory, principles, and foundations underlying the management required within complex healthcare delivery environments. Learners will examine the ways in which to establish priorities within a technological dependent environment and will discuss some of the emerging issues that are likely to have an impact on the delivery of safe, patient-centered care.

LDR 440 DISNEY LEADERSHIP STRATEGIES
4 semester credit hours
Prerequisites: NUR 310, NUR 320, NUR 330

Based on the principles taught at the world-renowned Disney Institute, this course explores the proven leadership strategies described in the book. Creating Magic, 10 Common Sense Leadership Strategies From a Life At Disney, while giving students the opportunity to learn directly from, not only an expert course facilitator, but from the textbook author, Lee Cockerell (former Executive VP of Walt Disney World Resort). Course participants will investigate common sense strategies and develop personal leadership skills and practices throughout the course. From a constructivist learning approach, learners will discuss real-world connections and align these connections to organizational culture using pragmatic scenarios. Finally, the course’s structure embraces the Disney® brand of excellence and magic while expanding the learner’s experience through effective interactions, engaging instructor support, and meaningful dialogue.

MAT 101 APPLIED MATHEMATICS
4 quarter credit hours

A general education course for non-mathematics and non-science majors. Topics include set theory, logic, introduction to the real number system (whole numbers, integers, rational numbers, decimals, and real numbers), elementary algebra (solutions of first degree equations, graphs of relations and functions), and problem solving. The emphasis is on the interconnections of mathematical concepts.

MAT 105 APPLIED MATHEMATICS
3 semester credit hours

A general education course for non-mathematics and non-science majors. Topics include set theory, logic, introduction to the real number system (whole numbers, integers, rational numbers, decimals, and real numbers), elementary algebra (solutions of first degree equations, graphs of relations and functions), and problem solving. The emphasis is on the interconnections of mathematical concepts.

NU 110 INTEGRATED HUMAN SCIENCES
72 clock hours
Co-requisites: NU 129 or NU 136 or NU 137

Integrated Human Sciences focuses on the normal anatomy and physiology of the human body, beginning with the cell and concluding with interactions among all body systems as an integrated whole. Using a systems approach, normal development and function of each system and the interaction among body systems are examined. The primary emphasis of this course includes a study of the cells, tissues, and the following systems: integumentary, skeletal, muscular, nervous, sensory, endocrine, blood, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive. Secondary emphasis of this course includes alterations in the structure and function of major body organs and systems. Interdependent regulations among systems are included with emphasis on application in nursing care situations.

NU 112 MEDICAL-SURGICAL NURSING 1A
168 clock hours
Prerequisite: NU 106

This course is the first in a series of four courses that focuses on the physiological and psychosocial needs of the adult in reference to the health illness continuum. Theory and clinical practice experiences are correlated to facilitate learners’ ability to provide care to patients with common and less complex pathophysiological conditions. The learner begins to use the clinical problem solving approach (nursing process) to assist with patient care under the direction of a registered nurse.

NU 129 FUNDAMENTALS OF NURSING I
108 clock hours
Co-requisites: NU 110

This course focuses on the basic nursing care concepts of adult patients. Learners are challenged to use clinical judgment skills guided by established standards, guidelines, competencies, and best practices. Communication, use of clinical judgment, vital signs, body mechanics, aseptic technique, nutrition and patient safety are emphasized. Content includes hygiene, infection prevention and control, patient environment and safety, vital signs, health assessment, documentation, patient mobility, communication, and spiritual and cultural aspects.

NU 131 NURSING AND HEALTHCARE I
36 clock hours
Co-requisites: NU 110 and NU 136/133 OR NU 134/135

This course provides an overview of practical/vocational nursing and the role of the PN/VN as provider in patient-centered care, patient safety advocate, member of the health care team, and member of the profession. Content includes knowledge, judgment, and values within a legal/ethical framework. Principles of growth and development throughout the life cycle are included.
NU 137 FUNDAMENTALS OF NURSING  
276 clock hours  
Co-requisites: NU 110; NU 131  
This course focuses on the basic nursing care concepts of adult patients. Learners are challenged to use clinical judgment skills guided by established standards, guidelines, competencies, and best practices. Communication, use of clinical judgment, vital signs, body mechanics, aseptic technique, nutrition and patient safety are emphasized. Medication calculation and administration of medications are practiced. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, and the systematic problem-solving process (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 134 FUNDAMENTALS OF NURSING II  
144 clock hours  
Prerequisites: NU 110; NU 129  
Co-requisites: NU 131  
This course is a continuation of NU 129 and focuses on identifying, prioritizing, and integrating basic human needs throughout the lifespan. Content areas include introduction to medication dosage calculations; promoting musculoskeletal function, urinary elimination, and bowel elimination; fluid and electrolytes; and pain, comfort and sleep. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, and the systematic problem-solving process (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 139 NURSING CARE OF THE ADULT III  
180 clock hours  
Prerequisites: NU 116  
Nursing Care of the Adult III is the third in a series of four courses that focus on the physiological and psychosocial needs of the adult in reference to the health illness continuum. This course emphasizes the assistive role of the practical nurse in caring for patients with acute complex health problems. Clinical experiences incorporate pharmacotherapeutics, nutrition, psychosocial, legal, and ethical aspects into the care of the patients experiencing acute complex health problems. Observational experiences in the Emergency Rooms and /or Critical Care Units may also be included.

NU 141 NURSING CARE OF THE ADULT IV  
156 clock hours  
Prerequisites: NU 138; NU 139  
Nursing Care of the Adult IV is the fourth course in a series of four that focus on the physiological and psychosocial needs of the adult in reference to the health illness continuum. This course emphasizes the role of the practical/vocational nurse in responding to individuals with chronic dysfunctional health problems. Theory is correlated with clinical practice in various settings with a focus on the geriatric patient and patients throughout the lifespan requiring rehabilitative care. Pharmacotherapeutics, as well as nutrition, psychosocial, legal and ethical aspects of care are incorporated into the course. Community agencies as a resource for care for individuals and families are discussed and explored.

NU 150 PHARMACOLOGY  
48 clock hours  
Prerequisites: NU 110, NU 131 and NU 136/133 OR NU 131 and NU 134/135  
Co-requisites: NU 154 or NU 156 or NU 155 or NU 157 or NU 158 or NU 159  
This course is an introduction to pharmacology with emphasis on the actions, interactions, adverse effects, and nursing implications of drug classifications. Content includes the roles and responsibilities of the vocational nurse in safe administration of medications within a legal/ethical framework.
NU 154 MEDICAL-SURGICAL NURSING I
324 clock hours
Prerequisites: NU 110; NU 131; NU 127 or NU 136 or NU 134
Co-requisites: NU 150

This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guided by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 155 MEDICAL-SURGICAL NURSING I
336 clock hours
Prerequisites: NU 110; NU 131; NU 127 or NU 136 or NU 134
Co-requisites: NU 150

This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use critical thinking skills guided by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 156 MEDICAL-SURGICAL NURSING I-A
162 clock hours
Prerequisites: NU 131; NU 136 or NU 134
Co-requisites: NU 150

This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guides by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include fluid and electrolytes, respiratory disorders, the reproductive disorders, gastrointestinal disorders, sensory disorders, and disorders of liver, gallbladder, and pancreas. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 157 MEDICAL-SURGICAL NURSING I-A
168 clock hours
Prerequisites: NU 131; NU 136 or NU 134
Co-requisites: NU 150

This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guides by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include fluid and electrolytes, respiratory disorders, the reproductive disorders, gastrointestinal disorders, sensory disorders, and disorders of liver, gallbladder, and pancreas. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 158 MEDICAL-SURGICAL NURSING I
306 clock hours
Prerequisites: NU 110; NU 131; NU 135, or NU 129 and NU 135
Co-requisites: NU 150

This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guided by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 159 MEDICAL-SURGICAL NURSING I-A
153 clock hours
Pre-requisites: NU 110, NU 131, NU 137, or NU 129 and NU 135
Co-requisite: NU 150

This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guides by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include fluid and electrolytes, respiratory disorders, the reproductive disorders, gastrointestinal disorders, sensory disorders, and disorders of liver, gallbladder, and pancreas. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.
NU 160 MENTAL HEALTH CONCEPTS
72 clock hours
Prerequisites: NU 150; NU 154 or NU 155 or NU 156 or NU 157
Co-requisites: NU 166 or NU 168 or NU 170 or NU 176
This introductory course focuses on the care of patients experiencing common, predictable alterations in mental health. Emphasis is on behavioral manifestations, psychological theories, and psychosocial adaptation to mental health problems, cultural and spiritual beliefs, and stress at various stages of personality development throughout the lifespan. The focus is on therapeutic communication, with attention given to an understanding of one's own behavior and this influence on the nurse-patient relationship.

NU 166 MEDICAL-SURGICAL NURSING I-B
162 clock hours
Prerequisites: NU 150; NU 156
Co-requisites: NU 160
This course is a continuation of NU 156 and focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guides by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include the cardiovascular disorders, endocrine disorders, neurological disorders, and musculoskeletal disorders. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 168 MEDICAL-SURGICAL NURSING I-B
153 clock hours
Prerequisites: NU 150; NU 159
Co-requisites: NU 160
This course is a continuation of NU 156 and focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guides by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include the cardiovascular disorders, endocrine disorders, neurological disorders, and musculoskeletal disorders. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 170 MATERNAL-CHILD NURSING
192 clock hours
Prerequisites: NU 154/155 or NU 166/167
This course focuses on the care of patients during the child-bearing cycle and during childhood developmental phases. Concepts of normal growth and development, as well as deviations from the normal, as a part of family life, are emphasized. The effects of acute, chronic, and terminal health problems are considered with regard for impact on developmental tasks and family maintenance. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient-centered care to pregnant women, infants, children, and adolescents and their families.

NU 171 MATERNAL-CHILD NURSING
204 clock hours
Prerequisites: NU 150 and NU 158 OR NU 160 and NU 168
Co-requisites: NU 160
This course focuses on the care of patients during the child-bearing cycle and during childhood developmental phases. Concepts of normal growth and development, as well as deviations from the normal, as a part of family life, are emphasized. The effects of acute, chronic, and terminal health problems are considered with regard for impact on developmental tasks and family maintenance. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient-centered care to pregnant women, infants, children, and adolescents and their families.
NU 176 GERIATRIC NURSING  
72 clock hours  
Prerequisites: NU 150 and NU 154/155/158 OR NU 160 and NU 166/167/168  
This course focuses on the nursing care for geriatric patients with long-term, chronic, and end-of-life needs. Quality care for older adults through examination of individualized aging, complexity of care, and vulnerability during transitions is emphasized. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies and best practices to provide safe, patient-centered care to older patients in a variety of healthcare settings.

NU 180 NURSING AND HEALTHCARE II  
24 clock hours  
Prerequisites: NU 160; NU 171; NU 176  
Co-requisites: NU 184 or NU 185 or NU 186  
This course focuses on the role of the licensed practical/vocational nurse as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Legal/ethical responsibilities, preparation for employment, nursing organizations, continuing education, professional development, and lifelong learning are emphasized.

NU 184 MEDICAL-SURGICAL NURSING II  
348 clock hours  
Prerequisites: NU 154 or NU 166  
This course focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. The course builds on content of NU 154, including health problems of greater complexity involving multiple body systems. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include blood disorders, chronic cardiovascular disorders, diabetes mellitus, urologic disorders, cancer, burns, and pain. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 185 MEDICAL-SURGICAL NURSING II  
336 clock hours  
Prerequisites: NU 155 or NU 167  
This course focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. The course builds on content of NU 155, including health problems of greater complexity involving multiple body systems. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 186 MEDICAL-SURGICAL NURSING II-A  
174 clock hours  
Prerequisites: NU 166/167  
This course focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. The course builds on content from NU 156 and NU 166, or NU 156 and 166, including health problems of greater complexity involving multiple body systems. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include blood disorders, chronic cardiovascular disorders, diabetes mellitus, urologic disorders, cancer, burns, and pain. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 187 MEDICAL-SURGICAL NURSING II-A  
165 clock hours  
Prerequisites: NU 171; NU 176  
This course focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. The course builds on content from NU 156 and NU 166, or NU 156 and 166, including health problems of greater complexity involving multiple body systems. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include blood disorders, chronic cardiovascular disorders, diabetes mellitus, urologic disorders, cancer, burns, and pain. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.
NU 189 MEDICAL-SURGICAL NURSING II
330 clock hours
Prerequisites:   NU 160; NU 171; NU 176

This course focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. The course builds on content of NU 154, including health problems of greater complexity involving multiple body systems. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 192 MEDICAL-SURGICAL NURSING II-B
174 clock hours
Prerequisites:   NU 186

This course is a continuation of NU 186 and focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include substance abuse, chronic respiratory disorders, fractures, trauma, immunologic disorders, and inflammatory disorders. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 193 MEDICAL-SURGICAL NURSING II-B
162 clock hours
Prerequisites:   NU 186

This course is a continuation of NU 187 and focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include substance abuse, chronic respiratory disorders, fractures, trauma, immunologic disorders, and inflammatory disorders. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 194 MEDICAL-SURGICAL NURSING II-B
165 clock hours
Prerequisites:   NU 187

This course is a continuation of NU 186 and focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include substance abuse, chronic respiratory disorders, fractures, trauma, immunologic disorders, and inflammatory disorders. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NUR 112 INTRODUCTION TO PROFESSIONAL NURSING
2 quarter credit hours

This course introduces learners to the practice of registered nursing and provides a foundation for future nursing courses. An overview of the nursing program’s philosophy and program student learning outcomes, as well as the roles and responsibilities of the registered nurse using established professional standards, guidelines, and competencies is provided.

NUR 155 FOUNDATIONS OF NURSING
12 quarter credit hours
Prerequisites:   BSL 117; BSL 127; CSC 104; ENG 101; MAT 101; NUR 112; PSY 131

Using establishing professional standards, guidelines, competencies, and best practices learners are taught effective communication skills, physical assessment interviewing skills, medication administration, and documentation. Attention is also given to the development of critical thinking skills, caring behaviors, and interpersonal relationships in order to meet the physiological, psychosocial, spiritual, and cultural needs of patients. Legal and ethical aspects of nursing are explored along with the nurse’s role in health promotion.
NUR 168 INTEGRATED CONCEPTS OF REGISTERED NURSING PRACTICE
8 quarter credit hours
Prerequisites: BSL 101; BSL 117; BSL 127; MAT 101; PSY 131
Co-requisites: BSL 223; BSL 225; CSC 104
This course incorporates integrated nursing concepts designed to assist the learner in the transition from licensed practical nursing to registered nursing practice. An overview of the program philosophy and program student learning outcomes is provided. Established professional standards, guidelines, and competencies guide the presentation of content which includes nursing care of the childbearing and child caring family and patients experiencing chronic disruptions in health as well as mental health problems. Classroom, learning laboratory, and clinical experiences provide the learner with opportunities to demonstrate previously learned knowledge and nursing skills and obtain foundational and specialty registered nursing skills and concepts.

NUR 170 CONCEPTS OF MEDICAL-SURGICAL NURSING
9 quarter credit hours
Prerequisites: BSL 101 or NUR 210; NUR 155 or NUR 168
This course focuses on the care of adult patients experiencing common and less complex acute health problems. Learners are challenged to use critical thinking skills guided by established professional standards, guidelines, competencies, and best practices. Clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and the nursing process to provide safe, quality, patient-centered nursing care for adult patients.

NUR 202 LPN/LVN TO RN ROLE TRANSITION
2 quarter credit hours
This course introduces learners to the transition from the role of practical/vocational nurse to registered nursing and provides a foundation for future nursing courses. An overview of the nursing program’s philosophy and program student learning outcomes, as well as the roles and responsibilities of the registered nurse using established professional standards, guidelines, and competencies is provided.

NUR 210 PRINCIPLES OF PHARMACOLOGY
4 quarter credit hours
Prerequisites: BSL 115; BSL 125; MAT 101; NUR 112 or NUR 202
This course introduces learners to the concepts and general principles of pharmacology. Emphasis is placed on the physical and chemical properties of various pharmacology preparations, their pharmacodynamic and pharmacokinetic properties, the therapeutic effects of major drug categories, and health teaching considerations. Learners will apply knowledge gained in this course to selected clinical settings when caring for patients across the lifespan.

NUR 230 CONCEPTS OF NURSING: THE CHILDBEARING/CHILD CARING FAMILY
10 quarter credit hours
Prerequisites: BSL 101 OR NUR 210; BSL 223; BSL 225; NUR 170
This course prepares the learner to provide nursing care to the childbearing/child caring family with common and complex health problems from birth through adolescence. Concepts related to the care of high-risk perinatal patients, children with common and complex health problems, and alterations in family relationships are explored using established professional standards, guidelines, competencies, and best practices. Clinical experiences offer learners the opportunity to provide safe, patient-centered care in acute care and community settings.

NUR 231 CONCEPTS OF NURSING: THE CHILDBEARING/CHILD CARING FAMILY
10 quarter credit hours
Prerequisites: BSL 101; BSL 223; BSL 225; NUR 170
This course prepares the learner to provide nursing care to the childbearing/child caring family with common and complex health problems from birth through adolescence. Concepts related to the care of high-risk perinatal patients, children with common and complex health problems, and alterations in family relationships are explored using established professional standards, guidelines, competencies, and best practices. Clinical experiences offer learners the opportunity to provide safe, patient-centered care in acute care and community settings.

NUR 242 MEDICAL-SURGICAL NURSING CONCEPTS
6 quarter credit hours
Prerequisites: BSL 115; BSL 125; CSC 104; ENG 101; MAT 101; NUR 202
This course focuses on the care of adults experiencing common and less complex acute health problems. Learners are challenged to use critical thinking skills guided by established professional standards, guidelines, competencies, and best practices. Clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and the nursing process to provide safe, quality, patient-centered nursing care for adult patients.
NUR 253 CONCEPTS OF MENTAL HEALTH NURSING
4 quarter credit hours
Prerequisites: BSL 117; BSL 127; BSL 101 OR NUR 210; NUR 242; PSY 131
This course focuses on the care of patients experiencing complex mental health issues. Emphasis is on the role of the registered nurse in health promotion and maintenance, illness care, and rehabilitation of children, adolescents, adults, and families experiencing psychiatric-mental health problems. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient-centered care to individuals and families in various healthcare settings.

NUR 254 CONCEPTS OF NURSING: THE CHILDBEARING AND CHILD CARING FAMILIES
5 quarter credit hours
Prerequisites: BSL 101 or NUR 210; BSL 117; BSL 127; NUR 242; PSY 131
This course focuses on the care of the high-risk childbearing and child caring family and for children with complex health problems from birth through adolescence. Alterations in family relationships and concepts of loss and grieving related to the childbearing/child rearing family are also explored. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient centered care in a variety of healthcare settings.

NUR 255 CONCEPTS OF AGING, CHRONIC ILLNESS & MENTAL HEALTH NURSING
12 quarter credit hours
Prerequisites: NUR 230 or NUR 231
This course focuses on the care of patients experiencing chronic disruptions in health as well as mental health issues. Gerontology, principles of chronic health disorders and nursing care of the aging will be explored in a variety of healthcare settings. Learners will study concepts of the nursing care of patients experiencing chronic illness and pain as well as patients and families experiencing the grieving process. In addition, emphasis will be provided on the role of the registered nurse in health promotion, rehabilitation, maintenance, and restoration of health of individuals and families across the life span experiencing psychiatric-mental health problems. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient-centered care in a variety of healthcare settings.

NUR 265 ADVANCED CONCEPTS OF MEDICAL-SURGICAL NURSING
8 quarter credit hours
Prerequisites: BSL 223 and 224; NUR 253; NUR 254 or NUR 255
This course focuses on the care of adult patients experiencing complex, multi-system health problems, including shock, trauma, transplantations, organ donation, and disaster management. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and the nursing process.

NUR 280 TRANSITION TO REGISTERED NURSING PRACTICE
12 quarter credit hours
Prerequisites: HUM 102; NUR 265; SOC 101
This capstone course is designed to transition the learner to the role of registered nurse through the application of principles of nursing management, leadership, delegation, and supervision as well as the exploration of trends, issues, legal, and ethical factors impacting nursing and healthcare delivery systems. Learners are challenged to synthesize previously learned knowledge from general education and nursing courses as they integrate critical thinking skills and apply clinical judgment to provide competent, safe, quality, patient-centered care under the supervision of a preceptor and/or clinical faculty member. Learners will also be required to collaborate with patients, families, and members of the interdisciplinary healthcare team, effectively communicate, incorporate the use of information technology, and demonstrate professional behaviors and leadership skills while in the clinical setting. Standardized testing will be used in this course to assist the learner in the evaluation of their knowledge and in preparation for the NCLEX-RN®.

NUR 300 TRANSITION TO BACCALAUREATE NURSING
3 semester credit hours
In this course, learners are challenged to synthesize previously learned knowledge from nursing education and/or practice as they transition to the role of a baccalaureate prepared professional nurse through the application of the theory and principles of nursing management and leadership. Learners will explore trends, issues, and legal and ethical factors impacting nursing and health care delivery systems. This course will introduce the managerial concepts and leadership skills necessary for promotion of high quality nursing care delivery. Learners will participate in a leadership application experience that will focus on the role of nursing leadership.
NUR 310 HEALTHCARE INFORMATICS
3 semester credit hours
Prerequisites:  NUR 300
This course will provide learners with an overview of healthcare informatics including computer application tools for nursing documentation, medication administration, nursing research, patient education, professional networking, and interdisciplinary communication. Students will be introduced to the use of social media in the context of nursing practice, leadership, and professional development. Legal and privacy requirements as well as ethical considerations will also be discussed.

NUR 320 HEALTH PROMOTION
3 semester credit hours
Prerequisites:  NUR 300
This course will incorporate the theoretical foundations and principles of individual and population-focused health promotion and disease prevention across the lifespan. Students will explore protective and predictive factors, including genetics, which influence health in individuals, families, and populations. Students will incorporate evidence based practices, interdisciplinary communication, collaborative interaction, the teaching-learning process, and critical thinking with an emphasis on health promotion in diverse populations.

NUR 330 CONCEPTS OF PATHOPHYSIOLOGY FOR NURSING
3 semester credit hours
Prerequisites:  NUR 300
This course is designed to enhance registered nurses’ existing understanding of the pathophysiological processes of disease as they affect patients across the lifespan. The interrelationship of structural and functional reactions of cells and tissues to genetic alterations and injurious agents provide the foundation for comprehending clinical manifestations and treatment protocols. Critical thinking and nursing management are enhanced through the use of case studies that integrate nutritional and pharmacological concepts. The understanding of environmental and biological risk factors provides the nurse with the knowledge to provide health promotion and prevention education.

NUR 340 SPECIAL TOPICS -- NURSING
1 to 2 semester credit hours
Prerequisites:  NUR 300
The student in consultation with a faculty member will prepare an individualized plan of study on a topic related to nursing. The student and the faculty will complete a contract which will include a set of learning outcomes, methods of achievement and plan for evaluation. The faculty will serve as a preceptor and consultant. The faculty will evaluate the student’s achievement of the objectives. (This course may be taken up to two times. Program Director permission is required to enroll in this course.)

NUR 400 APPLICATION OF EVIDENCE-BASED RESEARCH
4 semester credit hours
Prerequisites:  NUR 310, NUR 320, NUR 330
This course includes the identification, critique, application, and evaluation of evidence to inform clinical decision making, support organizational practices and improve patient outcomes. Learners will be provided the opportunity to develop multiple ways of knowing in order to promote and implement evidence in nursing practice and healthcare systems.

NUR 410 HEALTHCARE POLICY AND FINANCE
3 semester credit hours
Prerequisites:  NUR 310, NUR 320, NUR 330
In this course students will examine healthcare policies, including financial and regulatory policies and the direct and indirect influence on nursing practice as well as the nature and functioning of the healthcare system. Special emphasis will be placed on examining policies that shape responses to organizational, local, national, and global issues of equity, access, affordability, and social justice in healthcare. The impact of healthcare policies on quality and safety in the practice environment will be examined. How healthcare issues are identified, how healthcare policies developed and changed, and how that process can be influenced through the efforts of nurses, other healthcare professionals, as well special advocacy groups will be explored.

NUR 420 COMMUNITY HEALTH NURSING
4 semester credit hours
Prerequisites:  NUR 310, NUR 320, NUR 330
This course introduces learners to nursing care of populations in a global, multicultural society. Emphasis is placed on assessing factors that influence health of individuals, families, groups, communities, and vulnerable populations and the use of evidence-based practices in the delivery of culturally appropriate health promotion and disease prevention interventions. Core concepts for the practice of community/public health nursing as well as clinical prevention are explored. The role of the nurse as advocate for social justice is examined. This course includes a field experience.
NUR 431 NURSING LEADERSHIP AND MANAGEMENT
4 semester credit hours
Prerequisites: NUR 310, NUR 320, NUR 330
This course explores principles of leadership and management required to function in today's complex and diverse healthcare environment. Learners will view healthcare as a system and develop ways to create, manage and communicate within interprofessional healthcare teams. Learners will explore change and management theories and apply them to situations that exist in the healthcare environment. Learners will also reflect on their roles as change agents and examine the factors that promote the delivery of safe, quality and effective care leading to positive patient outcomes. Learners will explore quality improvement concepts, process, and outcome measures to effectively implement patient safety initiatives and monitor performance measures, including nurse-sensitive indicators in the microsystem of care.

NUR 432 NURSING LEADERSHIP PRACTICUM EXPERIENCE
4 semester credit hours
Prerequisites: NUR 310, NUR 320, NUR 330
This course provides students with a practicum experience with a nursing leader or manager who will serve as the preceptor. This practicum experience allows learners to gain initial socialization to nursing leadership or management roles and requires the synthesis of previously gained knowledge and nursing behaviors. This self-designed independent practicum will be in the setting of the learner's choice and will cumulate in the design of a project based on management and leadership principles which result in improved outcomes.

NUR 440 CRITICAL ISSUES IN GLOBAL HEALTH
4 semester credit hours
Prerequisites: NUR 310, NUR 320, NUR 330
This course provides an overview of global health problems and international health. The course focuses on the effects of disease and patterns of disease variations within and among countries. Learners will discuss issues such as poverty, environmental degradation, and the impact of globalization on health. The implications for nursing practice as it relates to nutrition, water, sanitation, maternal and child health, and gender and violence will be examined.

NUR 441 TRANSCULTURAL NURSING
4 semester credit hours
Prerequisites: NUR 310, NUR 320, NUR 330
This course focuses on issues related to Transcultural Nursing in the areas of human caring, theory, research, and practice. Core content includes the history of transcultural nursing, as well as issues of cultural beliefs, practices, values and implications for nursing practice. Students will study common beliefs and health care practices from many different cultures. This course also covers information related to administration, research and implications for the future.

NUR 442 GLOBAL HEALTH FIELD EXPERIENCE
4 semester credit hours
Prerequisites: NUR 310, NUR 320, NUR 330
This course provides students with a field experience in a developing country under the guidance of an on-site preceptor. Working in small groups, learners will engage in interprofessional collaboration while gaining direct experience in global health issues. Upon completion of the field experience, learners will be required to complete a global health field experience reflection paper and project plan. Learners will be responsible for paying expenses related to participating in select field projects.

NUR 480 CAPSTONE COURSE
4 semester credit hours
Prerequisites: NUR 400, NUR 410, NUR 420
This capstone course is a culminating experience integrating knowledge from previous courses to design, implement and lead an interdisciplinary team project to improve outcomes in an appropriate health care or community-based setting. The learner will engage in the synthesis of program outcomes and self-evaluation of academic portfolio. (direct field experience/preceptorship = 48 hours)

PHL 230 APPLIED ETHICS
3 semester credit hours
This course will provide learners with the opportunity to discuss key issues and concepts in applied ethics. Learners will examine a variety of personal, professional, and social ethical issues. Discussion and participation in activities will enhance methods of resolving ethical dilemmas through the use of critical thinking, ethical reasoning, and professional codes.

PSY 131 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY
4 quarter credit hours
This course is designed to explore human behavior across the life span. An introductory examination of normal lifespan maturation with an emphasis on motor, cognitive, language, and personality development based on the frameworks of Erikson, Piaget, and Freud. Basic principles of human psychological development from the prenatal period through geriatrics are examined.

PSY 201 PSYCHOLOGY
3 semester credit hours
This course will provide learners with an overview of the field of psychology. Topics in this course will include the history of psychology; contemporary issues of psychology; brain and behavior; function of the nervous system; consciousness; perception; development through the life span; cognition, learning, memory, thinking, language, and intelligence; personality; social psychology; health, stress, and coping; gender and sexuality; mental disorders and therapeutic methods. Learners will learn theoretical approaches to understanding behavior, examine how psychological principles can be applied in a practical manner, sharpen critical thinking skills in relation to applying psychology, and become versed in modern research in psychology.
SOC 101 INTRODUCTION TO SOCIOLOGY
4 quarter credit hours

This course is designed to provide learners with a basic understanding of the processes of human social life through the theories, methods, and research findings of sociological inquiry. Learners will be provided the opportunity to establish a perspective which enables them to better understand the larger social world. The course framework will give learners insight into their social experiences. It will also aid them in analyzing the social and cultural settings and processes that influence their thoughts, feelings, and actions. The course will provide learners with an overview of the diversity that exists within societies. This will help them acquire a broad understanding of major social institutions and how they depend upon, and interact with one another resulting in the social fabric within which individuals live.

SOC 105 INTRODUCTION TO SOCIOLOGY
3 semester credit hours

This course is designed to provide learners with a basic understanding of the processes of human social life through the theories, methods, and research findings of sociological inquiry. Learners will be provided the opportunity to establish a perspective which enables them to better understand the larger social world. The course framework will give learners insight into their social experiences. It will also aid them in analyzing the social and cultural settings and processes that influence their thoughts, feelings, and actions. The course will provide learners with an overview of the diversity that exists within societies. This will help them acquire a broad understanding of major social institutions and how they depend upon, and interact with one another resulting in the social fabric within which individuals live.

STA 220 INTRODUCTION TO APPLIED STATISTICS
3 semester credit hours

This course will provide learners with an overview of applied statistics for use in diverse settings from an analysis-of-data viewpoint. General concepts of basic statistical tools including research design, organization and display of data, elementary probability, descriptive and inferential statistics, hypothesis testing, confidence intervals, analysis of variance, correlation and regression, and select nonparametric tests will be addressed in terms of practical application.
Academic Calendar

2016 ACADEMIC CALENDAR

RN to BSN Program

Class Start and End Dates

<table>
<thead>
<tr>
<th>Semester</th>
<th>Module 1</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>January 4 – February 23</td>
<td>February 29 – April 19</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>May 2 – June 21</td>
<td>July 5 – August 23</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>September 6 – October 25</td>
<td>October 31 – December 20</td>
</tr>
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</table>

Course Add/Drop Dates*

<table>
<thead>
<tr>
<th>Term</th>
<th>Module 1</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Term</td>
<td>Add by: January 6</td>
<td>Withdraw by: January 8**</td>
</tr>
<tr>
<td></td>
<td>Add by: March 2</td>
<td>Withdraw by: March 4**</td>
</tr>
<tr>
<td>Summer Term</td>
<td>Add by: May 4</td>
<td>Withdraw by: May 6**</td>
</tr>
<tr>
<td></td>
<td>Add by: July 7</td>
<td>Withdraw by: July 11**</td>
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<tr>
<td>Fall Term</td>
<td>Add by: September 8</td>
<td>Withdraw by: September 12**</td>
</tr>
<tr>
<td></td>
<td>Add by: November 2</td>
<td>Withdraw by: November 4**</td>
</tr>
</tbody>
</table>

*For complete information, please see the Adding or Dropping and the Withdrawing from a Course policies section of this Student Catalog.

**Students who withdraw from a course after the published dates will earn a grade of W, WP or WF. For complete information, please see the Withdrawing from a Course Policy section of this Student Catalog.

2016 HOLIDAYS AND BREAKS

<table>
<thead>
<tr>
<th>Break</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Spring Break 1</td>
<td>February 24 – 28</td>
</tr>
<tr>
<td>Spring Break 2</td>
<td>April 20 – May 1</td>
</tr>
<tr>
<td>Summer Break 1</td>
<td>June 22 – July 4</td>
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<tr>
<td>Summer Break 2</td>
<td>August 24 – September 5</td>
</tr>
<tr>
<td>Fall Break 1</td>
<td>October 26 - 30</td>
</tr>
<tr>
<td>Fall Break 2</td>
<td>December 21 - January 2</td>
</tr>
</tbody>
</table>
2016 ACADEMIC CALENDAR
Louisville Campus: Prelicensure (PN/VN and ADN) Programs

Term Start and End Dates

**Spring Term** January 4 – March 22
**Summer Term** March 31 – June 20
**Fall Term** July 5 – September 20
**Winter Term** September 29 – December 16

Course Add/Drop Dates*

<table>
<thead>
<tr>
<th>Term</th>
<th>Add by:</th>
<th>Withdraw by:</th>
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<td>Summer Term</td>
<td>April 4</td>
<td>April 6**</td>
</tr>
<tr>
<td>Fall Term</td>
<td>July 7</td>
<td>July 11**</td>
</tr>
<tr>
<td>Winter Term</td>
<td>October 3</td>
<td>October 5**</td>
</tr>
</tbody>
</table>

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2016 HOLIDAYS AND BREAKS

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King, Jr., Day</td>
<td>January 18</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 23 - March 30</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 30</td>
</tr>
<tr>
<td>Summer Break</td>
<td>June 21 - July 4</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 5</td>
</tr>
<tr>
<td>Fall Break</td>
<td>September 21 - 28</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 24 - 25</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 19 - January 2, 2016</td>
</tr>
</tbody>
</table>
Faculty Credentials

Galen College of Nursing provides students with a qualified faculty of professionals who are committed to sharing their knowledge and experience. Faculty members at Galen’s Louisville campus are listed below. Earned rank of Instructor, Assistant Professor, Associate Professor, or Professor is indicated.

Joan L. Frey, RN
Dean
ASN, Triton College
BS, University of Illinois
MSN, University of Akron
EdD, Ashland University

Constance Cooper, RN, CNE
ADN Program Director
Associate Professor
BSN, Illinois Wesleyan University
MS, Southern Illinois University
EdD, Northern Illinois University

Lisa Peak, RN, CNE
PN Program Director
Assistant Professor
ADN, Eastern Kentucky University
MSN, Bellarmine University

Amy Conrad, RN
Director of ADN Clinical Education
LPN, Health Institute of Louisville
ADN, Jefferson Community College
BSN, McKendree University
MSN, McKendree University

Ruth Malone, RN, CNE
Director of PN Clinical Education
Assistant Professor
ADN, Galen College of Nursing
BSN, Indiana Wesleyan University
MSN, Indiana Wesleyan University

Connie K. Smith, RN, CNE, CHSE
Director of Simulation and Clinical Learning Lab
Associate Professor
BSN, Franklin University
MSN, Wright State University
PGSC, Bryan College of Health Sciences

Katie Bradshaw, RN
Clinical Learning Lab Coordinator
BSN, University of Kentucky
MSN, Bellarmine University

Sherry Akande
Faculty
BS, University of Louisville
MS, Spalding University

Patricia Allen, RN
Faculty
AAS, Jefferson Community and Technical College
BSN, Spalding University

Victor Andrade
Assistant Professor
BS, Universidad Nacional de Colombia
MS, California State University
MS, University of Kansas
PhD, University of Kansas

Jennifer Angermeier, RN
Faculty
BSN, Bellarmine University
MSN, University of Cincinnati

Emily Beal, RN
Faculty
BSN, University of Louisville

Harold Bedu-Addo, RN
Faculty
BS, Kwame Nkrumah University of Science and Technology (Ghana)
BSN, Spalding University
MSN, Spalding University

Christine Beesles, RN
Instructor
BSN, North Park College
MSN, University of Louisville

Sarah Bennett, RN
Faculty
BSN, Eastern Kentucky University

Laura Beyerle, RN, CNE
Assistant Professor
BSN, Indiana University Southeast
MSN, Bellarmine University

Ellen Bischoff
Faculty
BSN, Spalding University
MNHA, University of Phoenix

Cheryl Blackburn, RN, CNE
Faculty
MSN, University of Phoenix

Linda Blevins, RN
Faculty
MSN, University of North Dakota

Lesley Brown, RN
Faculty
BSN, Indiana Wesleyan University

Jenee’ Byrd, RN
Faculty
AS, Sullivan University
ASN, Ivy Tech
BSN, Indiana Wesleyan University

Sheri Byrnes, RN, CNE
Faculty
MSN, University of Phoenix

Lorre Coats, RN
Faculty
AAS, St. Catherine College
BA, McKendree University
MSN, McKendree University

Delana Connors, RN
Faculty
AA, Kentucky Community & Technical College System
BSN, Liberty University

Carrie Cook
Faculty
PhD, Indiana University of Pennsylvania

Joanne Cote, RN
Faculty
AAS, North Central Technical College
BA, Graceland College
MSN, Grand Canyon University
Louann Cottrell, RN  
Faculty  
BSN, Duquesne University

Kellie Crawford, RN  
Faculty  
BSN, Spalding University  
MSN, Duquesne University

Tracy Crowe, RN  
Faculty  
BSN, Indiana Wesleyan University

Sarah Curry, RN  
Faculty  
BSN, Spalding University

William Davies  
Faculty  
BSN, McKendree College  
MSN, McKendree College  
MSN-ED, University of Phoenix

Samantha Deck, RN  
Faculty  
MSN, Indiana State University

Melissa Dimitri, RN, CPN  
Instructor  
ADN, Jefferson Community College  
BSN, Indiana Wesleyan University  
MSN, Indiana Wesleyan University

Bonnie Ditterline  
Faculty  
MS, University of Louisville

Joyce Dullaghan, RN  
Faculty  
BSN, McKendree College  
MSN, McKendree College

Mary Jo Dunteman, RN  
Faculty  
BSN, College of Mt. St. Joseph

Rhonda Endler, RN, ONC  
Faculty  
ADN, Jefferson Community College  
BSN, Spalding University

Karen Essex, RN  
Faculty  
BSN, Spalding University  
MSN, Bellarmine University

Sherry Evans, RN  
Faculty  
AAS, Kentucky University  
BSN, Western Governors University

Ava Farahany, RN  
Faculty  
MS, University of Phoenix

Ana Fernandez, RN, CNE  
Faculty  
DNP, Walden University

Pamela Fetz, RN  
Faculty  
ADN, Spencerian College  
BSN, Chamberlain College of Nursing  
MSN, Chamberlain College of Nursing

Amanda Flaherty, RN  
Instructor  
BSN, Bellarmine University  
MSN, University of Phoenix

Cassie Foote, RN-BC  
Faculty  
MS, Western Governors University

Ellen Fulmer, RN, CNE  
Assistant Professor  
BSN, Eastern Kentucky University  
MSN, Indiana Wesleyan University

Cheryl Gaither, RN, CNML  
Faculty  
BSN, Ball State University  
MSN, Bellarmine University  
DNP, Bellarmine University

Phoebe Girgis, RN  
Faculty  
BSN, East Carolina University

Cheryl Green, RN  
Faculty  
BSN, Eastern Kentucky University  
MSN, Indiana Wesleyan University

Tammy Grider, RN  
Faculty  
BSN, University of Louisville  
MSN, University of Phoenix

Cheryl Green, RN  
Faculty  
BSN, Spalding University  
MSN, Indiana Wesleyan University

Dani Haas, RN, CNE  
Faculty  
BSN, Bellarmine University  
MSN, Spalding University

Theresa Hadley, RN  
Instructor  
BSN, University of Evansville  
MSN, Spalding University

Katharine Hansen  
Faculty  
PhD, Union Institute & University

Sandy Harshfield, RN, APRN  
Instructor  
BSN, Indiana University Southeast  
MSN, Indiana University

Susan Hasl  
Faculty  
BSN, University of Cincinnati  
MSN, McKendree University

Timothy Haupt  
Faculty  
PhD, Alliant International University

Brenda Hayes, RN  
Faculty  
ADN, West Virginia State  
BSN, West Virginia State  
MSN, Webster University

Varese Hodge, RN  
Faculty  
BSN, Indiana University Southeast

Catherine Hogan, RN  
Faculty  
BSN, Murray State University  
MSN, University of Kentucky

Jennifer Holmes  
Faculty  
EdD, Nova Southeastern University

Karla Hopkins  
Faculty  
BSN, Tuskegee University  
MSN, University of Phoenix
Ann Hubbard, RN  
Faculty  
EdD, Florida Atlantic  
DNP, University of South Alabama

Amanda Huber, RN  
Faculty  
AAS, Jefferson Community College  
BSN, Indiana Wesleyan University  
MSN, Indiana Wesleyan University

June Hyndman  
Faculty  
PhD, University of Kentucky

Terry Humphries, RN, CCRN  
Faculty  
BSN, McKendree University  
MHS, Texas Wesleyan University

Peter Kik  
Assistant Professor  
BS, University of Louisville  
MS, University of Louisville

Ariel Lacy, RN  
Faculty  
BSN, University of Louisville  
MSN, Spalding University

William Lavely  
Faculty  
BSN, University of Louisville  
MSN, University of Louisville

Allison Lawson, RN  
Faculty  
BSN, Xavier University

Jessica Leary, RN  
Faculty  
ADN, Jefferson Community and Technical College  
BSN, Indiana Wesleyan University

Tammi Lewis, RN  
Faculty  
MSN, University of Akron

Regan Lookadoo  
Faculty  
PhD, University of Alabama

Blair Mackenzie  
Associate Professor  
BA, Georgetown College  
MBA, University of Phoenix  
MFA, Spalding University

Farmer Malone  
Faculty  
BA, Spalding University  
MS, Walden University

Tracey Marshall, RN  
Faculty  
ADN, PA College of Health Sciences  
BSN, Chamberlain College of Nursing  
MSN, Norwich University

Aruna Mathew, RN  
Faculty  
BSN, St. John’s College of Nursing  
MSN, Indiana Wesleyan University

Pennie Maus-Granholm, RN  
Faculty  
BSPRA, Eastern Kentucky University  
BSN, Bellarmine University  
MSN, Indiana Wesleyan University

Kristina McKinney, RN, CNE  
Faculty  
BSN, Spalding University  
MSN, Spalding University

Patrick McRae  
Faculty  
ADN, Galen College of Nursing  
BSN, Indiana Wesleyan University

Amber Moore, RN  
Instructor  
BSN, University of Louisville  
MSN, Indiana Wesleyan University

Sarah O’bért, RN  
Faculty  
BSN, Bellarmine University  
MSNAM, Aspen University

Cathy Onsager, RN  
Faculty  
BSN, Indiana University Southeast  
MSN, Indiana Wesleyan University

Sheila Palatas, RN  
Faculty  
AMA, Eastern Kentucky University  
ADN, Eastern Kentucky University  
BSN, McKendree University

Sanjay Paul  
Faculty  
MA, Golden Gate University  
MA, New Mexico University

Brittney Payne, RN  
Faculty  
BSN, Spalding University

Lisa Peters  
Faculty  
BSN, University of Kentucky

Karen Pierce, RN  
Faculty  
BSN, University of Evansville  
MSN, Bellarmine University  
MA, Bellarmine University

Kim Powell, RN, CNE  
Faculty  
BSN, Eastern Kentucky University  
MSN, University of Phoenix

Mark Prilik, RN  
Faculty  
ADN, Galen College of Nursing  
BSN, Grand Canyon University  
MSN, Grand Canyon University

Scott Profitt, RN  
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BA, Indiana University Southeast  
BSN, Spalding University

Kimberly Pruitt, RN  
Faculty  
BSN, Vanderbilt University  
MSN, Wayne State University

Eleanor Puckett, RN, APRN  
Faculty  
BSN, Vanderbilt University  
MSN, Wayne State University

Linda Reeder, RN  
Faculty  
ASN, Excelsior College  
BSN, Excelsior College  
MSN, Excelsior College
Polly Reynolds, RN  
Faculty  
- BSN, Bellarmine University  
- MSN, Spalding University  

Dominique Rhynes, RN  
Faculty  
- BSN, University of Kentucky  

Martha Risen  
Faculty  
- ASN, Jefferson Community College  
- BSN, University of Kentucky  

Cheryl Shuffitt, RN, CCRN  
Faculty  
- ADN, Jefferson Community and Tech College  
- BSN, Indiana University  
- MSNEd, University of Phoenix  

Buffy Simpson, RN, CNE  
Assistant Professor  
- BSN, University of Louisville  
- MSN, Indiana Wesleyan University  

Lindsay Spies, RN  
Faculty  
- BSN, University of Kentucky  

Shanti Srinivas  
Faculty  
- MA, University of Hyderabad, India  

Dashanda Stanton, RN  
Instructor  
- BSN, University of Louisville  
- MSN, University of Phoenix  

Gina Stephenson, RN  
Faculty  
- BSN, Spalding University  
- MSN, Grand Canyon University  

Oligens Sulo, RN  
Faculty  
- MS, Oakland University  

Zoe Tate, RN  
Faculty  
- ADN, Massachusetts Bay Community College  
- BSN, Medical University of South Carolina  

Holly Terry, RN  
Faculty  
- AS, Vincennes University (2)  
- ASN, Ivy Tech  
- BS, Troy State University  
- MSN, Bellarmine University  

Candice Thomas-Gatewood  
Faculty  
- BS, Tennessee State University  
- MS, University of Louisville  
- PhD, University of Louisville  

Mary Alice Tolbert, RN  
Faculty  
- BA, Bellarmine University  
- BSN, University of Louisville  
- MSN, Indiana Wesleyan University  

Jacklyn Travis, RN  
Faculty  
- ADN, Spencerian College  
- MSN, Indiana Wesleyan University  

Linda Tur, RN  
Faculty  
- ADN, University of Evansville  
- MSN, Bellarmine University  

Sandra Utsey  
Faculty  
- BSN, University of Louisville  
- Post Graduate Certificate, University of Kentucky  
- Post Master Certificate, Northern Kentucky University  

Lea Ann VanBuskirk, RN  
Faculty  
- MSN, Liberty University  

Elizabeth Vaughn  
Associate Professor  
- BS, University of Louisville  
- MS, University of Louisville  
- PhD, University of Louisville  

Julia Vereb, RN  
Faculty  
- ADN, Edison Community College  
- BSN, Chamberlain College of Nursing  

Sharon Vincent  
Faculty  
- BSN, Indiana Wesleyan University  

Stephanie Wakefield  
Faculty  
- MSN, William Carey University  

Julie Ward, RN  
Faculty  
- BSN, Indiana University  
- MSN, Spalding University  

Mary Ruth Warren  
Faculty  
- AAS, Kentucky State University  
- BSN, Indiana Wesleyan University  

Dolores White, RN  
Instructor  
- ADN, Elizabethtown Comm. and Tech College  
- BSN, McKendree University  
- MSN, Indiana Wesleyan University  

Sandra White, RN, NHA  
Faculty  
- MSN, Grand Canyon University  

Janet Wilcox, RN  
Faculty  
- BSN, University of Missouri, Columbia  

Vanessa Williams-Harvey  
Faculty  
- ASN, Jefferson Community College  
- BS, University of Louisville  
- MSN, University of Phoenix  

Necholyia Wright, RN, ONC  
Faculty  
- ADN, Galen College of Nursing  
- BSN, Indiana Wesleyan University  
- MSN, Indiana Wesleyan University  

Alyson Wrisley, RN  
Faculty  
- MSN, Framingham State University  

Joanna Yastik  
Faculty  
- MS, Madonna University  

Karen Zabel, RN  
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