National American University (NAU) School of Nursing (SON) Student Handbook: Undergraduate and Graduate
Welcome

Nursing is a people-oriented profession. Individuals entrust nurse to provide care when they/or significant others are most vulnerable. The core meaning of nursing is to “nurture”. Patients and families are dependent on nurses and other health care professionals to deliver safe high-quality care. Nurses are credited with defining the patients’ experience. It is imperative that nurses invest in safety, quality, and genuine in the care they deliver.

Although the shortage of nurses is cyclical in recent decades, the shortage the United States faces in the next ten years promises to be particularly acute and rooted in demographic shifts. Nurses are aging as a group, and they are not being replaced in sufficient numbers. However, nursing care is ESSENTIAL to the health and well-being of all Americans.

Upon its inception, the School of Nursing (SON) executive team established a vision for the nursing programs that focuses on the theories of nursing leaders Madeleine Leininger and Patricia Benner. These theories involve concepts related to transcultural nursing and nursing novice to nursing expert. The nursing programs at National American University (NAU) employ these theories through nursing education while providing opportunities for students to learn in a supportive environment. The goal of each program is to provide education which leads to nurses who can ensure quality of care.

The SON offers the Associate of Science in Nursing (ASN), the Bachelor of Science in Nursing (BSN), and the Master of Science in Nursing (MSN) degree programs. Program faculty and staff are committed to assist all students as they enter the career ladder of nursing. Welcome to a career path in nursing that is truly a lifelong learning experience and profoundly rewarding! Have a great journey!

Lisa Hawthorne, PhD, MSN, RN, PHN, CNE
Dean, School of Nursing and Graduate Nursing Studies
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Preface

The NAU SON student handbook has been designed to acquaint you with the policies, regulations, and services of the SON and specific nursing programs. It reflects input and cooperation from those who have an interest in the programs and the safety and welfare of students.

The NAU SON student handbook is supplemental to the NAU catalog. Nursing students should review and adhere to the NAU and SON policies and guidelines.

The NAU SON reserves the right to make changes in this handbook at any time at the discretion of the university/school and in its policies and regulations that contribute to the improvement of the university/school. Changes made will be provided in oral and/or written format to the student body. Students are required to inform themselves of and to comply with the NAU SON policies and regulations as stated and distributed. Failure to comply with the NAU SON policies and regulations may result in warning or dismissal from the programs.

National American University
School of Nursing
5301 South Highway I6
Rapid City, South Dakota 57701
(605) 721-5304
http://www.national.edu/
National American University Schools of Nursing

If you have questions regarding the nursing program such as admission status, transfer of credit, campus registration, and/or classroom assignments, please contact the nursing program at the site you attend.

**Albuquerque, New Mexico Campus**
BSN Program
4775 Indian School Road
Albuquerque, New Mexico 87110
(505) 348-3729

**Austin, Texas Campus**
BSN Program
13801 Burnet Road, Suite 300
Austin, Texas 78727
(512) 651-4728

**Bloomington, Minnesota Campus**
BSN Program
7801 Metro Parkway, Suite 200
Bloomington, Minnesota 55425
(952) 356-3690

**Online RN to BSN and Online MSN Programs**
5301 South Highway 16
Rapid City, South Dakota 57701
(605) 721-5288

**Overland Park, Kansas Campus**
BSN and LPN Bridge to BSN Program
10310 Mastin Street
Overland Park, Kansas 66212
(913) 981-8724

**Rapid City, South Dakota Campus**
BSN Program
5301 South Highway 16
Rapid City, South Dakota 57701
(605) 394-4800

**Sioux Falls, South Dakota Campus**
BSN Program
5801 South Corporate Place
Sioux Falls, South Dakota 57108
(605) 336-4600

**Wichita West, Kansas Campus**
BSN and LPN Bridge to BSN Program
8428 West 13th Street North, Suite 120
Wichita, Kansas 67212
(316) 448-3184

**Zona Rosa, Missouri Campus**
ASN Program
7490 NW 87th Street
Kansas City, MO 64153
(816) 412-5500

The Online RN to BSN and MSN programs are not offered in Tennessee. The MSN program is not offered in Arkansas.
Accreditations /Affiliations

The University

The University is recognized and/or accredited by the organizations identified in the University catalog. Please refer to the catalog for specific accreditations / affiliations.

National American University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604, www.ncahlc.org, (800) 621-7440.

The Accreditation Commission for Education in Nursing (ACEN) granted continuing accreditation for the NAU Zona Rosa, Missouri ASN program. For more information, please contact the ACEN at 3343 Peachtree Road NE Suite 850, Atlanta, GA 30326, (404) 975-5000, www.acenursing.org.

The baccalaureate and master's degree programs in nursing at National American University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791.
National American University

Mission Statement

National American University (NAU) welcomes students of diverse interests, cultures, and abilities and prepares them for careers in technical and professional fields by providing quality higher education in a caring and supportive environment.

The university builds learning partnerships with students and other institutions and organizations locally, nationally, and internationally through its private, regionally accredited system of campuses and education centers offering courses in traditional, accelerated, and distance learning formats.

As a comprehensive technical and professional institution of higher learning, the university responds to the changing needs of students, employers, and their communities by providing undergraduate and graduate programs and continuing education opportunities to serve an evolving global society.

Core Values

- Offer high quality instructional programs and services.
- Provide a caring and supportive learning environment.
- Offer technical and professional career programs.

Purposes

1. Offer quality technical and professional degree programs as documented by institutional and academic assessment processes at the associate, bachelor’s, and graduate level, diplomas, certificates, and adult degree completion programs to traditional, adult, and international learners.
2. Provide a general education program to build awareness, abilities, and interests to empower lifelong learners as knowledgeable citizens of the global community.
3. Provide a collegiate experience through instructional and support services that create a stimulating, caring, and supportive learner-centered environment in which students are encouraged to achieve the educational goals established by the university.
4. Promote learning and working environment by providing new technologies, methodologies, and practices that enhance and extend quality programs and services.
5. Prepare students to provide leadership and services for the employment needs of business, industry, and government worldwide.
6. Pursue communication, cooperation, and alliances with educational institutions, organizations, and associations on a local, regional, national, and international basis.
7. Respond to the ever-changing societal demands for personal and professional development and continuing education through flexible scheduling and convenient access via traditional, accelerated, and distance delivery methodologies.
8. Assist students in the development of ethical values and behaviors.
9. Foster an environment that encourages involvement by employees in the innovation and solution-seeking processes and provide an opportunity for personal and leadership development while promoting diversity in culture and perspective.
10. Provide a stable institutional environment where human, financial, and physical resources are sufficient to accomplish its educational and institutional goals as a sound basis for continued growth and development.

School of Nursing

Mission Statement

The School of Nursing (SON), as an integral part of National American University (NAU), is in concert with its mission, core values, and purposes. Consistent with the overall university mission, the SON mission is to prepare competent nursing graduates by providing a caring, diverse, and student-centered environment that fosters critical thinking and enhances holistic health care across the lifespan. The nursing programs offer career mobility through an articulated ladder approach to nursing education.

Vision

Maintain and mature the infrastructure of the SON and the practice of nursing education.

Core Values

- Offer high quality nursing education and collaborative community partnerships.
- Provide a caring and supportive learning environment for nursing students.
- Offer professional nursing programs leading to career advancement and professional development.

Programmatic Outcomes / Goals

1. Prepare learners to influence the delivery of healthcare services through safe and accountable clinical judgment.
2. Promote and facilitate (student-centered) lifelong learning opportunities responsive to the needs of students, graduates, faculty, community, and profession.
3. Commit to the advancement of nursing knowledge and application to health care by collaborating with faculty within and external to the university and with professionals in healthcare and community agencies.
4. Support and participate in activities that interpret and promote the role of the nurse, influence nursing practice, and the concept of caring.
5. Support efforts to recruit and retain students from diverse backgrounds and experiences who demonstrate potential for success in nursing.
6. Incorporate a holistic approach to culturally congruent care throughout the lifespan.

**Philosophy**

The SON derives its philosophy and purposes from the mission statement of NAU. The SON and its faculty believe that nursing education should enable students to acquire the knowledge and proficiencies necessary to practice culturally competent and congruent nursing care and meet the changing needs of society. The philosophy and conceptual model are based on the learning paradigms of Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006). In accordance with these paradigms, the faculty believes that education is predicated on the following constructs derived from Benner’s *Novice to Expert* and Leininger’s *Transcultural Nursing* theories:

1. **Experiential**: student-centered and lifelong learning; Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006). The SON and faculty believe nursing education includes experiences and activities that promote learning in open learning climates where students may examine and discuss transitions in understanding, mistakes, or misconceptions in actual clinical situations (Benner). Nursing is embraced as a discipline committed to the importance of lifelong learning for the maintenance and advancement of knowledge.

   The SON and faculty further believe culturally congruent care reflects an infinite number of factors that affect wellbeing, which is important for today’s diverse society. It is through culturally congruent care that nursing finds an infinite number of explored and unexplored dimensions of care as a pursuit for enhanced knowledge, which may result in predictable care outcomes (Leininger).


   The SON and faculty further embrace Leininger’s definition: “Care is the heart of nursing; Care is power; Care is essential to healing (or well-being); Care is curing; and Care is (or should be) the central and dominant focus of nursing and transcultural nursing decisions and actions” (Leininger).

3. **Clinical Judgment**: qualitative distinction, evolves over time, integrative/dynamic; Benner (1984, 2000, 2001). The SON and faculty believe Benner’s tenet that clinical judgment is based on recognition of dynamic patient/family/community transitions across time in response to conditions and associated treatment. The nurse’s clinical judgment evolves over time as the nurse gains experience and furthers education in the profession.

4. **Holistic Health/Illness/Death**: Leininger (1991, 2002, 2006). The SON and faculty believe nursing education should embrace the care of clients as addressed within all stages of health from wellness to death. Within the art of healing and comforting,
utilization of a holistic perspective should support and enhance human dignity. This holistic perspective views cultural insight as a pivotal factor that directs and shapes wellbeing within an individual, the family, and the community as a whole.

The NAU SON uses the tenets of Benner (1984, 2000, 2001) and Leininger (1991, 2000, 2006) to form the eclectic conceptual framework. Specifically, Benner’s work on *Novice to Expert* (1984) provides a framework for the SON. The SON programs are built upon various student levels of education and experience and designed to enhance career mobility. Concepts of care and culture based on Leininger are threaded throughout the curricula. The constructs: experiential learning, caring, clinical judgment, and holistic health/illness/death provide horizontal threads that serve as broad categories under which a variety of content can be addressed. They are not considered mutually exclusive. It is recognized that the rapid evolution of nursing science, practice, and education demands ongoing reexamination of categories and concepts.

The SON and faculty believe nursing is a practice profession with a defined body of knowledge and outcomes. Nursing practice is embraced through education as holistic, caring in nature incorporating, and supporting lifelong learning.

**Nursing Practice and Nursing Education**

A knowledge base reflective of the varying levels of nursing practice contributes to incorporating information to promote health, prevent disease, restore health, and promote adaptation across the lifespan. Nursing demands the ability to adapt to a changing environment in assessing, analyzing, planning, implementing, and evaluating nursing care.

Continued learning and application of facts and principles are necessary for effective clinical judgment in patient care settings. As providers of health services, nurses should be self-directive, creative, critical thinkers who strive for lifelong learning, regardless of their level of practice.

Within nursing, there are levels of practice within varying settings, which require different educational preparation. Educational preparation within each level of practice should build on previous knowledge to facilitate career mobility.

The NAU SON Associate of Science in Nursing (ASN) program prepares students to serve clients with complex care needs, which require judgment, independent decision making within the professional nurse role, and collaborative decision-making. The National League for Nursing (NLN) publication *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master’s, Practice Doctorate, and Research Doctorate Programs in Nursing* (NLN, 2010) provides guidelines for associate degree nursing education and practice.

The NAU SON Bachelor of Science in Nursing (BSN) curriculum was designed to provide a broad base of principles from science and liberal arts including additional specialized courses in leadership, healthcare delivery systems, community and public
health nursing, health promotion, nursing research, and evidence-based practice. To ensure the program quality and integrity, the BSN program follows the standards set out in the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). The baccalaureate graduate enters the nursing profession as a nurse generalist with a strong foundation for developing specialized clinical practice and other advanced practice roles. The BSN graduates are prepared to function effectively in ambiguous, unpredictable, and complex environments; demonstrate critical thinking and flexibility; translate, integrate, and apply knowledge to enhance patient care quality and safety. The program graduates possess the skills and credentials necessary to pursue graduate education.

The NAU SON Master of Science in Nursing (MSN) program includes four areas of study: Nursing Administration, Care Coordination, Nursing Education and Nursing Informatics. The MSN program utilizes the *Essentials of Master's Education in Nursing* (AACN, 2011) to integrate the core competencies of the essentials into the MSN curricula for the various concentration areas. These emphasis prepare the graduate for emerging roles in healthcare design, delivery and leadership, as well as higher education. The MSN graduates are prepared to face challenges of today’s complex academic and healthcare environments, as well as assume leadership roles at the local, state, national and international levels.

The model below represents the organizing structure of NAU SON. The model illustrates the emphasis on lifelong learning throughout all programs in a culturally congruent context for all populations. Students enter the NAU SON at varying points in their careers (pre-licensure ASN, BSN, Online RN to BSN and/or Online MSN). Although students enter Benner’s (1984, 2000, 2001) continuum at different starting points (as a result of additional knowledge and experience), they continually move toward higher levels of competence. The implication for teaching and learning is emphasized by the constructs of caring, experiential, clinical judgment, and holistic health/illness/death.
Student Learning Outcomes

Associate of Science in Nursing Degree:

1. Exhibit behaviors and characteristics congruent with the professional role.
2. Utilize skills to promote communication and collaboration in the healthcare environment.
3. Incorporate culturally sensitive information and care to promote health, prevent disease, restore health, and promote adaptation across the lifespan.
4. Create a safe and effective environment.

Bachelor of Science in Nursing Degree:

1. Synthesize knowledge from nursing, the arts, and sciences in the holistic practice of professional nursing.
2. Apply theory-based decision making related to safe, competent, and culturally congruent nursing care to individuals, families, and communities in diverse settings across the lifespan emphasizing the concept of caring.
3. Critically evaluate and utilize relevant findings of nursing research in professional nursing practice.
4. Demonstrate professional values and behaviors consistent with professional standards.
5. Assume responsibility for ongoing professional development in an ever-changing healthcare environment.

Master of Science in Nursing Degree:

1. Analyze social, ethical, and legal issues that impact the delivery of domestic and global health care.
2. Integrate theory, research, and practice using critical thinking and effective problem solving for the advancement of the nursing profession.
3. Utilize current/emerging technologies and communicative methodologies to build collaborative relationships to promote evidence-based practice and improved healthcare outcomes.
4. Synthesize principles and theories from one’s specialty area of practice (administration, care coordination, education, or informatics) to participate in future advances in healthcare initiatives.
5. Model professional, scholarly, and leadership behaviors of one’s specialty area of practice (administration, care coordination, education, or informatics) that foster clinical reasoning and lifelong learning.
Pre-Licensure Nursing Programs

Associate of Science in Nursing (ASN) Degree

The two-year pre-licensure ASN program is offered at NAU Zona Rosa, Missouri campuses.

Bachelor of Science in Nursing (BSN) Degree

The four-year pre-licensure BSN program is offered at NAU Albuquerque, New Mexico; Austin, Texas; Bloomington, Minnesota; Overland Park and Wichita West, Kansas; Rapid City and Sioux Falls, South Dakota campuses.

Licensed Practical Nurse (LPN) Bridge to BSN Program

The LPN Bridge to BSN program is available at the Overland Park and Wichita West, Kansas campuses. LPNs who desire to become professional nurses with a BSN degree are required to take the NS3315 LPN to RN Transition course for bridging into the BSN clinical core.

NOTE: LPN bridging into the BSN clinical core students must have a practical nurse (PN) diploma with a 2.8 cumulative grade point average (CGPA) or above and a current active unencumbered licensed practical nurse (LPN) license.

In general, the pre-licensure nursing program curriculum features a nursing foundational core, which contains general education courses. The nursing clinical core contains the nursing specific courses.

Advising

Academic advising is provided by NAU’s nursing program to help students succeed in the nursing program of studies. Academic advising routinely addresses academic issues, professional goals, financial concerns, and social support of students.

1. Foundational Core: Students in the foundational core classes are taking general education courses and receive the same advisement as other NAU students enrolled in general education courses at NAU.
2. Clinical Core: Nursing clinical core advising is the process of providing program education and academic support to nursing clinical core students through the application process for the nursing clinical core and throughout the clinical core component. The SON program chair or clinical core advisor provides specific nursing program information, work with students on an individualized completion plan, and follow-up with students who are academically at risk (i.e. ATI assistance, tutoring, SmarThinking, library navigation, and referral). The role does not involve teaching but, reinforces teaching/learning in the classroom.
3. Nursing Advisement: All nursing students have access to faculty for advisement. It is each student’s responsibility to maintain contact with their advisor.
4. Based on student request and/or need, additional advising may be provided by the program chair, clinical core advisor and or, another faculty member.

5. If a student is at risk, the course faculty will notify the student within three working days using the Student Improvement Plan – Classroom and/or Clinical/Lab form. The course faculty/clinical core advisor will offer to meet with the student to assess the academic difficulty and if appropriate, write a plan outlining the goals. The Student Improvement Plan – Classroom and/or Clinical/Lab form and the individual plan to increase student success are completed and distributed in paper copy form to the student record, the student, the course faculty / clinical core advisor.

Transfer Courses

Undergraduate Transfer*
(Not applicable to the Online RN to BSN program.)

All transfer courses must meet NAU guidelines as stated in the transfer credit section of the NAU undergraduate catalog (http://webapps.national.edu/Smart_Catalog/Undergraduate_catalog/transfer-of-credit.htm). All science courses must have been completed within five (5) years upon application to the nursing program/nursing foundational core.

Nursing courses may be reviewed by the dean and/or associate dean for consideration of transferability into the nursing clinical core on a case-by-case basis.

* Although student transfer credits may complete the nursing foundational core, these transfer credits do not guarantee admission into the nursing clinical core, which is highly competitive.

Graduate Transfer

All transfer courses must meet NAU guidelines as stated in the transfer credit section of the NAU graduate catalog (http://webapps.national.edu/Smart_Catalog/Graduate_catalog/masters-transfer-courses.htm). A total of 13.5 quarter-hours of graduate transfer credits are permitted to be included in a student program of study. The following conditions apply:

1. All such courses must have been completed at a regionally accredited institution of higher learning.
2. All courses must be graduate level and relevant to the student area of study.
3. Courses included in a program of study which were taken more than five (5) years prior to the date of graduation must be repeated.
4. Transferred courses that replace core courses must be academically comparable to the NAU course it is intended to replace.
5. Any course to be transferred into a program of study must have been completed with at least a grade of “B.”
6. Only the following courses may be transferred into the MSN program of study:
   - Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy.
Facilitating Health I: Health Assessment/Pathophysiology; and
Facilitating Health II: Advanced Pharmacology.

**Foundational Core Admissions Process**

*Not applicable to the Online RN to BSN and the Online MSN programs.*

**New Admission**

1. NAU admission representatives admit and provide copies of the NAU admission application to potential applicants.
2. Applicants complete all admission paperwork and attends the *NAU New Student* orientation.
3. Student attends program information session with the director of student success (DSS) or designee.
4. The campus director generates and signs a foundational core acceptance letter to the new student enrollee.
5. Copies of the original, signed foundational core acceptance letter are sent to the financial aid services representative, registrar’s office, and SON administrative assistant for students’ file.
6. Subsequent academic advising will be provided by NAU learner services for non-nursing courses.

**Existing Students**

1. Students designated as non-nursing who have an interest in the BSN or ASN programs are eligible for acceptance into the foundational core. Appropriate paperwork for a program change is completed by the student’s DSS or designee.
2. Student attends program information session with the director of student success (DSS) or designee.
3. The campus director generates and signs a foundational core acceptance letter to the new student enrollee.
4. Copies of the original, signed foundational core acceptance letter are sent to the financial aid services representative, registrar’s office, and SON administrative assistant for students’ file.
5. Subsequent academic advising will be provided by NAU learner services.
6. After attending the program information session, students go to the respective DSS/campus director for course registration or register online for foundational courses.

**Reentry Students**

1. Students will be readmitted to the foundational core courses following the NAU reentry policy as noted in the undergraduate catalog.
2. Student attends program information session with the director of student success (DSS) or designee.
3. The campus director generates and signs a foundational core reentry letter to the reentry student.
4. Copies of the original, signed foundational core reentry letter are sent to the financial aid services representative, registrar’s office, and SON administrative assistant for students’ file.
5. Subsequent academic advising will be provided by NAU learner services for non-nursing courses.

School of Nursing Admissions Process

Pre-Licensure BSN and ASN Clinical Core
Nursing students and faculty should review NAU undergraduate catalog, the NAU SON student handbook for the student application process.

In pre-licensure nursing programs, applications are received and reviewed by the Decision Committee for Clinical Core Entrance. The committee makes the selections and decision letters are sent to all applicants.

Admission to the nursing foundational core does not guarantee admission in the nursing clinical core. Admission to the nursing clinical core is selective and highly competitive. Clinical Core Applications must be received at least 90 days prior to the start of each nursing clinical core cohort. For a new start BSN or ASN clinical core, the application timeline may be modified per program chair/director.

The criteria to be eligible for application to the clinical core of the BSN and ASN programs:

1. Admission to NAU must be made before application to the nursing clinical core.
2. Complete a national criminal background check and drug screen with a NAU chosen vendor with a successful result.
3. Must have evidence of medical terminology course work or similar knowledge provided through other programs of study. For students without evidence of prior medical terminology course work, NAU has available self-paced, self-pay courses, located on the university website under continuing education programs (HTH111 Survey of Medical Terminology OR, HTH120 Introduction to Medical Terminology).
4. All foundational core courses must be successfully completed before the start of any clinical core course. Students who have not successfully completed all foundational core courses must apply for the next clinical core start. For the ASN program, general education nursing clinical core courses (SC1201, SC1370, PS2000, SO1050, or PS1050) may be completed prior to acceptance into the nursing clinical core.
5. Minimum cumulative grade point average (CGPA) of 2.8 on all nursing foundational courses must be accomplished.
6. All required foundational core courses must be completed with a minimum grade of “C.”
7. All science courses must have been completed within five (5) years of application to the nursing foundational core.

8. Applicant must provide a copy of state specific verification of active certification of a nursing assistant (CNA), emergency medical technician (EMT), medical assistant with associate degree including clinical training (MA), licensed vocational nurse (LVN), or licensed practical nurse (LPN).

9. Prior to application to the nursing clinical core, applicants must successfully complete a pre-entrance examination. The student must take the pre-entrance exam at a NAU SON campus location or arrange for an official transcript of previous exam scores to be sent to the SON. In an attempt to gain a higher score, applicants may retake the pre-entrance exam up to three times in a one-year period and must have a minimum of 14 days between testing dates. All components of the pre-entrance exam are considered as a whole, composite score.

10. Clinical core acceptance is based on the overall ranking of the following items, but are not limited to:
   - Pre-entrance exam composite score and science components.
   - CGPA of 2.8 in foundational core courses.
   - Completion of foundational course work at NAU.
   - Prior completion of an associate, bachelor or master degree in any program of study.
   - Grades from science courses.

11. Students obtain and return the clinical core application to the SON administrative assistant or designee.

12. Applications for admission are reviewed by the SON Decision Committee for clinical core entrance.

13. The SON administrative assistant or designee sends clinical core decision letters to students.

14. Copies of the original, signed clinical core acceptance letter are sent to the financial aid services representative, registrar’s office, and SON administrative assistant for students’ file.

**Online RN to BSN**

1. The Online RN to BSN program reviews applications and admits students every academic quarter. Admissions decisions are made and communicated in writing once the program application and admissions requirements have been completed and reviewed.

2. Admission criteria include the following (please see NAU catalog for additional criteria, if applicable):
   - Admission to National American University (NAU) before application to the Online RN to BSN program.
   - Graduation from an associate degree program in nursing or a diploma nursing program.
   - Current active unencumbered registered nurse (RN) license from any state within the United States. Evidence of current licensure must be present in the student’s departmental file.
- Minimum cumulative grade point average (CGPA) of 2.5 or above from the graduated associate degree program in nursing or diploma nursing program.
- Minimum CGPA of 2.5 on all transferred general education courses.

3. All nursing prefix (NS) courses must be completed through NAU online.

*All international nurses must have a current active unencumbered RN license from any state within the United States and an international professional evaluation of their prior education credentials.

**School of Nursing Progression and Retention**

1. Pre-licensure (BSN and ASN) nursing courses are sequential and the successful completion of each course is a prerequisite for admission to the next level or successive course.

2. Nursing prefix (NS) courses may only be repeated once by students. In addition, clinical core students are only allowed to re-enter the program once.

3. Progression in the nursing program will depend on achieving the following:
a. Satisfactory attendance of class per the university catalog.
b. Completion of all lab, simulation and/or clinical hours.
c. A passing score with a grade of “C,” “P,” “S,” or better in all nursing courses. Failure to achieve a passing grade in a theory or clinical course will result in the failure of the associated theory or clinical course. Failure to achieve a passing grade in the theory portion of the course and a “P” or “S” in the associated lab, clinical, and/or preceptorship portions, will result in a failing grade of “F” for the course, in which case the student will be required to repeat the entire course.
d. Completion of lab, simulation and/or clinical assignments (i.e. care plans, concept maps, medication research, etc.).
e. Completion of all standardized testing.
f. Adherence to NAU SON student handbook and university catalogs.
4. A student who does not meet the requirements set forth above may not be permitted to progress. Please refer to any other guidelines pertaining to grievances, attendance and other related topics.

Exit from the School of Nursing

1. Students bear the responsibility of notifying the program chair at the respectful campus when they discontinue studies in a course or at the university.
2. A student exiting the nursing program for any reason should complete an Exit Form for the SON. The form needs to be submitted within seven (7) working days from last date of attendance to the program chair.
3. Students who do not complete an Exit Form or submit the form within the required time will be at risk of not being readmitted to the SON program.
4. Students will be awarded grading as per the university catalogs.

Reentry for SON Programs

Any student who has interrupted progression for one quarter or more in the nursing program will need to apply for reentry. Students may apply for reentry once for pre-licensure (BSN and ASN) and reentry is not guaranteed. Students who leave the nursing program and apply for readmission will be required to complete a national criminal background check and drug screen prior to readmission into the program.

1. Re-enter forms are reviewed on an individual basis within the SON by program chairs and faculty.
2. Reentry is allowed on a space available basis as determined by the SON faculty and program chair has the final decision.
3. The faculty and program chair will determine competency assessments in order to help students be successful through the remainder of the program (i.e. remediation, course auditing, review clinical competencies, etc.).
4. Students are responsible for contacting the program chair regarding intentions to reenter and complete a Re-Enter Form
5. Submit a completed Reentry Form to the SON administrative assistant within a minimum of 30 days prior to the start of the quarter.
6. Students must set up a meeting with the nursing program chair and complete a Student Improvement Plan – Classroom form.
7. Students accepted for reentry to the nursing program will be notified in writing and a copy of the letter will be placed in the student file.
8. Upon acceptance for reentry to the nursing program, the NAU admission process must be completed.

School of Nursing Code of Conduct

Academic Integrity

The SON follows university academic integrity guidelines outlined in the NAU catalog.

In cases of suspected academic integrity violations, SON faculty are required to notify the program chair and follow the NAU academic integrity procedures.

Communication – Verbal / Non-Verbal

Effective communication is vital to ensure successful completion of the program. Students are responsible for communicating issues and concerns with course faculty and/or their academic advisor. Students are expected to communicate appropriately, adequately, truthfully, verbally, and in writing.

The ability to communicate effectively with peers and with healthcare teams in clinical settings is vital to the completion of the program and to the student’s future professional success.

Students are required to have current working phone numbers and email addresses on file in the nursing program office to ensure the ability to contact students should clinical sites and time changes.

It is the responsibility of the student to remain apprised of the information in NAU catalogs, the SON handbook, and all other updates to policies and procedures. Students are responsible for reading information posted on student bulletin boards and in the learning management system (D2L).

Official SON electronic communication regarding academic classes or academic schedules will occur through School - sanctioned channels, (i.e. NAU email, listservs, D2L, etc). Electronic communications outside these channels are not endorsed for academic courses (i.e. text messages, social media, etc.).

Confidentiality Statement
Any information, either written or oral, having any relevance to client care is considered strictly confidential. Discussion regarding clients is restricted to the proper professional environment under supervision of appropriate healthcare professionals.

Under no circumstance, is it appropriate to discuss one client with another client, nor to discuss a client case in a public area. Each clinical facility policy on privacy and confidentiality must be strictly adhered to. A breach of confidentiality may be grounds for dismissal from the nursing program.

FERPA – Right to Privacy

Please see the NAU catalogs [http://webapps.national.edu/Smart_Catalog/undergraduate_catalog/right-to-privacy---ferpa.htm](http://webapps.national.edu/Smart_Catalog/undergraduate_catalog/right-to-privacy---ferpa.htm).

Social Media Policy (SON)

While social media allows the University to reach many audiences including faculty, staff and students, use of social media by School of Nursing faculty, staff and students presents special concerns for privacy and confidentiality. The general use of social media by SON faculty, staff and students is not affected by the following policy; its use related to confidential information about the School (including the faculty, staff and students), patients or SON - clinical affiliates (agencies with which the SON has entered a contractual relationship to provide clinical experience opportunities for students) is notably restricted.

Social media are defined as, but not limited, to web-based or mobile technologies used for interactive communication. Examples of social media include but are not limited to collaborative projects (i.e. Wikipedia), blogs and microblogs (i.e. Twitter), content communities (i.e. YouTube), social networking sites (i.e. Facebook), virtual game worlds (i.e. World of Warcraft), and virtual social worlds (i.e. Second Life). Regardless of how these forms of media are used, employees and students are responsible for the content they post or promote. Content contributed on these platforms is immediately searchable and shareable, regardless of whether that is the intention of the contributor. Once posted online, the content leaves the contributing individual’s control forever and may be traced back to the individual in perpetuity.

Official SON electronic communication regarding academic classes or academic schedules will occur through School - sanctioned channels, (i.e. NAU email, listservs, D2L, etc). Electronic communications outside these channels are not endorsed for academic courses (i.e. text messages, social media, etc.).

SON students and employees are prohibited from disclosing through social media the following:

- Protected Health Information, as defined by the Health Insurance Portability and Accountability Act (HIPAA). For example, individuals may not disclose patient
names or otherwise refer to patients in any way that identifies them individually, including by their initials or by their location (i.e. hospital name or unit).

- Education Record Information, as defined by the Family Educational Rights and Privacy Act (FERPA). Employees may not disclose FERPA protected information regarding students.
- Confidential, non-public or proprietary information about families,
  - clinical facility staff or clinical institutions;
  - the School, its employees and students;
- Copyrighted or intellectual property belonging to the University.
- Comments that express or imply sponsorship or endorsement by the School or the University, unless you are officially authorized to act in this capacity for this purpose on behalf of the University or the School.

Accordingly, the use of social media for clinical discussions related to patients or SON and/or affiliated clinical facilities is prohibited.

If a faculty member or student identifies themselves as such online (i.e. list affiliation with the School in their Facebook profile), a disclaimer should be added that any opinions or views expressed do not represent the opinions of the School of Nursing or National American University.

Students in violation of this policy may be considered as having violated the NAU and SON Code of Conduct. However, like faculty and staff who violate this policy, students may face disciplinary action up to and dismissal from the SON and NAU.

**Professional Conduct in Classroom / Lab / Clinical**

As the SON prepares students to work in a diverse community, students, faculty, and staff must collaborate and work together to accomplish the mission and goals of the SON and NAU. In support of the NAU and SON missions, the following guidelines are offered to describe acceptable behavior of students in the classroom, lab and clinical settings:

1. Students should arrive on time and remain for designated length of instruction. Arriving late is considered disrespectful and disruptive in nature. Students with emergent needs should notify faculty as far in advance as possible and cause minimal disruption to other learners.
2. Students should be courteous and keep noise to a minimum in and out of the learning environment.
3. Students must pick up and dispose of their trash.
4. Students should exemplify professional behavior and follow the policies and procedures of the university and the SON, the clinical learning agency, the course syllabi, and the respective state Nurse Practice Act.
5. No lab user shall infringe upon the privacy, rights, privileges, health, or safety of other lab users.
6. Eating and drinking is allowed in the designated areas only. This does not include the lab or clinical patient care area.
7. Do not use the equipment or supplies for any purpose other than specified.
8. Any equipment malfunction or abuse must be reported to faculty immediately.
9. Safety and privacy measures (i.e. lowering beds, placing call lights, dignity of manikins, not removing manikins from beds, etc.) should be followed in all settings.
10. Electronics including cell phones, tablets, laptops, cameras, camera phones, and video recorders are prohibited unless authorized by faculty in advance.
11. All students must have proper orientation to all learning environments and equipment.

These guidelines are to be followed at all times to enhance an environment of learning. It is important that students respect their peers, faculty, and staff at all times. Respect is of great importance to the nursing profession.

At all times, students are required to conduct themselves in a caring, respectful, and courteous manner with clients, peers, faculty, and staff. Failure to do so represents unprofessional behavior. Examples of unprofessional behavior include but are not limited to:

- violation of the Health Insurance Portability and Accountability Act (HIPAA)
- client abandonment and/or neglect
- theft of property from a clinical agency, client, others, or NAU
- disorderly conduct
- verbal abuse that involves an expressed or implied threat to a person’s safety
- physical abuse of any person
- possession of a weapon
- possession of drugs or controlled substances
- identified with alcohol or under the influence of legal or illegal drugs that could impair judgment.
- physical or verbal abuse toward faculty and/or peers
- any behavior that constitutes misconduct as defined by the SON student handbook or the board of nursing.

Consequences for unprofessional behavior will be at the discretion of the faculty and the program chair. The Student Improvement Plan – Classroom or Lab/Clinical will be completed and placed in the student’s file. A faculty member may remove or refuse entry to a student from the classroom, lab and/or clinical learning area because of unprofessional behavior.

Professional Appearance

All students must present themselves in a professional manner at all times while enrolled in the nursing program. The following guidelines are mandatory for students to remain in compliance with the professional dress code:

1. Students are expected to dress appropriately for the university environment for the classroom and to follow guidelines for lab/clinical dress (below).
2. Students are to wear the official nursing program uniform in all lab/clinical settings unless setting or agency requires other clinical attire. Cultural preferences should be brought to the attention of the faculty for accommodation and consideration.
3. Students choosing to wear a long sleeved shirt under the uniform top may do so, however, it must be black or white, and in good repair.
4. A white lab coat with the NAU SON logo may be worn in the clinical setting. The lab coat must be clean with a pressed appearance.
5. Shoes must be white and/or black. They must be enclosed shoes and leather, no cloth or mesh shoes, clean and in good repair.
6. Student identification (ID) is mandatory for clinical and must be in color including the student’s photo. The NAU SON student name badge must be worn anytime students are presenting themselves as nursing students of the nursing program. The name badge is to be worn on the left chest of the uniform or lab coat and always visible.
7. When at the clinical agency at any time other than the assigned clinical time (e.g. preparing for a clinical experience), a white lab coat with the NAU SON logo and student ID badge must be worn over appropriate street clothes. Students’ not in proper attire cannot access client records.
8. No jewelry is allowed with the uniform except wedding rings, engagement rings, one pair of small post (no gauges, hoops, or dangling.., etc) earrings, and a wristwatch. Necklaces must be kept under clothing and not be visible.
9. No visible facial or body piercing jewelry is allowed in clinical setting/practicum. No objects of any type may be worn on the tongue.
10. All visible tattoos must be covered.
11. Hair must be a natural hue (natural color), clean, worn off collar, and back from face. Makeup should be subtle and in good taste. Neatly trimmed beards and mustaches are permitted.
12. Chewing gum is not allowed in the clinical setting or in the nursing laboratory.
13. The uniform must be clean and neat. Students will maintain personal hygiene, including oral care. Students will bathe daily and use deodorant to prevent offensive body odor and/or cigarette smell. No cologne, after-shave, and/or perfumes are permitted. Undergarments cannot be visible under the uniform. White socks or stockings are preferred.
14. Fingernails must be clean, short with no polish. Artificial nails, nail wraps, shellac, or extenders are not permitted.
15. Absolutely no smoking, e-cigarettes, or chewing tobacco while in student nursing uniform.
16. Students who wish adaptations to the uniform for cultural and/or religious reasons need to visit with the nursing program chair prior to entering the first clinical course.

**Clinical Experiences**

Clinical experiences are designed to help students meet learning objectives and progress in the program. One of the professional expectations of a nurse is consistent attendance. Missed clinical hours are missed learning opportunities for a student and may cause a student to be unable to meet clinical course objectives which may result in course failure.
The facility size, availability, patient census, student level, and theory content are considered by NAU when making clinical assignments. Students’ clinical assignments are based on learning experiences and clinical site availability.

Student clinical assignments will be made available once dates and times are secured with the affiliated clinical agencies. Student clinical assignments are tentative and subject to change at the discretion of the clinical agencies, clinical education coordinator, and/or program chair. Clinical hours may include days, evenings, and/or weekends.

Clinical experiences for students will be approached utilizing the scope of practice appropriate for the professional nurse. Clinical experiences occur through instruction in the clinical site with nursing faculty or preceptors. In addition, the SON may offer clinical experiences through lab simulations to the extent permitted by the respective state board of nursing.

Faculty will strive to provide a neutral clinical experience for students. This means that if a student is employed by a clinical site, NAU will strive to obtain another clinical site for the student. If this is not possible, the student must recognize and act consistent with his/her role as an NAU SON student during clinical hours.

Clinical Hours may vary for the different clinical agencies and clinical experiences. Clinical hours and sites are posted on individual clinical course syllabi. **Note:** All students are responsible for locating their assigned clinical sites and knowing the clinical hours before the first day of clinical.

**Clinical – Attendance**

Clinical attendance is mandatory for completion of the nursing program and to be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). Clinical absences are unexcused unless approved by the program chair or designee in advance.

**Note:** A student may be subject to dismissal from the program due to failure of the clinical experience if the student has one of the following:

- a. one or more unexcused absences, or
- b. missed more than ten percent (10%) of a clinical course, whether or not the absences are approved and found to be excused by the program chair, SON associate dean or SON dean.

The program chair has the discretion and authority to determine if a student’s clinical absence will be excused or not based upon supporting documentation and if a student may be dismissed from the program due to clinical absences under these guidelines. Students have the right to appeal dismissal from the program utilizing the SON grievance process.
Clinical – Absences

In the event of an absence, it is the responsibility of the student to notify the clinical instructor or clinical coordinator prior to the start of clinical. Failure to notify the instructor or clinical coordinator of an absence prior to the start of clinical may result in failure of the clinical. NAU may require a student to provide documentation verifying the reason for the student’s absence.

A student who has been or will be absent from clinical hours must complete a Notification of Clinical Absence Form and submit that form to the program chair within three (3) working days of the absence. NAU cannot guarantee that clinical make-up experience(s) can be identified and completed by a student in time for the student to progress into the next quarter of the program. As such, students should avoid clinical absences and tardiness.

If a student is absent for surgery, a serious illness, or a health condition that could impact the student’s ability to safely perform in the clinical setting, the SON may require the student to present documentation from a healthcare provider. The documentation must state the student is fit to safely return to clinical practice without limitations or restrictions. This requirement ensures students and patient/client safety.

Clinical Tardiness

Students must attend the full scheduled clinical hours, unless prior arrangements have been made with the program chair/designee. If a student is tardy for clinical hours, clinical faculty may decline to permit the student to participate in the clinical and the student will be deemed absent. Students may also be required to make-up the missed learning opportunity resulting from the tardiness.

The following applies for any clinical tardiness issues:

- If a student is between five (5) minutes and thirty (30) minutes late for clinical, then the student will be given an unsatisfactory for the clinical day. The student will be allowed to complete the clinical day.
  - If a student is tardy two or more times, the student is dismissed from the clinical site, which may result in a clinical failure. Students dismissed from the clinical site need to contact the program chair/designee and complete a Notification of Clinical Absence Form. Extenuating circumstances with documentation will be taken into consideration. Please review Clinical Absences section of the SON handbook.

- If a student is more than thirty (30) minutes late, the student is dismissed from the clinical site, given an unsatisfactory for the clinical day, and it will be counted as a clinical absence, which may result in failure of the course. Students dismissed from the clinical site need to contact the program chair/designee and complete a Notification of Clinical Absence Form. Extenuating circumstances
with documentation will be taken into consideration. Students without documented extenuating circumstance and any other absences may receive a failing grade for the course.

**Additional Information**

**Personal Property**

The university assumes *no* responsibility for loss or damage to students’ personal property on university premises and/or in the clinical setting.

**Injury/Infectious Disease**

Nursing faculty will provide instruction for Standard Precautions, Centers for Disease Control (CDC), and Occupational Safety and Health Administration (OSHA) guidelines. Student knowledge will be assessed prior to attending the initial clinical experience. Students are expected to comply with these standards in all lab and clinical settings.

Students are responsible for obtaining and maintaining health insurance while they are in the program. If a student sustains an injury or accidental exposure in the clinical facility, the student must notify the faculty immediately. An *Incident Report* form is completed for the SON, in addition to any clinical agency requirements. Injury or accidental exposure that requires immediate treatment will be initiated at the clinical facility, if available. If emergent treatment is not available, the student will be sent to the nearest emergency room. Any non-emergent treatment can be sought at the student’s medical provider of choice. Costs associated with illness or injury are the responsibility of the student.

Students are responsible for completing all treatments and follow-up procedures. Students are also responsible to submit any documentation requested by the SON as it pertains to the injury or infectious disease.

**Latex Sensitivity or Other Allergies**

It is the student’s responsibility to inform faculty if the student has a known allergy to latex or any other allergy that may impact clinical or lab performance. A student also has a responsibility to inform faculty if the student suspects symptoms of latex sensitivity or another allergic reaction. Symptoms of a latex allergy or sensitivity may include, but are not limited to: runny nose, itching eyes, asthma, eczema, contact dermatitis, and shock.

**Liability Coverage**

Students are covered by comprehensive liability insurance through NAU while acting in their normal scope of clinical duties. The normal scope of duties includes anything required, requested, or authorized by the university. Students are not covered by the
university’s insurance when not acting within the student’s normal scope of student duties. There is no liability coverage when performing duties in a non-student role.

**Incident, Errors or Unusual Occurrences**

Incidents, errors or other unusual occurrences (i.e. needle sticks, medication errors, accidents, etc.) must be promptly recorded on a written incident report for protection of the student and the client. The *Incident Report* form must be completed promptly on discovery of the incident, error or unusual occurrence.

In accordance with the Center for Disease Control (CDC) all sharps are to be handled safely and disposed of properly. In the event of a needle stick, the lab/clinical faculty should be notified immediately, so first aid can be provided. The faculty should be notified so that an *Incident Report* form can be filled out and reported to program chair.

**Simulation**

The goal of simulation is to provide a safe learning experience that promotes successful understanding in all aspects of health care. The SON faculty attempts to include all environmental factors to make the students’ learning experience realistic and authentic. For enhanced learning, all students are expected to come to the SON lab prepared. The faculty provides students with positive feedback and debriefing of their performance, while students self-analyze their performance and use critical thinking during the reflection process.

Students needing extra lab/skills practice request this by communicating with course faculty or program chair to arrange the time.

Simulation case scenarios in the SON lab involves active participation for all students. Simulations and case scenarios are designed to help the student develop problem-solving and decision making skills. All students will adhere to the SON code of conduct information located in the SON handbook. Manikins are to be used with respect and treated as if they were “live” patients. Students involved in simulated scenarios should have everyone’s respect and attention. Situations simulated in the SON lab are to be used as a learning tool and no discussion of the actions of fellow students should take place outside of the lab.

The debriefing session involves the immediate feedback and a reflective critical thinking analysis and communication tool for participants of the simulation exercise. The purpose of the debriefing assessment provides an intense post conference and active evaluation process driven by instructors and peers. The focus of the debriefing should be on positive aspects and should allow the student to answer critical thinking questions.

**Severe/Inclement Weather**
During the year, a respective NAU campus may be closed, have a late start, or early dismissal due to weather and road conditions. If a NAU campus is closed due to weather, students are not expected to report for class, lab or clinical practice. The announcements will be on the local radio or TV stations. For details, contact the campus and/or review student portal.

**Student Work and Projects**

Student work and projects may be retained and used as examples for accrediting agencies or the respective state board of nursing.

**Evaluations: Student, Alumni, and Employer Surveys**

To measure student, alumni, and employer satisfaction, the following surveys are currently used within the NAU SON:

1. **End of course survey:** Students are provided with an online link for survey completion at the end of each course.
2. **Program completion survey:** Students are provided with an online link at the end of the respective program.
3. **Alumni satisfaction survey:** Email addresses are provided by students. The program administrative assistant emails an online link to graduates around six (6) months post-graduation.
4. **Employer satisfaction survey:** Email addresses are obtained by the program administrative assistant. The program administrative assistant emails an online link to the graduates and/or their employers around six (6) months post-graduation.

Please note that alumni and employer surveys/information may be obtained and collected through other communication channels.

**Student Representation**

All students are encouraged to provide input on decisions including admission standards, curriculum, assessment, and the teaching/learning process. Students are invited to become active in nursing student associations and organizations.

The following includes a sample of ways that students can become involved:

1. **Participate in program completion and alumni surveys.**
2. **Provide honest and fair feedback to the faculty when asked to complete faculty and course evaluations at the end of a course (theory, lab, and clinical courses).**
3. **Volunteer for committee membership (i.e. collaborative committee, student nurses association, etc.) as available on the campus.**
4. **Provide input when peers are representing student/program issues at committee meetings.**
Textbook and Study Materials

Prior to each nursing course, it is the student’s responsibility to purchase all required textbooks including study guides, workbooks, and case studies, etc. It is highly recommended that students retain all textbooks and study materials until completion of the nursing clinical core, as most of the materials are used in multiple quarters. Re-entry nursing students may be required to purchase current textbook editions consistent with the re-entry cohort.

University Policies

Students with questions regarding affirmative action, equal opportunity, harassment, or information about any other university policies may refer to the current NAU catalogs (http://www.national.edu/programs/academics/catalogs/).

School of Nursing Policies and Procedures

Background Check and Drug Screen

Background checks and drug screens are applicable to all programs. For students in Texas, you will follow the State Board of Nursing (SBON) requirement for background checks and contact the nursing program chair for details.

Policy. The National American University (NAU) School of Nursing (SON) require a background check and drug screen for each nursing student who meets the criteria for entry into the nursing clinical core of the nursing programs, with the exception of the Online RN to BSN and Online MSN programs. An initial background check/drug screen is required to satisfy state statutes and/or clinical agency guidelines.

1. Each nursing student is required to submit to a national background check which may include, but is not limited to the following:
   a. social security number verification
   b. criminal search (seven years or up to five criminal searches)
   c. employment verification to include reason for separation and eligibility for re-employment for each employer
   d. violent sexual offender and predatory registry search
   e. Health and Human Services (HHS)/Office of Inspector General(OIG) list of excluded individuals/entities
   f. U. S. General Services Administration (GSA) list of parties excluded from federal programs
   g. United States Treasury, Office of Foreign Assets Control (OFAC), list of specialty designated nationals (SDN)
   h. applicable state exclusion list, if one exists.
2. The SON will provide students with contact information for an approved agency to conduct the background check/drug screen. The student is responsible for the cost of the background check/drug screen.

3. Students will be required to sign a consent to release background information as part of the clinical core application process for clinical agency assignments.

4. Students will receive an email from the SON to complete the background check/drug screen process.

5. The initial background check/drug screen must be completed no earlier than three (3) months prior to commencement of the clinical portion of the nursing program but with sufficient time for review by the SON.

6. Students who leave the nursing program and apply for readmission will be required to complete a national criminal background check/drug screen prior to readmission into the program.

7. The SON may deny admission and/or progression in the nursing clinical core of the program to any student whose background may pose a threat to an individual, the university, the nursing profession, or the community or is otherwise unacceptable to clinical agencies. In addition, a student may be denied admission into the nursing clinical core or progression in the nursing program for any of the following reasons:
   a. Arrests, charges or convictions, or a criminal history that may limit employment possibilities in certain careers or prohibit licensure as a nurse.
   b. Failure to disclose a criminal history.
   c. Pursuant to the clinical experience agreement, university policy, or legal requirement.

8. All drug screen results are reported to the nursing program chair. Positive drug screens will be shared with the individual student and may hinder admission or progression in the clinical core.

9. Students with positive drug screens will be directed back to the background check/drug screen vendor for further clarification.

**Drug Screening “For Cause” Testing**

**Policy.** This policy refers to the use/misuse of, or being under the influence of: Alcoholic beverages, illegal drugs or drugs which impair judgment while on duty in any health care facility, school, institution or other work location as a representative of the nursing program.

1. When faculty, leadership and/or clinical agency perceives the odor of alcohol or observes behaviors such as, but not limited to: Slurred speech, unsteady gait, or confusion and these behaviors cause the school or clinical agency to suspect a student is impaired by alcohol or drugs, the following steps may be taken:
   a. The nursing faculty will remove the student from the patient care or assigned work area and notify the nursing program chair and campus director.
   b. The student will be advised to adhere to the NAU conduct section of the NAU catalog (http://national.smartcatalogiq.com/en/2015-2016/Undergraduate-Catalog/Learner-Services/Conduct) for further direction.
Clinical/Safe Practice Guidelines

Not applicable to the Online RN to BSN and MSN programs.

Policy. The following is the NAU SON policy related to safe practice in the clinical setting.

A. Safe practice is defined as behavior that demonstrates the knowledge, skill, judgment, and accountability necessary to reasonably ensure that no physical or emotional harm is inflicted upon others (clients, families, co-workers, peers, and faculty) or self.

1. Faculty have the professional obligation to safeguard patient well-being and to protect student rights. Faculty are expected to:
   a. specify expectations in measurable terms.
   b. assess significant behaviors.
   c. give frequent, constructive feedback.
   d. provide experience appropriate to students' level of experiences.
   e. document student endeavors.
   f. identify all areas in which expectations are not being met.

2. Students are expected to:
   a. assume responsibility for own actions.
   b. prepare in advance for clinical experience.
   c. report unsafe practice.
   d. apply safety measures to nursing interventions.
   e. function within guidelines and policies of the institution in which they are practicing.
   f. maintain personal, physical, and emotional stability.
   g. communicate appropriately, adequately, truthfully, verbally, and in writing.
   h. recognize own limitations and the need for appropriate supervision.
   i. provide appropriate care for all individuals regardless of age, sex, race, or diagnosis.
   j. judiciously protect information of a confidential matter.

B. A student who exhibits unsafe behaviors will be removed from the clinical setting and fail the course. The student may also be dismissed from the program.

A student whose behavior is unsafe or likely to become unsafe will be given feedback via a clinical evaluation tool and/or a Student Improvement Plan – Clinical/Lab. An improvement plan outlining the problem and steps to be taken to resolve the problem will be created. This plan may include clinical skills lab review, clinical practice, or counseling. Students have the right to have input into the plan. The faculty or the student may also ask for input from a consulting faculty. Copies of warnings and contracts will be given to the nursing program chair/designee for placement in student file.

C. Guidelines for clinical evaluation will be presented in each course.

Form. Student Improvement Plan – Clinical/Lab
Core Performance Standards (Functional Abilities)

**Policy.** National American University (NAU) strives to make its programs accessible to all individuals, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Its purpose is to create and maintain an environment in which students may achieve their fullest potential, limited to the least extent possible by individual disabilities. Such disabilities include physical or mental impairment that substantially limits major life functions. All faculty, staff, and students of the university are expected to adhere to this philosophy of equal access to educational opportunity and to assume broad responsibility for its implementation.

Disclosure of a disability is not required, but if disclosed, it is the responsibility of the individual to seek available assistance and make needs known by contacting the designated ADA coordinator. The system student services office is the designated office at NAU that maintains disability-related documents, certifies eligibility for services and determines and provides reasonable accommodations for students with disabilities. It is located at 5301 South Highway 16, Rapid City, South Dakota 57701.

All requests for accommodation, documentation reports, and inquiries should be forwarded to:

System ADA Coordinator  
5301 South Highway 16  
Rapid City, South Dakota 57701  
(800) 209-0490

**Forms.** *Nursing Clinical Core Application – Core Performance Standards (Functional Abilities)*

**General Grievance Policy and Procedure**  
*SON specific policy and procedure.*

The National American University (NAU) School of Nursing (SON) is committed to promptly addressing student concerns in accordance with its mission and core values.

1. If a student has a concern or complaint, the student should first seek resolution by communicating directly with the person with whom the student has the grievance within one (1) business day of the event/issue.

2. If the student is unable to resolve the concern after communicating with the other person, the student may submit a completed *Grievance Form* within one (1) business day of the communication with the other person (step one) to the nursing program chair. The program chair will attempt to meet with the student and the other person within two (2) business days of receipt of the *Grievance Form*. The program chair will issue a decision within one (1) business day after the meeting via phone call, with follow up documentation via email or letter with a copy maintained in the campus SON grievance binder. If the program chair is unavailable, an associate dean will act in place of the program chair.
3. The student may appeal the decision of the program chair to the dean of the SON and Graduate Nursing Studies, who will review the decision, including all pertinent information, and convene a grievance committee. A grievance committee will consist of a membership of the SON dean/associate dean, a campus director and program chair from another NAU SON campus. The SON dean/associate dean will issue a decision within four (4) business days after the meeting via phone call, with follow up documentation via email or letter with a copy maintained in the campus SON grievance binder. If the dean of the SON and Graduate Nursing Studies is unavailable, an associate dean of the SON will act in place of the dean.

If the student feels that the SON has not adequately addressed the student's concerns, the student may contact the appropriate state agency listed in the university's undergraduate catalog.

Form. **Grievance Form**

**Grading Criteria for the School of Nursing**
The following policies are specific to the School of Nursing and have been developed by faculty and program chairs.

**Grading Policy.** The course syllabi identify the items (i.e. exams, quizzes, assignments) which comprise the overall course grade. Eighty percent of the course grade comes from NCLEX-style testing (i.e. examinations, quizzes, standardized testing). The remaining 20% comes from assignments (i.e. case studies, papers, presentations, group work, etc.).

Students must score a 78% average on all exams and quizzes **before** additional course assignments are added to the overall course grade. There is no rounding of percentages when calculating course grades.

The following grade/percentage points are used by the School of Nursing:

- **A** 94-100%
- **B** 86-93%
- **C** 78-85%
- **D** 66-77%
- **F** <66%

**A** - Outstanding mastery of course materials and objectives. Written work, discussions, and presentations display an excellent presentation of the cognitive levels of knowledge, comprehension, application, analysis, synthesis, and critical thinking skills. Writing is scholarly with accuracy, coherence, and citation.

**B** - Good mastery of course materials and objectives with movement toward exemplary scholarship. Course work displays a good presentation of the cognitive levels of knowledge, comprehension, application, analysis, synthesis, and critical thinking skills.

**C** - Average in mastery of course materials and objectives. Course work displays a basic presentation of the cognitive levels of knowledge, comprehension, application.
analysis, synthesis, and critical thinking skills. Work demonstrates a need for more thought, reflection, and review of literature.

D - Deficient in mastering of course materials and objectives. Application of content in written work, discussions, and presentations demonstrate limited acquisition of knowledge.

F - Unacceptable performance.

**Late Assignment Policy.** Assignments should be submitted on or before the due date. A student should notify his/her faculty prior to the due date if he/she is unable to meet the required due dates. The notification should include both the reason for not meeting the due date and the student's proposed plan and timeline for completing the work.

Students who do not make arrangements and receive faculty approval for late submission prior to the due date will receive a minimum of a 10% per day reduction in the total score received on the assignment. No points will be received for any assignment submitted one calendar week after the due date. However, it is at the faculty discretion to accept the assignment later than one calendar week late for zero points in order to provide feedback. Assignments submitted after the close of the quarter will not be calculated into the final course grade.

**Exam/Quiz Policy.** Students should review the course syllabus and communicate with their instructors regarding the scheduled dates of examinations, including midterm and final exams. Most classes include a comprehensive final exam typically scheduled during a seven-day testing period at the end of the quarter.

Students should be aware that exams/quizzes may have time limits, which vary from course to course. Once the exam/quiz begins, no late arrivals will be allowed to enter into the classroom. The exam/quiz will be rescheduled with a 10% deduction.

Exam/quiz extensions will be granted only for extenuating circumstances with documentation (i.e. death in the immediate family, acute illness, military deployment). A student who requests an exam/quiz extension in an online course is required to contact the faculty.

Note: All requests for exam/quiz extensions must be approved by the nursing program chair, faculty or designee prior to the scheduled exam time.

**Discussion Questions – Best Practices Policy.** Students will be provided a grading rubric for online discussion questions. Identified below are the best practices for an online discussion:

- Minimum word count for your *initial* post is 250 words AND your initial post also requires at least 1 reference.
- There is no minimum word count for your *response* posts. Two response posts per DQ are required. References are not required for your response posts UNLESS the information you include needs to be cited to avoid plagiarism (for
example sharing an original author’s ideas, data, or quoting an original author’s exact words).

- All postings should be free of grammatical and spelling errors. American Psychological Association (APA) formatting, utilizing the most current edition, is required for all in-text citations and references. Students are also required to maintain a scholarly voice and tone in all posts.

**Health Insurance Portability and Accountability Act (HIPAA) Compliance**

**Policy.** HIPAA is a federal law established in 1996 to ensure patient privacy through safeguarding data integrity, confidentiality, and security of protected health information (PHI).

Goals of HIPAA are to establish the right of individuals to maintain insurance coverage with employment changes, establish the Privacy Rule, and increase patients’ rights over their own medical records and PHI. The Privacy Rule provides national standards for privacy of individually identifiable health information. The transmission of PHI for any reason other than treatment, payment, or operations requires the patient’s authorization. This applies to medical records and health information of any format (oral, written, or electronic) created by and/or maintained by health care providers.

National American University School of Nursing must meet HIPAA requirements in clinical and in institutional areas by implementing, maintaining, and using appropriate administrative, technical, and physical safeguards to prevent the improper use or disclosure of all PHI:

1. Students and faculty will comply with current HIPAA regulations to ensure the confidentiality of all health or health-related information.
2. HIPAA regulations will be followed in all areas that involve PHI.
3. All students will be familiar with HIPPA policies and procedures in each of their clinical settings.
4. Current guidelines will be available to students and faculty at all times in the nursing program office.
5. If the student violates the Privacy Rule, an entry will be noted in the student’s record. A second violation will result in failure of the clinical course and possibly dismissal from the program.
6. If a clinical facility prohibits a student from returning to a clinical experience due to a violation of the Privacy Rule, the student will be dismissed from the program.

For details regarding HIPAA compliance, please refer to [http://www.hhs.gov/ocr/privacy/](http://www.hhs.gov/ocr/privacy/).

**Form. Student Acknowledgement of Receipt of Program Materials**

**Health Records and CPR Certification**

*Not applicable to the Online RN to BSN and Online MSN programs.*

**Policy.** The following contains the guidelines for required immunizations and CPR documentation.
1. All health records (i.e. immunizations, tuberculosis testing, etc.), and CPR (American Heart Association for Healthcare Providers) certification must remain current and up-to-date. Failure to maintain current and up-to-date records will result in removal from the clinical area and may result in the failure of the course.

2. The student must provide a current CPR certification card and health record documentation to the nursing department or the student will not be permitted to enter the clinical areas. Note: No photocopy will be accepted; the nursing department will make copies of the original documentation. There are no exceptions.

3. A month prior to the start of a new quarter, a statement is sent to students who have immunizations or CPR certification that will expire during the upcoming quarter.

**Forms. Nursing Clinical Core Application – Immunization, Influenza and TB Screening Records**

*See the Bloomington, Minnesota Campus: BSN Program Specifics page for the Bloomington specific Tuberculosis Screening Form.

**Preceptor Guidelines (undergraduate nursing programs)**

**Policy.** The following outlines the guidelines for the use of a preceptor in the clinical setting.

**Nursing preceptor policy**

1. NAU defines preceptors as qualified individuals who work one-to-one with students in the management or clinical area to promote attainment of student learning outcomes. Preceptors are licensed registered nurses who have at least one year of professional experience in the area of clinical specialty for which the preceptor is used. Preceptors are academically prepared per the requirements of their respective state board of nursing. Preceptors are not employed by the nursing program.

2. Preceptors are utilized only in designated nursing courses and serve as role models and mentors. Preceptors do not replace faculty but work closely with faculty in facilitating student success. Nursing program faculty maintain the responsibility for final student evaluation and student grades.

3. A preceptor will directly supervise clinical learning experiences for no more than one (1) student at a time.

4. In courses that use preceptors for a portion of clinical learning experiences, faculty will follow state board of nursing regulations for student to instructor ratio in a clinical group.

5. Preceptor data is maintained by the program chair or designee.

6. All preceptor experiences outside of the practicum course are verified and authorized by the associate dean(s) or dean of the SON.

**Faculty responsibilities for utilization of preceptors in their course**
1. Faculty will assign students to contracted clinical facilities. Course faculty and program chair will assume responsibility for the coordination of the student’s clinical experience. Faculty will work with the clinical facility in selection of the preceptor and the assignment of a student to a preceptor.

2. Each preceptor is provided with a copy of the course syllabus, which includes course description, objectives, and associated evaluation tools. In addition, each preceptor will receive and review the Preceptor Orientation Packet. Course faculty will ensure the preceptor and clinical facility have a signed Preceptor Letter of Agreement and a Preceptor Data Form.

3. Course faculty are not required to maintain a presence in the affiliating agency’s facilities. Instead, faculty are immediately available by telephone.

4. Faculty meet with students and preceptor to monitor student’s progress, ensure communication between the university and clinical facility, and exchange ideas/suggestions to meet course outcomes. Face-to-face contact will occur at least every two weeks, as needed and at the completion of the preceptor experience.

5. Faculty maintain a written schedule of the specific dates/times student and preceptor are working together.

6. Faculty are responsible for ensuring that preceptor and student complete the appropriate evaluation tools. Faculty will encourage completion of survey tools.

7. Faculty will provide the final student evaluation and assignment of grade.

8. Faculty are responsible for ensuring a clinical contract is in effect between NAU and the clinical facility and will contact program chair to ensure appropriate documentation and signatures on the contracts.

9. Faculty are responsible for ensuring that all clinical-specific documentation is provided to the clinical site (i.e., confidentiality statements, immunizations, etc.).

**Student responsibilities**

1. Adhere to all clinical facility policies and procedures.

2. Adhere to all university policies and procedures identified in the NAU catalogs and the NAU SON student handbook; failure to exhibit integrity, ethical conduct, or compliance with professional standards may warrant dismissal from the program.

3. Comply with health and other professional requirements of the clinical facility prior to the start of the experience.

4. Maintain professional appearance and behavior.

5. Attend all agreed upon days for experience; notify preceptor and faculty if unable to attend; comply with NAU and SON policies on attendance.

6. Communicate effectively with preceptor and course faculty.

7. Seek feedback regarding completion of course objectives.

**Forms.** Preceptor Letter of Agreement and Preceptor Data Form

**Re-Entry Guidelines**

*S ON specific guidelines. Not applicable to the Online RN to BSN and Online MSN programs.*

**Policy.** All nursing courses are sequential, and the successful completion of each course is a prerequisite for the next level or successive course. Any student who has
interrupted progression for one quarter or more in the nursing program will need to apply for re-entry. Students may apply for re-entry once, and re-entry is not automatic:

1. Re-entry applications are reviewed on an individual basis, and the campus nursing faculty reserves the right to deny re-entry.
2. Re-entry is allowed on a space available basis as determined by the campus nursing faculty and program chair has the final decision.
3. The campus nursing faculty and program chair will specify criteria necessary for re-entry (i.e. remediation, Smart Thinking, course auditing, review clinical competencies).

**Process.** For a student to be considered for re-entry to the nursing program, a plan for re-entry must be completed with the *Exit Interview Form*. Students can obtain a *Re-Enter Form* from the program chair or designee.

1. A completed *Re-Enter Form* must be returned to the program administrative assistant within two (2) months prior to the start of the quarter in which the student is requesting to return the program.
2. Students will be notified in writing of acceptance or denial for re-entry.
3. Upon acceptance for reentry to the nursing program, the NAU admission process must be completed.

**Forms.** *Re-Enter Form*

**Student/Graduate Reference Policy**

**Policy.** Faculty and staff are often asked to provide references for students and graduates. The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the education records of university students including information that may be disclosed in a reference, whether written or verbal.

To comply with FERPA requirements, faculty and staff may not disclose information from a student’s education record. Students/graduates are encouraged to develop professional references in their work setting and utilize any educational records (i.e. clinical evaluations, transcripts, student portfolios, etc.) to provide self-reference.

**Evaluating Student Achievement**

**Policy.** The National American University (NAU) School of Nursing (SON) is committed to a process of evaluating student achievement that provides accurate, specific, and timely feedback.

1. The SON has approved a master syllabus that was developed by faculty and approved by the appropriate Assessment and Curriculum Committee. The master syllabus serves as the common template that reflects the SON philosophy, theoretical constructs, course description, course objectives, and delineation of credit hours (theory, lab, and clinical hours). The master syllabus also included required textbook(s).
2. The SON policy will be to provide for the majority of pre-licensure student assessment in the theory portion of coursework through NCLEX-style questions and examination.

3. As outlined in the position descriptions, the primary course faculty is responsible for developing the teaching syllabi for assigned courses, expanding the master syllabus to include delineation of laboratory/simulation hours and associated student learning activities, incorporation of a variety of interactive classroom activities, and assessment methods used to evaluate student achievement.

4. The primary course faculty will submit their course teaching syllabi to the program chair for review at least one week prior to the start of the quarter. The program chair will review and approve the syllabi.

5. The primary course faculty is responsible for developing, administering, and grading tests and student activities and for assigning the final grade as outlined in the course teaching syllabus. The primary course faculty and clinical adjunct faculty are responsible for evaluating students and for assigning the final grade in clinical courses in accordance with established guidelines.

6. If a student questions a final grade or has an issue with a faculty decision, he/she may proceed with a grievance as outlined in the SON Grievance Policy.

Make-Up Tests and Quizzes

If a student is absent from class and a test/quiz/competency based evaluation is scheduled or an assignment is due, then he or she must follow the makeup policy. If a student is late for a class and a test/quiz/competency based evaluation has been initiated, the student may not enter late to take the test. In addition, if an assignment has been collected before the student arrives, then their assignment will be considered late. The student must also be in attendance on the day of the competency based evaluation or the attempt will result as a failure.

The late or absent student has three (3) business days after the original test/quiz/competency based evaluation/assignment date to schedule or make-up a missed test/quiz/competency based evaluations/turn in a late assignment. The student will be required to arrange the makeup with the instructor. There will be ten (10) points deducted from the makeup score for taking the test/quiz or turning in an assignment late. If a student has not made up a test/quiz/assignment before three (3) days have elapsed, he or she will receive a zero (0). All course work must be turned in no later than the last regularly scheduled class meeting.

The make-up exam/quiz will not be the same as the original administered exam/quiz. The type of make-up exam/quiz is at the discretion of the instructor.

Exams and quizzes that are taken prior to the scheduled date for administration will receive a 10-point deduction unless the student provides written documentation of an extenuating circumstance that is acceptable to the instructor. Work will not be considered an extenuating circumstance. Exams and quizzes administered early may be different from the exam or quiz administered on the regularly scheduled date.
In addition, students have three (3) business days after the exam to challenge an exam grade or question.

SON Chain of Command/Communication

Faculty → Program Chair→ Associate Dean→ Dean

Procedure for Student Notification of Programmatic Changes

Some State Boards of Nursing and accrediting bodies require the SON to establish and implement a written policy which includes procedures for notifying students of changes in program policies. Students in the SON receive notification of policy changes through the following manner:

- A letter from the program chair provided to each student
- Addendums located on the student portal and in the course shell (for online courses). Notification via hand-out (for on-ground courses)
- Emails of change/notification
- University Catalog

Assessment Technologies Institute (ATI)

ATI Definition

- Assessment Technologies Institute (ATI) is an assessment-driven review program designed to lower program attrition and increase student pass rates on the nursing licensing exam.
- The ATI comprehensive program is utilized throughout the students’ enrollment in the clinical core of the nursing program at National American University (NAU).
- The ATI comprehensive program includes books and online review modules with embedded media, online practice, and proctored testing over the major content areas in nursing.
- ATI tools assist students to prepare more intentionally, increase confidence, and improve familiarity with content and computerized NCLEX-RN® testing.
- The ATI comprehensive program is not used as High Stakes Testing. Students will not fail a class nor be denied advancement based on an ATI score alone.

ATI materials

ATI materials include soft cover review books, online review modules with embedded media, and Internet resources. Students can augment their learning by using these resources as a way to help study throughout the course. Students can use ATI materials after completing the assigned textbook reading to further prepare for class. Students who prepare for the tests and those who remediate will benefit
most from this educational testing package. Students will also receive an ‘online practice code’ to complete non-proctored testing. In addition, students may need to complete a mastery online proctored test during certain nursing courses. This proctored test will identify how the NAU student did in comparison to other nursing students from around the country and help to diagnose strengths and areas for improvement in content areas.

**ATI testing**

Students in the undergraduate pre-licensure registered nursing major will take ATI *Mastery Tests* pertaining to the major content areas throughout the curriculum. The ATI test(s) will generally be given at the end of the nursing course. Testing takes place on campus, is proctored, and the testing schedule will be provided early in the course.

**Proficiency Level**

Expert professors from around the United States have agreed upon the ATI scores in each *Content Mastery Series Test* that relate to different levels of proficiency. NAU uses the proficiency level as a way to decide what if any plan for improvement may be necessary. Proficiency levels are defined below:

- **Proficiency Level 3**: Indicates a student is likely to exceed NCLEX-RN® performance standards in this content area. Students are encouraged to engage in continuous focused review to maintain and improve their knowledge of this content.
- **Proficiency Level 2**: Indicates a student is fairly certain to just meet NCLEX-RN® performance standards in this content area. Students are encouraged to engage in continuous focused review to improve their knowledge of this content.
- **Proficiency Level 1**: Indicates a student is likely to just meet NCLEX-RN® performance standards in this content area. Students must develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of knowledge of this content. Refer to *Plan for Improvement*.

**Benchmark for ATI**

- **Proficiency Level 2** will be the recommended benchmark for all *Content Mastery Series Tests*.
- Students who do not achieve the recommended benchmark on the first proctored *Content Mastery Series Test* in a content area must complete a plan for improvement (see *Plan for Improvement*).
- Students who have not achieved at or above the benchmark may repeat the proctored test as part of their plan for improvement.

**Preparation**

- Take the online non-proctored practice test. Students are only able to take an online non-proctored assessment once in a 48-hour period.
- Students can create focused reviews after completing online practice assessments.
• Students can complete application exercises from review modules for topics covered in class.

Remediation

• The purpose of the plan for improvement is to correct or improve a deficiency in a specific content area that has been identified by the ATI Content Mastery Series Test.
• Students are encouraged, in conjunction with faculty, to develop a plan for improvement.
• See Mastery Assessment Algorithm.
• See Plan for Improvement.

Focused Assessments

There are Focused Assessments that address certain topic areas that students will take in nursing courses. For these Focused Assessments, students will only receive a percent score; the proficiency level is not reported. Students will have the rationale appear as they are taking this Focused Assessment. No practice tests or plan for improvement is required with these assessments.

Comprehensive Predictor Exam

• The RN Comprehensive Predictor Exam will be administered as indicated in Tables 1 and 2.
• Students achieving ≥82% (probability of passing NCLEX-RN®) will not be required to take a second test. A plan for improvement is required if the individual adjusted score is <82% (probability of passing NCLEX-RN®).
• See RN Comprehensive Predictor Exam Algorithm.

Table 1 Sample ATI exam layout for the ASN program

<table>
<thead>
<tr>
<th>ATI Exam</th>
<th>NS Course</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking – Entrance</td>
<td>NS1010</td>
<td>I</td>
</tr>
<tr>
<td>Fundamentals of Nursing</td>
<td>NS1050</td>
<td>III</td>
</tr>
<tr>
<td>Maternal Newborn Nursing</td>
<td>NS2011</td>
<td>V</td>
</tr>
<tr>
<td>Nursing Care of Children</td>
<td>NS2011</td>
<td>V</td>
</tr>
<tr>
<td>Mental Health Nursing</td>
<td>NS2021</td>
<td>V</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>NS2040</td>
<td>VI</td>
</tr>
<tr>
<td>Leadership in Nursing</td>
<td>NS3011</td>
<td>VI</td>
</tr>
<tr>
<td>Adult Medical-Surgical Nursing</td>
<td>NS3011</td>
<td>VI</td>
</tr>
<tr>
<td>Comprehensive Predictor</td>
<td>NS3011</td>
<td>VI</td>
</tr>
<tr>
<td>Critical Thinking – Exit</td>
<td>NS3011</td>
<td>VI</td>
</tr>
</tbody>
</table>

Table 2 Sample ATI Layout for the Pre-licensure BSN program
ATI Grading

One or more proctored ATI exams will be administered at designated times during the quarter. The ATI proctored exam(s) may account for up to 5% of the total course points. Point values will be awarded based on the following criteria:

Level 3 proficiency – 5 percent of the total course points
Level 2 proficiency – 4 percent of the total course points
Level 1 proficiency or below – 0 percent of the total course points

If a student fails to achieve a level 2 or greater, they must remediate and retake a proctored exam.

Point values for retakes will be awarded based on the following criteria:
Level 3 proficiency – 3 percent of the total course points
Level 2 proficiency – 1 percent of the total course points
Level 1 proficiency or below – 0 percent of the total course points

Course faculty will coordinate scheduling of computer-administered assessments.
Completion of the designated ATI examination(s) is required.
Each student is required to take the ATI RN Comprehensive Predictor examination in the computer lab on a date to be specified by the faculty.
The expected minimum level of achievement on the RN Comprehensive Predictor exam is 82% (probability of passing NCLEX-RN®). Students who do not achieve a score that reaches 82% will also be required to complete non-proctored ATI assessments. The faculty will determine which of these assessments will be required.

ATI Testing Guidelines

NAU has partnered with Assessment Technologies Institute®, LLC (ATI) to assist students in preparation for the NCLEX-RN® licensure examination taken after graduation. The preparation for the licensing exam starts immediately within both the Associate of Applied Science in Nursing Program and the Bachelor of Applied Science
in Nursing Program curriculum. Table 3 includes an overview of the testing process and the expectations at each level.

NAU SON is committed of providing educational resources designed to assist undergraduate nursing students to prepare and be successful on the NCLEX-RN® examination. NOTE: Table 3 is an ATI testing guideline and may be adjusted according to student, faculty, or campus needs.

Table 3 ATI Testing Guidelines

<table>
<thead>
<tr>
<th>ATI Practice Assessments/Tutorials</th>
<th>ATI Proctored Assessment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking Entrance Proctored</strong> Faculty administer within the first 2 weeks of course</td>
<td></td>
<td>Critical Thinking Entrance Proctored exam is added to course grade, but with small value points to be determined by campus.</td>
</tr>
<tr>
<td><strong>The Neurological System (Part 1), and The Neurological System (Part 2) Tutorials</strong> take approximately 3 hours; drills (20 items); test (50 items). The Musculoskeletal System Tutorial takes approximately 2 hours; drills (10 items); test (25 items). The Respiratory System Tutorial takes approximately 1.5 hours; drills (10 items); test (25 items). The Cardiovascular System Tutorial takes approximately 4 hours; drill (10 items); test (25 items). The Hematologic System Tutorial takes approximately 2 hours; drill (10 items); test (25 items). The Gastrointestinal System Tutorial takes approximately 2 hours;</td>
<td>Faculty may assign as homework for out of class assignments. Reinforces classroom knowledge. Improves critical thinking. May be used as a ticket to class.</td>
<td></td>
</tr>
<tr>
<td>Tutorial</td>
<td>Time Required</td>
<td>Practice Exam Requirements</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The Reproductive and Genitourinary System Tutorial</td>
<td>approximately 2.5 hours; drill (10 items); test (25 items)</td>
<td>Practice exam attempts are unlimited. Students to obtain 90% on Pharmacology Practice exam to be eligible to take proctored Pharmacology exam in Pharmacology II. After 3 attempts on the Pharmacology Practice exams are completed without a minimum of a 90% scored, students are to complete the Remediation Request Form, and turn it into the nursing faculty or designee to get assistance.</td>
</tr>
<tr>
<td>The Endocrine System Tutorial</td>
<td>approximately 2.5 hours; drill (10 items); test (25 items)</td>
<td></td>
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<tr>
<td>The Immune System Tutorial</td>
<td>approximately 2.5 hours; drill (10 items); test (25 items)</td>
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<tr>
<td>Pain and Inflammation Tutorial</td>
<td>approximately 3.5 hours; drill (10 items); test (25 items)</td>
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<tr>
<td>Infection Tutorial</td>
<td>approximately 1.5 hours; drill (10 items); test (25 items)</td>
<td></td>
</tr>
<tr>
<td>RN Nursing Care of Children Online Practice 2013A (60 items)</td>
<td>Faulty use as an assignment no later than week 4 of the course (students may receive assignment/homework points)</td>
<td></td>
</tr>
<tr>
<td>RN Nursing Care of Children 2013 Proctored (70 items)</td>
<td>Faculty administer no later than week 7 of the course **Remediation may take place no later than week 9 of course</td>
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</tr>
<tr>
<td>RN Nursing Care of Children Online Practice 2013B (60 items)</td>
<td>Faculty assign as a ticket to the proctored assessment no later than week 7. Student should score a 90% or higher on the practice assessment</td>
<td></td>
</tr>
<tr>
<td>Learning System RN (40 items)</td>
<td></td>
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</tbody>
</table>
Faculty use as an assignment no later than week 5 and 6 of the course (students may receive assignment/homework points) Nursing Care of Children 1-week 5 Nursing Care of Children 2-week 6

**Learning System RN Nursing Care of Children (50 items)**
Faculty use as remediation tools to aid in student learning following the proctored assessment. Students’ complete the remediation process for the proctored assessment in addition to completing the learning system practice assessment

**RN Pharmacology Online Practice 2013B (60 items)**
Faculty assign as a ticket to the proctored assessment no later than week 7 student should score a 90% or higher on the practice assessment

**Learning System RN Pharmacology (40 items)**
Faculty use as an assignment no later than week 6 of the course (students should receive assignment/homework points)

**Learning System RN Pharmacology (50 items)**
Faculty use as a remediation tool to aid in student learning following the proctored assessment. Students’ complete the remediation process for the proctored assessment in addition to completing

| Failure to obtain the minimum of a Level 2 on Nursing Care of Children Proctored exam on **first** attempt will result in mandatory remediation. Failure to obtain the minimum of a Level 2 on Nursing Care of Children Proctored exam on second attempt may result in failure of the course and require course repeat. Only 2 testing attempts allowed on all proctored exams. Nursing Care of Children Proctored exam is calculated into course grade. Practice exam attempts are unlimited. Continue to work with Pharmacology practice exams in preparation for exam in Pharmacology II. Continue to work with Fundamentals of Nursing practice exams in preparation for exam in Adult Health Care Needs I. | RN Pharmacology 2013 Proctored (70 items) Faculty administer no later than week 7 of the course **Remediation should take place no later than week 9 of course |
the learning system practice assessment.

**Pharmacology Made Easy 3.0**
Faculty assign the introduction the first week of class as class assignment or homework assignment — can also be a ticket to class. The other tutorials can be assigned throughout the weeks of the course in coordination with what is being covered. These assignments can be done in class or have due dates outside of actual class time due to being online.

**Introduction to Pharmacology Tutorial** takes approximately 1 hour; drills 10 items; 25 items

**RN Pharmacology Online Practice 2013A (60 items)** Faculty use as an assignment no later than weeks 4 or 5 of the course (students should receive assignment/homework points)

**RN Fundamentals Online Practice 2013A (60 items)** Faculty use no later than week 4 of the course (students should receive assignment/homework points)

**RN Fundamentals Online Practice 2013B (60 items)** Faculty assign as a ticket to the proctored assessment in week 7 student should score a 90% or higher on the practice assessment

**RN Fundamentals 2013 Proctored (70 items)** Faculty administer no later than week 7 of the course
**Remediation should take place no later than week 9 of course**

---

Failure to obtain the minimum of a Level 2 on Fundamentals of Nursing Proctored exam on **first** attempt may result in mandatory remediation.

Failure to obtain the minimum of a Level 2 on Fundamentals of Nursing Proctored exam on **second** attempt may result in failure of the course and require course repeat.

**Only 2 testing attempts allowed on all proctored exams.**

Fundamentals of Nursing Proctored exam is calculated into course grade.

Continue to work with Pharmacology Practice exams in preparation for exam in Pharmacology.
| **Learning System RN (this contains 40 items)** |  |
| Faculty use as an assignment no later than weeks 5 and 6 of the course (students should receive assignment/homework points) |  |
| **Fundamentals 1—week 5** | **Fundamentals 2—week 6** |
| **Learning System RN Fundamentals (50 items)** |  |
| Faculty use as remediation tools to aid in student learning following the proctored assessment. Student should complete the Remediation process for the proctored assessment in addition to completing the learning system practice assessment |  |
| **RN Mental Health Online Practice 2013A (60 items)** | **RN Mental Health 2013 Proctored (this contains 70 items)** |
| Faculty use as an assignment no later than week 4 of the course (students may receive assignment/homework points) | Faculty administer no later week 7 of the course **Remediation should take place no later than week 9 of course** |
| **RN Mental Health Online Practice 2013B (60 items)** |  |
| Faculty assign as a ticket to the proctored assessment no later than week 7 student should score a 90% or higher on the practice assessment |  |
| **Learning System RN (40 items)** |  |
| Faculty use as an assignment no later than weeks 5 and 6 of the course (students should receive assignment/homework points) |  |
| **RN Mental Health 2013 Proctored (this contains 70 items)** |  |
| Faculty administer no later week 7 of the course |  |
| Practice exam attempts are unlimited. Failure to obtain the minimum of a Level 2 on Community Health Proctored exam on first attempt will result in mandatory remediation. | Failure to obtain the minimum of a Level 2 on Community Health Proctored exam on second attempt may result in failure of the course and require course repeat. **Only 2 testing attempts allowed on all proctored exams.** |
| Practice exam attempts are unlimited. |  |
### Mental Health 1-week 5  
### Mental Health 2-week 6

**Learning System RN — (20 items)**  
Faculty use as an assignment no later than week 6 of the course  
(students should receive assignment/homework points)

**Learning System RN**  
Faculty use as remediation tools to aid in student learning following the proctored assessment. Student should complete the Remediation process for the proctored assessment in addition to completing the learning system practice assessment.

**Mental Health Final (50 items)**

**RN Adult Medical Surgical Online Practice 2013A (90 items)**  
Faculty use as an assignment no later than week 4 of the course  
(students may receive assignment/homework points)

**RN Adult Medical Surgical Online Practice 2013B (90 items)**  
Faculty assign as a ticket to the proctored assessment no later than week 6 and student should score a 90% or higher on the practice assessment.

**Learning System RN Faculty**  
Faculty use as an in/out of class assignment during each week of the course  
(students may receive

| **RN Medical Surgical 2013 Proctored (100 items)** | **RN Medical Surgical 2013 Proctored (100 items)** | Failure to obtain the minimum of a Level 2 on Adult Medical - Surgical Proctored exam on first attempt will result in mandatory remediation.  
Failure to obtain the minimum of a Level 2 on Adult Medical - Surgical Proctored exam on second attempt may result in failure of the course and require course repeat.  
**Only 2 testing attempts allowed on all proctored exams.**  
Adult Medical – Surgical Proctored exam is calculated into course grade.  
Practice exam attempts are unlimited.  
Students to obtain 90% on Leadership - Management Practice exam to be eligible to take Proctored Pharmacology exam in Pharmacology II  
After 3 attempts on the Leadership - Management Practice exams are completed without a minimum of a 90% scored, students are to complete the Remediation Request Form, and turn it into the nursing administrator |
|---|---|---|
| Faculty should be administered no later than week 6 of the course.  
**Remediation should take place no later than week 8 of course** | Faculty should be administered no later than week 7 of the course  
**Remediation should take place no later than week 9 of course** | |
<table>
<thead>
<tr>
<th>Medical-Surgical: Renal and Urinary—20 items</th>
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<tbody>
<tr>
<td>Medical-Surgical: Musculoskeletal—20 items</td>
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<tr>
<td>Medical-Surgical: Neurosensory—30 items</td>
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<tr>
<td>Medical-Surgical: Oncology—20 items</td>
</tr>
<tr>
<td>Medical-Surgical: Gastrointestinal—20 items</td>
</tr>
<tr>
<td>Medical-Surgical: Dermatological—20 items</td>
</tr>
<tr>
<td>Medical-Surgical: Cardiovascular and Hematology—30 items</td>
</tr>
<tr>
<td>Medical-Surgical: Immune and Infectious—30 items</td>
</tr>
<tr>
<td>Medical-Surgical: Respiratory—20 items</td>
</tr>
</tbody>
</table>

**Learning Systems RN (50 items)**
Faculty use these as remediation tools to aid in student learning following the proctored assessment. Student should complete the Remediation process for the proctored assessment in addition to completing the learning system practice assessment.

**RN Comprehensive Online Practice 2013A (150 items)**
Faculty use as an assignment no later than week 5 of the course or designee to get assistance.
| (students should receive assignment/homework points) | **RN Maternal Newborn Online Practice 2013A (60 items)**  
Faculty use as an assignment during week 4 of the course (students should receive assignment/homework points) | **RN Maternal Newborn 2013 Proctored (70 items)**  
Faculty should administered no later than week 7 of the course  
**Remediation should take place no later than week 9 of course**  
Failure to obtain the minimum of a Level 2 on Maternal - Newborn Proctored exam on first attempt will result in mandatory remediation.  
Failure to obtain the minimum of a Level 2 on Maternal - Newborn Proctored exam on second attempt may result in failure of the course and require course repeat.  
Only 2 testing attempts allowed on all proctored exams.  
Maternal - Newborn Proctored exam is calculated into course grade.  
Practice exam attempts are unlimited.  
Students to obtain 90% on Nursing Care of Children Practice exam to be eligible to take Proctored Pharmacology exam in Pharmacology II  
After 3 attempts on the Nursing Care of Children Practice exams are completed without a minimum of a 90% scored, students are to complete the Remediation Request Form, and turn it into the nursing administrator or designee to get assistance. |
|---|---|---|
| **RN Maternal Newborn Online Practice 2013B (60 items)**  
Faculty assign as a ticket to the proctored assessment no later than week 7 student should score a 90% or higher on the practice assessment |  |  |
| **Learning System RN (30 items)**  
Faculty use as an assignment no later than weeks 5 and 6 of the course (students should receive assignment/homework points) |  |  |
| **Maternal Newborn 1-week 5**  
**Maternal Newborn 2-week 6**  
**Learning System RN Maternal Newborn Final (40 items)**  
Faculty use as remediation tools to aid in student learning following the proctored assessment. Student should complete the Remediation process for the proctored assessment in addition to completing the learning system practice assessment |  |  |
| **RN Comprehensive Predictor 2013 (180 items)** | Practice exam attempts are unlimited.  
Students to obtain 90% on Comprehensive Predictor Practice exam to be eligible to take Proctored Pharmacology exam in Pharmacology II.  
After 2 attempts on the Comprehensive Predictor Practice exams are completed **without** a minimum of a 90% scored, students are to complete the Remediation Request Form, and turn it into the nursing administrator or designee to get assistance.  
Failure to obtain the minimum of a Level 2 on Leadership - Management Proctored exam on **first** attempt will result in **mandatory** remediation.  
Failure to obtain the minimum of a Level 2 on Leadership - Management Proctored exam on **second** attempt may result in failure of the course and require course repeat.  
**Only 2 testing attempts allowed on all proctored exams.**  
Leadership - Management Proctored exam is calculated into course grade.  
Failure to obtain the minimum of a 90% probability of passing score on the Comprehensive Predictor Proctored exam on **first** attempt will result in **mandatory** remediation.  
Failure to obtain the minimum of a 90% probability of passing score on the Comprehensive Predictor Proctored exam on **second** attempt will result in failure of the course and require course repeat. |
| --- | --- |
| Faculty administer no later than week 7 of the course  
**Remediation should take place no later than week 9 of course** | RN Leadership 2013 Proctored (this contains 70 items) should be administered during week 7 of the course  
**Remediation should take place during week 9 of course** |
| **Critical Thinking Exit Proctored** | Practice exam attempts are unlimited.  
Students to obtain 90% on Comprehensive Predictor Practice exam to be eligible to take Proctored Pharmacology exam in Pharmacology II.  
After 2 attempts on the Comprehensive Predictor Practice exams are completed **without** a minimum of a 90% scored, students are to complete the Remediation Request Form, and turn it into the nursing administrator or designee to get assistance.  
Failure to obtain the minimum of a Level 2 on Leadership - Management Proctored exam on **first** attempt will result in **mandatory** remediation.  
Failure to obtain the minimum of a Level 2 on Leadership - Management Proctored exam on **second** attempt may result in failure of the course and require course repeat.  
**Only 2 testing attempts allowed on all proctored exams.**  
Leadership - Management Proctored exam is calculated into course grade.  
Failure to obtain the minimum of a 90% probability of passing score on the Comprehensive Predictor Proctored exam on **first** attempt will result in **mandatory** remediation.  
Failure to obtain the minimum of a 90% probability of passing score on the Comprehensive Predictor Proctored exam on **second** attempt will result in failure of the course and require course repeat. |
| Faculty administer no later than weeks 9 or 10 of the course | RN Comprehensive Online Practice 2013B (150 items)  
Faculty assign as a ticket to the proctored assessment no later than week 7 student should score a 90% or higher on the practice assessment |
| **Learning System RN NCLEX Final (150 items)** | Failure to obtain the minimum of a Level 2 on Leadership - Management Proctored exam on **first** attempt will result in **mandatory** remediation.  
Failure to obtain the minimum of a Level 2 on Leadership - Management Proctored exam on **second** attempt may result in failure of the course and require course repeat.  
**Only 2 testing attempts allowed on all proctored exams.**  
Leadership - Management Proctored exam is calculated into course grade.  
Failure to obtain the minimum of a 90% probability of passing score on the Comprehensive Predictor Proctored exam on **first** attempt will result in **mandatory** remediation.  
Failure to obtain the minimum of a 90% probability of passing score on the Comprehensive Predictor Proctored exam on **second** attempt will result in failure of the course and require course repeat. |
| Faculty use as remediation tools to aid in student learning following | Students to obtain 90% on Comprehensive Predictor practice exam to be eligible to take Proctored Pharmacology exam in Pharmacology II.  
After 2 attempts on the Comprehensive Predictor practice exams are completed **without** a minimum of a 90% scored, students are to complete the Remediation Request Form, and turn it into the nursing administrator or designee to get assistance.  
Failure to obtain the minimum of a Level 2 on |
the proctored assessment. Student should complete the Remediation process for the proctored assessment in addition to completing the learning system practice assessment

**RN Leadership Online Practice 2013A (60 items)**
Faculty use as an assignment no later than week 5 of the course (students should receive assignment/homework points)

**RN Leadership Online Practice 2013B (60 items)**
Faculty assign as a ticket to the proctored assessment no later than week 7 student should score a 90% or higher on the practice assessment Learning System RN (this contains 40 items) should be used as an assignment during week 6 of the course (students should receive assignment/homework points)

**Learning System RN Leadership Final (50 items)**
Faculty use as remediation tools to aid in student learning following the proctored assessment. Student should complete the Remediation process for the proctored assessment in addition to completing the learning system practice assessment

<table>
<thead>
<tr>
<th>Leadership – Management Proctored exam on <strong>first</strong> attempt will result in <strong>mandatory</strong> remediation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to obtain the minimum of a Level 2 on Leadership - Management Proctored exam on <strong>second</strong> attempt may result in failure of the course and require course repeat.</td>
</tr>
<tr>
<td><strong>Only 2 testing attempts allowed on all proctored exams.</strong></td>
</tr>
<tr>
<td>Leadership - Management proctored exam is calculated into course grade.</td>
</tr>
<tr>
<td>Failure to obtain the minimum of a 90% probability of passing score on the Comprehensive Predictor Proctored exam on <strong>first</strong> attempt will result in <strong>mandatory</strong> remediation.</td>
</tr>
<tr>
<td>Failure to obtain the minimum of a 90% probability of passing score on the Comprehensive Predictor Proctored exam on <strong>second</strong> attempt may result in failure of the course and require course repeat.</td>
</tr>
</tbody>
</table>

**NOTE:** based on ATI studies a student who achieves an adjusted individual score of 71.3% on the Comprehensive Predictor has a 90% predicted probability of passing NCLEX-RN®.*
* National American University does not guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to National American University.

- Course faculty will coordinate scheduling of computer-administered assessments. Completion of the designated ATI examination(s) is required.
- Each student is required to take the ATI RN Comprehensive Predictor examination in the computer lab on a date to be specified by the faculty.
- The expected minimum level of achievement on the RN Comprehensive Predictor exam is 82% (probability of passing NCLEX-RN®). Students who do not achieve a score that reaches 82% will also be required to complete non-proctored ATI assessments. The faculty will determine which of these assessments will be required.
NAU SON Campus/State Specific Requirements
Albuquerque, New Mexico Campus: BSN Program

New Mexico Nurse Practice Act
National American University (NAU) is not responsible for the New Mexico State Board of Nursing or any state’s board of nursing decision about eligibility to sit for the NCLEX-RN® exam. Refer to the Nurse Practice Act in the state in which licensure is anticipated.

See below the eligibility criteria for the licensure application pursuant to the New Mexico State Nursing Practice Act (http://nmbon.sks.com/uploads/FileLinks/67319fd61b0b4da28dfa2111728a4d46/RN_LPN_Exam_Nov2012_3.pdf)

Information concerning licensure can be obtained by contacting:
New Mexico Board of Nursing
6301 Indian School Road NE, Suite 710
Albuquerque, New Mexico  87110
(505) 841-8340

Background Check
The New Mexico Department of Health (NMDOH) regulations require all persons providing patient care to pass a background check as defined in the New Mexico Caregivers Criminal History Screening Act (CCHSA), http://dhi.health.state.nm.us. The required background check is conducted and regulated by NMDOH.

Professional Appearance
All nursing uniforms including shoes are campus specific. All uniforms will be loose enough to provide ease of movement in clinical activities. Slack length must be at the top of the shoes. Attire will cover cleavage, the midriff, and underwear. Students may wear a plain black or white pullover shirt under scrub top if desired. Soft-soled (rubber soled) low-heeled shoes will be worn. Shoes are to be clean and in good repair. Shoes must have enclosed toe and heel.

Student Drug Testing
Students participating in clinical training will be required to submit to a urine drug test. Nursing faculty will inform students of the specific requirements of the clinical site. The clinical site may require the test results before a student may participate in
training and may require drug testing at any time. If a student causes a delay in testing, the clinical time missed by the student will be considered an unexcused absence. The student is responsible for the cost of any drug test.

In the event of a *positive* drug test, the student may challenge the findings, if permitted by the clinical site. A student with a substantiated *positive* drug test will be referred to the nursing program chair for progression determination or dismissal from the program.
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credit Hours</th>
<th>Theory Hours</th>
<th>Lab Hours</th>
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<tr>
<td>I FALL</td>
<td>NS3320D Pathophysiologic Concepts I</td>
<td>4</td>
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<td>NS3321D Holistic Health Assessment</td>
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<td>NS3325 Introduction to Professional Nursing Practice</td>
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<td>NS3326D Professional Role Development</td>
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<td>II WINTER</td>
<td>NS3331 Foundations of Holistic Nursing Clinical</td>
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<td>NS3330 Foundations of Holistic Nursing</td>
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<td>III SPRING</td>
<td>NS3346 Pharmacology for Nurses</td>
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<td>NS3343 Holistic Nursing Care in Chronic Illness I</td>
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<td>NS4000D Issues in Transcultural Nursing</td>
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<td>NS4043 Holistic Nursing Care of the Community</td>
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Austin, Texas Campus: BSN Program

The Texas BON does not approve/accredit out-of-state nursing education programs, including correspondence/online courses/programs. The BON only approves and regulates nursing education programs in the State of Texas. According to state statutes, the Texas Board does recognize graduates from pre-licensure nursing education programs that are approved/accredited by other state boards of nursing as being eligible to apply to take the NCLEX examination and apply for licensure in Texas or to endorse into Texas if initially licensed as a nurse in another state.

Background Checks and Fingerprinting

Criminal background checks are performed on all applicants for Licensure in Texas. A criminal background check must be completed through the Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI) based on the set of fingerprints you provide to MorphoTrust. The BON cannot accept fingerprint cards or criminal background check results mailed by the applicant, or results that were completed for another facility, even if the previous check was completed through the DPS and the FBI.
BSN Clinical Core Curriculum: Austin, Texas

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</table>
Bloomington, Minnesota Campus: BSN Program

Licensure Eligibility (Minnesota Nurse Practice Act)
In accordance with the MN Nurse Practice Act, completion of the nursing program does not guarantee eligibility to take the licensure examination. See 148.211 Licensing http://www.state.mn.us/portal/mn/jsp/home.do?agency=NursingBoard&id=536882402.

Registration as a Public Health Nurse
The pre-licensure BSN program at the Bloomington campus prepares the graduate to register as a Public Health Nurse (PHN) in the state of Minnesota by offering coursework including theory and clinical practice in public health nursing. Graduates are responsible, once they are licensed, to apply for registration with the Minnesota State Board of Nursing.

Background Screening
Students will complete an annual background study through the Minnesota Department of Human Services (DHS). The background check requirements are found in Minnesota Statutes, chapter 245D and section 144.057.

NAU Bloomington BSN Baseline TB Screening Tool
Effective July 2015, the Bloomington BSN program developed and began to use the NAU Bloomington BSN Baseline TB Screening Tool in order to satisfy state statutory requirements and clinical agency guidelines. See the following form.
Baseline TB screening includes three components:
(1) Assessing for current symptoms of active TB disease
*and*
(2) Assessing HCW’s history
*and*
(3) Testing for the presence of infection with Mycobacterium tuberculosis by administering either a single TB blood test or a two-step TST.

Symptoms of active TB disease (circle all that are present)
Coughing (>3 weeks)  Chest pain  Fatigue
Night sweats  Coughing up blood
Weight loss/poor appetite  Fever/chills

Note: If TB symptoms are present, promptly refer HCW for a chest X-ray and medical evaluation before starting work. Do not wait for the TST or TB blood test result.

HCW’s history (circle response)
Have you ever had a positive reaction to a TB skin test or TB blood test?  Yes  No
If yes: Date__________  Number of millimeters of induration ______

Have you had a TB skin test in the past 12 months?  Yes  No
If yes: Date__________  Number of millimeters of induration ______  Result ______

Have you ever had the BCG vaccine?  Yes  No
Have you ever been treated for latent TB infection?  Yes  No
Have you ever been treated for active TB disease?  Yes  No
Have you ever had an adverse reaction to a TB skin test?  Yes  No
Have you received a live-virus vaccine within the past 6 weeks?  Yes  No
<table>
<thead>
<tr>
<th>Name of TB blood test (circle)</th>
<th>QuantiFERON TB-Gold</th>
<th>QuantiFERON-TB-Gold InTube</th>
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<tbody>
<tr>
<td>T-SPOT</td>
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</table>

| Date of blood draw              |                     |

<table>
<thead>
<tr>
<th>Results</th>
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</thead>
<tbody>
<tr>
<td>Interpretation of reading (circle)</td>
<td>Positive*  Negative  Indeterminate</td>
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</tbody>
</table>

| Laboratory                     |                     |

*Refer HCW for a chest x-ray and medical examination to rule out active infectious TB disease

### Tuberculin skin testing (TST)

<table>
<thead>
<tr>
<th>Administration</th>
<th>TST – First Step</th>
<th>TST – Second Step</th>
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<tbody>
<tr>
<td>Name of person administering test</td>
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<tr>
<td>Date and time administered</td>
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<td></td>
</tr>
<tr>
<td>Location (circle)</td>
<td>L forearm  R forearm</td>
<td>L forearm  R forearm</td>
</tr>
<tr>
<td>Other:________</td>
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<td>Other:________</td>
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<tr>
<td>Tuberculin manufacturer</td>
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<tr>
<td>Tuberculin expiration date and lot #</td>
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<td>Signature of person who administered test</td>
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</table>

<table>
<thead>
<tr>
<th>Results (read between 48-72 hours)</th>
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<tbody>
<tr>
<td>Date and time read</td>
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<tr>
<td>Number of mm of induration (across forearm)</td>
<td>_____mm</td>
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<tr>
<td>Interpretation of reading* (circle)</td>
<td>Positive“  Negative***</td>
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<td>Signature of person who read the test</td>
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*Consult grid at [www.health.state.mn.us/divs/idepc/diseases/tb/candidates.pdf](http://www.health.state.mn.us/divs/idepc/diseases/tb/candidates.pdf)

** Refer HCW for a chest x-ray to rule out active TB disease

*** If results are negative, perform the second step in one to three weeks
BSN Clinical Core Courses: Bloomington, Minnesota

Students are accepted into the program twice a year (fall and spring quarters).

- All 3000-level nursing courses (NS) must be completed for progression to 4000-level nursing courses.
- All NS courses must be completed at NAU Bloomington, Minnesota campus.
- Students must be officially accepted into the nursing clinical core to register for nursing courses.
- Minimum course grade of “C,” “P,” or “S” is required for progression in all courses within the nursing clinical core.

Failure to achieve a passing grade in a theory or clinical course will result in the failure of the associated theory or clinical course.

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<tr>
<th>Quarter</th>
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<th>Lab Hours</th>
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Revised 07/14/2016

Online MSN Program

Advisement
The Online MSN program has a dedicated advisor to assist students enrolled in the program. The Online Nursing Program Learner Services Advisor is available for academic advising related to the nursing program courses. Graduate studies academic coordinators are also available as stated in the National American University (NAU) graduate catalog.

MSN Capstone Project and NAU Institutional Review Board (IRB) Policy
Students propose and complete a capstone project that may require IRB approval to assure human subject protection.


MSN Graduate Portfolio Guidelines
The professional nurses should be aware of their need for continuous lifelong learning. By developing a portfolio of professional competency, the graduate-prepared nurse learns to value growth. Not only does this portfolio demonstrate recent accomplishments, it also provides a framework by which the graduate-prepared nurse can pursue evidence-based practice throughout the career. The artifacts contained herein are key indicators of a commitment to continuous pursuit of educational and professional excellence.

The MSN student learning outcomes (SLOs) guide and inform the MSN graduate curriculum. These competencies are designed to identify a nurse who is able to effectively perform the duties of a professional educator. Graduates of this program have met these outcomes and will be equipped to be leaders. The artifacts in this section are exemplars of student accomplishments related to the following five SLOs:

1. Analyze social, ethical and legal issues that impact the delivery of domestic and global healthcare.
2. Integrate theory, research, and practice using critical thinking and effective problem solving for the advancement of the nursing profession
3. Utilize current/emerging technologies and communicative methodologies to build collaborative relationships to promote evidence-based practice and improved healthcare outcomes.
4. Synthesize principles and theories from one’s specialty area of practice (administration, care coordination, education, or informatics) to participate in future advances in healthcare initiatives.

5. Model professional, scholarly, and leadership behaviors of one’s specialty area of practice (administration, care coordination, education, or informatics) that foster clinical reasoning and lifelong learning.

At the prescribed time in each course, submit the designated artifact from that course to the appropriate Dropbox. Ensure that the artifacts are edited based on faculty and/or appropriate peer feedback. These artifacts are to be your best work.

**Portfolio Contents**

<table>
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<tr>
<th>Course</th>
<th>Assignment</th>
<th>MSN SLOs</th>
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<td>NS6115: Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy OR Evidence of Prior Learning Credits.</td>
<td>Designate Portfolio Assignment as labeled in the course room. OR Evidence of Prior Learning Credits.</td>
<td>Outcome #1: Analyze social, ethical and legal issues that impact the delivery of domestic and global healthcare. Outcome #2: Integrate theory, research, and practice using critical thinking and effective problem solving for the advancement of the nursing profession.</td>
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<td>NS6240: Nurse Educator Role</td>
<td>Designate Portfolio Assignment as labeled in the course room.</td>
<td>Outcome#4: Synthesize principles and theories from one’s specialty area of practice (administration, care coordination, education, or informatics) to participate in future advances in healthcare initiatives. Outcome#5: Model professional, scholarly, and leadership behaviors of one’s specialty area of practice (administration, care coordination, education, or informatics) that foster clinical reasoning and lifelong learning.</td>
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<td>NS6251: Nursing Capstone Project Planning</td>
<td>A current copy of your most recent nursing license.</td>
<td>Outcome#1: Analyze social, ethical and legal issues that impact the delivery of</td>
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<td>Course</td>
<td>Assignment</td>
<td>MSN SLOs</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>An up-to-date resume.</td>
<td></td>
<td>domestic and global healthcare.</td>
</tr>
<tr>
<td>Two signed letters of reference for employment.</td>
<td></td>
<td>Outcome#2: Integrate theory, research, and practice using critical thinking and effective problem solving for the advancement of the nursing profession</td>
</tr>
<tr>
<td>Two signed letters of reference for higher education, ONLY if furthering one’s education is desired.</td>
<td></td>
<td>Outcome#3: Utilize current/emerging technologies and communicative methodologies to build collaborative relationships to promote evidence-based practice and improved healthcare outcomes.</td>
</tr>
<tr>
<td>Required artifacts as listed above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most recent version of one’s personal nursing philosophy in area of study: (administration, care coordination, education, or informatics).</td>
<td></td>
<td>Outcome#4: Synthesize principles and theories from one’s specialty area of practice (administration, care coordination, education, or informatics) to participate in future advances in healthcare initiatives.</td>
</tr>
<tr>
<td>Letter to Preceptor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Site Permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant Agreement Form (the NAU Student develops this form if required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidentiality Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Project Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS6261: Nursing Capstone Practicum</td>
<td>Project Summary/Launch Form 2 Time Logs</td>
<td>Outcome#1: Analyze social, ethical and legal issues that impact the delivery of</td>
</tr>
<tr>
<td>Course</td>
<td>Assignment</td>
<td>MSN SLOs</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Evaluation Tool (Completed by Preceptor) Evaluation Tool (Completed by Student) NS6261 Final Paper</td>
<td>domestic and global healthcare. Outcome#2: Integrate theory, research, and practice using critical thinking and effective problem solving for the advancement of the nursing profession Outcome#3: Utilize current/emerging technologies and communicative methodologies to build collaborative relationships to promote evidence-based practice and improved healthcare outcomes. Outcome#4: Synthesize principles and theories from one’s specialty area of practice (administration, care coordination, education, or informatics) to participate in future advances in healthcare initiatives. Outcome#5: Model professional, scholarly, and leadership behaviors of one’s specialty area of practice (administration, care coordination, education, or informatics) that foster clinical reasoning and lifelong learning.</td>
</tr>
</tbody>
</table>

All assignments should be free of typographical and grammatical errors; this may even require correcting previous portfolio documents. Do not include pages that show faculty member comments or evaluations. The portfolio should be APA formatted, 1” margins, 12 pt. Times New Roman. Organize the portfolio according to sequence of the courses.
Submission
Each portfolio assignment must be submitted to the portfolio before the final grade for the course is released.

Program Completion Length
A student is expected to complete the graduate degree within seven (7) years of beginning graduate study at National American University, with the exception of the MSN program in which the expected length of study is five (5) years. Credits taken in the program, which were completed more than seven years (five years for MSN) prior to graduation, will be reviewed by a committee composed of the dean of University of Health and Sciences, dean of graduate studies, program chair, and graduate faculty. The criterion for accepting or rejecting these credits as part of the student’s program is based on the relevance of the material at the time of review. If the committee does not validate a course or courses, the student must retake the appropriate graduate course(s) as part of his/her program of study.

Progression
To progress in the Online MSN program, the following will be achieved:
1. Complete courses as per program schedule.
2. Achieve a grade of “B” or better in all nursing courses.
3. Maintain progression standards as outlined in the NAU graduate catalog.

Sequence of Courses
Some nursing courses in the online MSN program are sequential and require successful completion of the course(s) before enrolling in others. Course sequence is identified on the status sheets provided to the student by advisors and communicated in the NAU graduate catalog under course descriptions.

Student Representation
All students are encouraged to provide input on decisions including admission standards, curriculum, assessment, and the teaching/learning process. Students are invited to become active in nursing student associations and organizations:
1. Participate in program completion and alumni surveys.
2. Provide honest and fair feedback to the faculty when asked to complete faculty and course evaluations at the end of a course.
3. Volunteer for committee membership as available for the program.
4. Provide input when peers are representing student/program issues at committee meetings.

Graduate Transfer
All transfer courses must meet NAU guidelines as stated in the transfer credit section of the NAU graduate catalog (http://webapps.national.edu/Smart_Catalog/Graduate_catalog/masters-transfer-courses.htm). A total of nine (9) quarter-hours of graduate transfer credits are permitted to be included in a student program of study. The following conditions apply:
1. All such courses must have been completed at a regionally accredited institution of higher learning.
2. All courses must be graduate level and relevant to the student area of study.
3. Courses included in a program of study which were taken more than five (5) years prior to the date of graduation must be repeated.
4. Transferred courses that replace core courses must be academically comparable to the NAU course it is intended to replace.
5. Any course to be transferred into a program of study must have been completed with at least a grade of “B.”
6. Only the following NS courses may be transferred into the MSN program of study: Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy, Facilitating Health I: Health Assessment/Pathophysiology, and Facilitating Health II: Advanced Pharmacology.

University Policies
Students with questions regarding affirmative action, equal opportunity, harassment, or information about any other university policies may refer to the current NAU graduate catalog (http://webapps.national.edu/Smart_Catalog/Graduate_catalog/index.htm).
# MASTER OF SCIENCE IN NURSING: ONLINE CURRICULUM STUDY PLAN

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Pre-Requisites</th>
<th>Qtr. Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Nursing Education Core Courses (18 quarter credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS6115</td>
<td>Leadership in Health Care: A Collaborative Approach to Theory / Ethics / Health Policy</td>
<td>NA</td>
<td>4.5</td>
</tr>
<tr>
<td>NS6125</td>
<td>Facilitating Health I: Health Assessment / Pathophysiology</td>
<td>NA</td>
<td>4.5</td>
</tr>
<tr>
<td>NS6135</td>
<td>Facilitating Health II: Advanced Pharmacology</td>
<td>NA</td>
<td>4.5</td>
</tr>
<tr>
<td>NS6160</td>
<td>Technology Utilization in Advanced Nursing Roles</td>
<td>NA</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td><strong>Nursing Education Emphasis Courses (18 quarter credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS6215</td>
<td>Nursing Curriculum and Program Design, Instructional Methods and Strategies</td>
<td>One graduate-level NS core course</td>
<td>4.5</td>
</tr>
<tr>
<td>NS6230</td>
<td>Assessment and Evaluation in Nursing Education</td>
<td>One graduate-level NS core course</td>
<td>4.5</td>
</tr>
<tr>
<td>NS6240</td>
<td>Nurse Educator Roles</td>
<td>One graduate-level NS core course</td>
<td>4.5</td>
</tr>
<tr>
<td>NS6245</td>
<td>Evidence-Based Teaching Interventions</td>
<td>One graduate-level NS core course</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td><strong>Nursing Education Applied Capstone (9 quarter credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS6251</td>
<td>Nursing Capstone: Project Planning</td>
<td>One graduate-level NS concentration course</td>
<td>4.5</td>
</tr>
<tr>
<td>NS6261</td>
<td>Nursing Capstone: Practicum</td>
<td>Completion of all prior MSN courses</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDIT HOURS</strong></td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>
Online RN to BSN Program

Advisement
The Online RN to BSN program has a dedicated advisor to assist students enrolled in the program. The Online Nursing Program Learner Services Advisor is available for academic advising related to the nursing program courses.

Exit/Re-Entry
Students who wish to interrupt their education are requested to complete an Exit Survey Form.

Practicum/Observation Experiences
The program requires practicum/observation experiences in at least two courses (NS4050D and NS4401D). The practicum/observation experiences are an integral part of the learning process at NAU. The following guidelines pertain to all students related to practicum/observation experiences:

1. The student will be responsible for finding practicum/observation experiences in their communities. The practicum/observation experiences proposed by the student will be approved by the course faculty.
2. The observation experience (15 hours in the course NS4050) will be conducted in a public health or community agency. The student will be responsible for meeting any requirements set forth by the agency or institution for student observation experiences (i.e. background check, immunizations, health assessment documentation).
3. During the observation experiences, the student will not provide any hands-on care to individuals, nor practice nursing as defined by the respective state Nurse Practice Act.
4. Students in NS4401D will be required to complete 60 total hours of clinical observation/project work in the leadership and management role. Up to 30 hours will be allotted for completing the Capstone Change Project. This includes research, writing, revising, and editing your project. The other 30 hours must be spent observing a BSN level or person above the RN level who is in a leadership and/or management role.
5. In addition, 30 practicum hours are required in the optional course NS4155D.
6. The student will be responsible for adhering to any agency/institution policies while a guest of the agency/institution.
7. The student will demonstrate professional behavior and professional dress while conducting an observation experience. Professional dress will be defined by the agency/institution in which the observation experience will occur.
8. It is the student’s responsibility to inform course faculty if they have a known allergy to latex. The student will need to arrange an observation experience accordingly.

**Progression**
To progress in the Online RN to BSN program, the following will be achieved:
1. Complete courses as per program schedule satisfying pre-requisite course requirements.
2. Achieve a grade of “C” or better in all nursing courses.
3. Maintain progression standards as outlined in the NAU catalog.

**Sequence of Courses**
Some nursing courses are sequential requiring successful completion of the course(s) before enrolling in others. Course sequence is identified on the status sheets provided to the student by advisors and communicated in the NAU undergraduate catalog under course descriptions.

**Student Professional Portfolio**
All students who started the program in fall 2010 or later must complete a portfolio in order to meet graduation requirements.

Purpose of the professional portfolio is to demonstrate:
1. development of self-assessment and self-reflective skills
2. documentation of professional development and accomplishments
3. application of course content to practice role
4. attainment of program learning outcomes.

By the end of the nursing program, students will have completed each of the portfolio assignments listed in each course of the Online RN to BSN program. Students will begin their portfolio with a brief statement of learning and professional growth resulting from the completion of the Online RN to BSN program.

Students will describe their personal development (with supporting examples) addressing each program outcome listed below:
1. Synthesize knowledge from nursing, the arts, and sciences in the holistic practice of professional nursing.
2. Apply theory-based decision-making related to safe, competent, and culturally congruent nursing care to individuals, families, and communities in diverse settings across the lifespan emphasizing the concept of caring.
3. Critically evaluate and utilize relevant findings of nursing research in professional nursing practice.
4. Demonstrate professional values and behaviors consistent with professional standards.
5. Assume responsibility for ongoing professional development in a constantly evolving healthcare environment.
Storage of the portfolio artifacts is the student’s responsibility. All portfolio assignments must be submitted for successful completion of the program. The entire portfolio must be submitted in NS4401D as a graduation requirement. Each student must complete the required portfolio assignment for the successful completion of each nursing course.

Student’s portfolio should have a table of contents that lists all of the assignments and artifacts contained within the portfolio. The following grid is an example of the appropriate portfolio content grid. The grid should detail each assignment included and which outcomes are demonstrated within the included assignment or artifact.

<table>
<thead>
<tr>
<th>Course</th>
<th>Portfolio Assignment</th>
<th>Outcomes Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS3026D</td>
<td>Concepts and Challenges in Professional Nursing</td>
<td></td>
</tr>
<tr>
<td>NS3050D</td>
<td>Pathophysiology in Practice</td>
<td></td>
</tr>
<tr>
<td>NS3225D</td>
<td>Nursing Theory and Healthcare Delivery Models</td>
<td></td>
</tr>
<tr>
<td>NS3250</td>
<td>Ethics and Issues in Contemporary Nursing</td>
<td></td>
</tr>
<tr>
<td>NS3305D</td>
<td>Evidence-Based Practice and Research in Nursing</td>
<td></td>
</tr>
<tr>
<td>NS4000D</td>
<td>Issues in Transcultural Nursing</td>
<td></td>
</tr>
<tr>
<td>NS4050D</td>
<td>Public Health and Community Nursing</td>
<td></td>
</tr>
<tr>
<td>NS4060D</td>
<td>Caring for Vulnerable Populations</td>
<td></td>
</tr>
<tr>
<td>NS4150D</td>
<td>Information Technology in Nursing</td>
<td></td>
</tr>
<tr>
<td>NS4350D</td>
<td>Quality Management in Nursing and Healthcare</td>
<td></td>
</tr>
<tr>
<td>NS4401D</td>
<td>Nursing Leadership in Practice Capstone</td>
<td></td>
</tr>
</tbody>
</table>

**Content**
- A current resume.
- Professional career path paper. Initiated in NS3026D and refined throughout the program curriculum.
- Portfolio assignments from each of the online nursing courses. This should be a student’s research paper and/or project for each course.
- Completed portfolio content grid which allows students to document how they have achieved the expected student outcomes for the Online RN to BSN program.
- A two-page reflection paper reviewing the student’s professional and personal growth through the Online RN to BSN program. Reflect upon how students have met the five (5) program outcomes.

Format
The final portfolio is submitted in the electronic format. The cover sheet should include the following:
- student full name
- telephone number
- email address
- professional employment title
- date of submission.

The portfolio must be submitted in a single Word document. All assignments should be free of typographical and grammatical errors; this may even require correcting previous portfolio documents. Do not include pages that show faculty member comments or evaluations. The portfolio should be APA formatted, 1” margins, 12 pt. Times New Roman. Organize the portfolio according to sequence of the courses. Please include course numbers. Pictures, notes, letters from colleagues, artifacts from the student’s professional work environment, or other special artifacts may be added to the portfolio to show student grown through the academic journey in the Online RN to BSN program.

Submission
Submit the portfolio in the course NS4401D. The faculty will review the portfolio and advise a student of any necessary revisions. If revisions are needed, they must be completed before the final grade for the course is assigned. The portfolio is evaluated on a satisfactory/unsatisfactory scale.

Student Representation
All students are encouraged to provide input on decisions including admission standards, curriculum, assessment, and the teaching/learning process. Students are invited to become active in nursing student associations and organizations:
1. Participate in program completion and alumni surveys.
2. Provide honest and fair feedback to the faculty when asked to complete faculty and course evaluations at the end of a course.
3. Volunteer for committee membership as available for the program.
4. Provide input when peers are representing student/program issues at committee meetings.
Transfer
All transfer courses must meet NAU guidelines. Nursing major core credits of the Online RN to BSN program must be earned through NAU online.

University Policies
Students with questions regarding affirmative action, equal opportunity, harassment, or information about any other university policies may refer to the current NAU undergraduate catalog (http://webapps.national.edu/Smart_Catalog/Undergraduate_catalog/index.htm).
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Pre-Requisites</th>
<th>Qtr. Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS3026D</td>
<td>Concepts and Challenges in Professional Nursing</td>
<td>NA</td>
<td>3</td>
</tr>
<tr>
<td>NS3050D</td>
<td>Pathophysiology in Practice</td>
<td>Prior A&amp;P course(s)</td>
<td>4</td>
</tr>
<tr>
<td>NS3325D</td>
<td>Nursing Theory and Healthcare Delivery Models</td>
<td>NA</td>
<td>4</td>
</tr>
<tr>
<td>NS3250D</td>
<td>Ethics and Issues in Contemporary Nursing</td>
<td>NA</td>
<td>4</td>
</tr>
<tr>
<td>NS3305D</td>
<td>Evidence-Based Practice and Research in Nursing</td>
<td>NS3026D; MA3010; EN1300</td>
<td>6</td>
</tr>
<tr>
<td>NS4000D</td>
<td>Issues in Transcultural Nursing</td>
<td>EN1300</td>
<td>4</td>
</tr>
<tr>
<td>NS4050D</td>
<td>Public Health and Community Nursing**</td>
<td>NS3305D; EN1300</td>
<td>6</td>
</tr>
<tr>
<td>NS4060D</td>
<td>Caring for Vulnerable Populations</td>
<td>NS4050D; EN1300</td>
<td>4</td>
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<tr>
<td>NS4150D</td>
<td>Information Technology in Nursing</td>
<td>EN1300</td>
<td>4</td>
</tr>
<tr>
<td>NS4350D</td>
<td>Quality Management in Nursing and Healthcare</td>
<td>EN1300</td>
<td>4</td>
</tr>
<tr>
<td>NS4401D</td>
<td>Nursing Leadership in Practice Capstone</td>
<td>NS3325D; NS3305D; NS4150D; EN1300</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS** 48

*General Education courses and nursing or open electives are not included in this listing of CORE courses. Please refer to the RN to BSN status sheet for more details. Total program credits required is 180 quarter credit hours.

**Includes practicum hours – NS4050D (15 hours) and NS4401D (60 hours)
Overland Park and Wichita West, Kansas Campuses: BSN and LPN Bridge to BSN Program

NCLEX-RN® (State Board Licensing Exam)
The licensing exam for professional nurses is a national exam, which is administered by the National Council of State Boards of Nursing (NCSBN). The testing is available year round via computer adaptive testing (CAT) through designated testing centers. The test may take up to six (6) hours to complete. The graduate is responsible for all costs associated with the exam. The fee charged to become licensed may vary from state to state.

National American University (NAU) is not responsible for the Kansas State Board of Nursing or any state’s board of nursing decision about eligibility to sit for the NCLEX-RN® exam. Refer to the Nurse Practice Act in the state in which licensure is anticipated.

Eligibility criteria for the licensure application pursuant to the Kansas State Nurse Practice Act can be found at the Kansas State Board of Nursing web site http://www.ksbn.org/npatoc.htm including the qualification of applicants and the following statues:

In compliance with the KS Nurse Practice Act 60-2-107. Student policies: each nursing education program shall have a written policy providing information to any student who may be subject to licensure denial under K.S.A. 65-1120, and amendments thereto. The information shall be provided before admission to the nursing education program. In compliance with this statute, K.S.A. 65-1120 is included:

65-1120. Grounds for disciplinary actions; proceedings; witnesses; costs; professional incompetency defined; criminal justice record information.

(a) Grounds for disciplinary actions. The board may deny, revoke, limit, or suspend any license, certificate of qualification or authorization to practice nursing as a registered professional nurse, as a licensed practical nurse, as an advanced registered nurse practitioner, or as a registered nurse anesthetist that is issued by the board or applied for under this act or may publicly or privately censure a licensee or holder of a certificate of qualification or authorization, if the applicant, licensee, or holder of a certificate of qualification or authorization is found after hearing:

(1) to be guilty of fraud or deceit in practicing nursing or in procuring or attempting to procure a license to practice nursing;

(2) to have been guilty of a felony or to have been guilty of a misdemeanor involving an illegal drug offense unless the applicant or licensee establishes sufficient rehabilitation to warrant the public trust, except that notwithstanding K.S.A. 74-120 no license, certificate of qualification, or authorization to practice nursing as a licensed professional nurse, as a licensed practical nurse, as an advanced
registered nurse practitioner, or registered nurse anesthetist shall be granted to a person with a felony conviction for a crime against persons as specified in article 34 of chapter 21 of the Kansas Statutes Annotated and acts amendatory thereof or supplemental thereto;

(3) to have committed an act of professional incompetency as defined in subsection (e);

(4) to be unable to practice with skill and safety due to current abuse of drugs or alcohol;

(5) to be a person who has been adjudged in need of a guardian or conservator, or both, under the act for obtaining a guardian or conservator, or both, and who has not been restored to capacity under that act;

(6) to be guilty of unprofessional conduct as defined by rules and regulations of the board;

(7) to have willfully or repeatedly violated the provisions of the Kansas nurse practice act or any rules and regulations adopted pursuant to that act, including K.S.A. 65-1114 and 65-1122 and amendments thereto;

(8) to have a license to practice nursing as a registered nurse or as a practical nurse denied, revoked, limited, or suspended, or to be publicly or privately censured, by a licensing authority of another state, agency of the United States government, territory of the United States or country or to have other disciplinary action taken against the applicant or licensee by a licensing authority of another state, agency of the United States government, territory of the United States or country or to have other disciplinary action taken against the applicant or licensee by a licensing authority of another state, agency of the United States government, territory of the United States or country. A certified copy of the record or order of public or private censure, denial, suspension, limitation, revocation, or other disciplinary action of the licensing authority of another state, agency of the United States government, territory of the United States or country shall constitute prima facie evidence of such a fact for purposes of this paragraph (8) or

(9) to have assisted suicide in violation of K.S.A. 21-3406 and amendments thereto as established by any of the following:

(A) A copy of the record of criminal conviction or plea of guilty for a felony in violation of K.S.A. 21-3406 and amendments thereto.

(B) A copy of the record of a judgment of contempt of court for violating an injunction issued under section 5 and amendments thereto.

(C) A copy of the record of a judgment assessing damages under K.S.A. 2002 Supp. 60-4405 and amendments thereto.

(b) Proceedings. Upon filing of a sworn complaint with the board charging a person with having been guilty of any of the unlawful practices specified in subsection (a), two or more members of the board shall investigate the charges, or the board may designate and authorize an employee or employees of the board to conduct such investigation. After investigation, the board may institute charges. If an investigation, in the opinion of the board, reveals reasonable grounds for believing the applicant or licensee is guilty of the charges, the board shall fix a time and place for proceedings, which shall be conducted in accordance with the provisions of the Kansas administrative procedure act.

(c) Witnesses. No person shall be excused from testifying in any proceedings before the board under this act or in any civil proceedings under this act before a court of competent jurisdiction on the ground that such testimony may incriminate the person testifying, but such testimony shall not be used against the person for the prosecution of any crime under the laws of this state except the crime of perjury as defined in K.S.A. 21-3805 and amendments thereto.

(d) Costs. If final agency action of the board in a proceeding under this section is adverse to the applicant or licensee, the costs of the board’s proceedings shall be charged to the applicant or licensee as in ordinary civil actions in the district court, but if the board is the unsuccessful party, the costs shall be paid by the board. Witness fees and costs may be taxed by the board according to the statutes relating to procedure in the district court. All costs accrued by the board, when it is the successful party, and which the attorney general certifies cannot be collected from the applicant or licensee shall be paid from the board of nursing fee fund. All moneys collected following board proceedings shall be credited in full to the board of nursing fee fund.

(e) Professional incompetency defined. As used in this section, “professional incompetency” means:

(1) One or more instances involving failure to adhere to the applicable standard of care to a degree which constitutes gross negligence, as determined by the board;

(2) repeated instances involving failure to adhere to the applicable standard of care to a degree which constitutes ordinary negligence, as determined by the board; or

(3) a pattern of practice or other behavior which demonstrates a manifest incapacity or incompetence to practice nursing.

(f) Criminal justice information. The board upon request shall receive from the Kansas bureau of investigation such criminal history record information relating to arrests and criminal convictions as
necessary for the purpose of determining initial and continuing qualifications of licensees of and applicants for licensure by the board.


Two additional statutes of importance related to licensure include:

65-1115. Licensure of professional nurses; qualifications of applicants; examination; refresher course; renewal license; title and abbreviation; temporary permit; exempt license.

65-1116. Licensure of practical nurses; qualifications of applicants; examination; refresher course; renewal license; title and abbreviation; temporary permit; exempt license.

For additional information concerning licensure, go to the following links:

**Nursing Articulation in Kansas**


The NAU School of Nursing (SON) participates in the nursing articulation plan in Kansas with the LPN Bridge to BSN program. Admission criteria, program policies, and plan of study are communicated to the students through the university channels of communication including but not limited to the NAU public web site, the NAU undergraduate catalog, the NAU SON student handbook, and the BSN foundational core information packet.

**Professional Appearance**

Students follow the professional appearance guidelines outlined in the *NAU SON Handbook: Undergraduate/Graduate*

**Student Drug Testing**

Students participating in clinical training may be required to submit to a drug test. Nursing faculty will inform students of the specific requirements of the clinical site. The clinical site may require the test results before a student may participate in training and may require drug testing at any time. If a student causes a delay in testing, the clinical time missed by the student will be considered an unexcused absence. The student is responsible for the cost of any drug test.
In the event of a *positive* drug test, the student may challenge the findings, if permitted by the clinical site. A student with a substantiated *positive* drug test will be referred to the nursing program chair for progression determination or dismissal from the program.
Rapid City and Sioux Falls, South Dakota Campuses: BSN Program

South Dakota Nurse Practice Act

Completion of the nursing program does not guarantee eligibility to take the licensure examination. The eligibility criteria for the licensure application pursuant to the South Dakota State Nurse Practice Act can be obtained at http://doh.sd.gov/Boards/nursing/Licensure.aspx.
### BSN Clinical Core Courses: Rapid City and Sioux Falls, South Dakota

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credit Hours</th>
<th>Theory Hours</th>
<th>Lab Hours</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 FALL</td>
<td>NS3320D Pathophysiologic Concepts I</td>
<td>4</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS3321D Holistic Health Assessment</td>
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- All 3000-level nursing courses (NS) must be completed for progression to 4000-level nursing courses.
- All NS courses must be completed at NAU Rapid City or Sioux Falls, South Dakota campus.
- Students must be officially accepted into the nursing clinical core to register for nursing courses.
- Minimum course grade of “C,” “P,” or “S” is required for progression in all courses within the nursing clinical core.
- Failure to achieve a passing grade in a theory or clinical course will result in the failure of the associated theory or clinical course.
Zona Rosa, Missouri Campus: ASN Program

Eligibility for Licensure Application
The licensing exam for professional nurses is a national exam, which is administered by the National Council of State Boards of Nursing (NCSBN). The testing is available year round via computer adaptive testing (CAT) through designated testing centers. The test may take up to six (6) hours to complete. The graduate is responsible for all costs associated with the exam. The fee charged to become licensed may vary from state to state.

National American University (NAU) is not responsible for the Missouri State Board of Nursing or any state’s board of nursing decision about eligibility to sit for the NCLEX-RN® exam. Refer to the Nurse Practice Act in the state in which licensure is anticipated.

See below the eligibility criteria for the licensure application pursuant to the Missouri State Nursing Practice Act (http://www.moga.mo.gov/mostatutes/ChaptersIndex/chaptIndex335.html):

Section 335.046: License, application for--qualifications for, fee--hearing on denial of license.
335.046. 1. An applicant for a license to practice as a registered professional nurse shall submit to the board a written application on forms furnished to the applicant. The original application shall contain the applicant's statements showing the applicant's education and other such pertinent information as the board may require. The applicant shall be of good moral character and have completed at least the high school course of study, or the equivalent thereof as determined by the state board of education, and have successfully completed the basic professional curriculum in an accredited or approved school of nursing and earned a professional nursing degree or diploma. Each application shall contain a statement that it is made under oath or affirmation and that its representations are true and correct to the best knowledge and belief of the person signing same, subject to the penalties of making a false affidavit or declaration. Applicants from non-English-speaking lands shall be required to submit evidence of proficiency in the English language. The applicant must be approved by the board and shall pass an examination as required by the board. The board may require by rule as a requirement for licensure that each applicant shall pass an oral or practical examination. Upon successfully passing the examination, the board may issue to the applicant a license to practice nursing as a registered professional nurse. The applicant for a license to practice registered professional nursing shall pay a license fee in such amount as set by the board. The fee shall be uniform for all applicants. Applicants from foreign countries shall be licensed as prescribed by rule.

2. An applicant for license to practice as a licensed practical nurse shall submit to the board a written application on forms furnished to the applicant. The original application shall contain the applicant's statements showing the applicant's education and other such pertinent information as the board may require. Such applicant shall be of good moral character, and have completed at least two years of high
school, or its equivalent as established by the state board of education, and have successfully completed a basic prescribed curriculum in a state-accredited or approved school of nursing, earned a nursing degree, certificate or diploma, and completed a course approved by the board on the role of the practical nurse. Each application shall contain a statement that it is made under oath or affirmation and that its representations are true and correct to the best knowledge and belief of the person signing same, subject to the penalties of making a false affidavit or declaration. Applicants from non-English-speaking countries shall be required to submit evidence of their proficiency in the English language. The applicant must be approved by the board and shall pass an examination as required by the board. The board may require by rule as a requirement for licensure that each applicant shall pass an oral or practical examination. Upon successfully passing the examination, the board may issue to the applicant a license to practice as a licensed practical nurse. The applicant for a license to practice licensed practical nursing shall pay a fee in such amount as may be set by the board. The fee shall be uniform for all applicants. Applicants from foreign countries shall be licensed as prescribed by rule.

3. Upon refusal of the board to allow any applicant to sit for either the registered professional nurses' examination or the licensed practical nurses' examination, as the case may be, the board shall comply with the provisions of section 621.120, RSMo, and advise the applicant of his or her right to have a hearing before the administrative hearing commission. The administrative hearing commission shall hear complaints taken pursuant to section 621.120, RSMo.

4. The board shall not deny a license because of sex, religion, race, ethnic origin, age, or political affiliation.

Section 335.066: Denial, revocation, or suspension of license, grounds for, civil immunity for providing information--complaint procedures.

335.066. 1. The board may refuse to issue or reinstate any certificate of registration or authority, permit, or license required pursuant to chapter 335 for one or any combination of causes stated in subsection 2 of this section or the board may, as a condition to issuing or reinstating any such permit or license, require a person to submit himself or herself for identification, intervention, treatment, or rehabilitation by the impaired nurse program as provided in section 335.067. The board shall notify the applicant in writing of the reasons for the refusal and shall advise the applicant of his or her right to file a complaint with the administrative hearing commission as provided by chapter 621, RSMo.

2. The board may cause a complaint to be filed with the administrative hearing commission as provided by chapter 621, RSMo, against any holder of any certificate of registration or authority, permit, or license required by sections 335.011 to 335.096 or any person who has failed to renew or has surrendered his or her certificate of registration or authority, permit, or license for any one or any combination of the following causes:

(1) Use or unlawful possession of any controlled substance, as defined in chapter 195, RSMo, or alcoholic beverage to an extent that such use impairs a person's ability to perform the work of any profession licensed or regulated by sections 335.011 to 335.096;

(2) The person has been finally adjudicated and found guilty, or entered a plea of guilty or nolo contendere, in a criminal prosecution pursuant to the laws of any state or of the United States, for any offense reasonably related to the qualifications, functions, or duties of any profession licensed or regulated pursuant to sections 335.011 to 335.096, for any offense an essential element of which is fraud, dishonesty, or an act of violence, or for any offense involving moral turpitude, whether or not sentence is imposed;

(3) Use of fraud, deception, misrepresentation, or bribery in securing any certificate of registration or authority, permit, or license issued pursuant to sections 335.011 to 335.096 or in obtaining permission to take any examination given or required pursuant to sections 335.011 to 335.096;
(4) Obtaining or attempting to obtain any fee, charge, tuition, or other compensation by fraud, deception, or misrepresentation;

(5) Incompetency, misconduct, gross negligence, fraud, misrepresentation, or dishonesty in the performance of the functions or duties of any profession licensed or regulated by sections 335.011 to 335.096;

(6) Violation of, or assisting or enabling any person to violate, any provision of sections 335.011 to 335.096, or of any lawful rule or regulation adopted pursuant to sections 335.011 to 335.096;

(7) Impersonation of any person holding a certificate of registration or authority, permit, or license, or allowing any person to use his or her certificate of registration or authority, permit, license, or diploma from any school;

(8) Disciplinary action against the holder of a license or other right to practice any profession regulated by sections 335.011 to 335.096 granted by another state, territory, federal agency, or country upon grounds for which revocation or suspension is authorized in this state;

(9) A person is finally adjudged insane or incompetent by a court of competent jurisdiction;

(10) Assisting or enabling any person to practice or offer to practice any profession licensed or regulated by sections 335.011 to 335.096 who is not registered and currently eligible to practice pursuant to sections 335.011 to 335.096;

(11) Issuance of a certificate of registration or authority, permit, or license based upon a material mistake of fact;

(12) Violation of any professional trust or confidence;

(13) Use of any advertisement or solicitation which is false, misleading, or deceptive to the general public or persons to whom the advertisement or solicitation is primarily directed;

(14) Violation of the drug laws or rules and regulations of this state, any other state, or the federal government;

(15) Placement on an employee disqualification list or other related restriction or finding pertaining to employment within a health-related profession issued by any state or federal government or agency following final disposition by such state or federal government or agency;

(16) Failure to successfully complete the impaired nurse program.

3. After the filing of such complaint, the proceedings shall be conducted in accordance with the provisions of chapter 621, RSMo. Upon a finding by the administrative hearing commission that the grounds, provided in subsection 2 of this section, for disciplinary action are met, the board may, singly or in combination, censure or place the person named in the complaint on probation on such terms and conditions as the board deems appropriate for a period not to exceed five years, or may suspend, for a period not to exceed three years, or revoke the license, certificate, or permit.

4. For any hearing before the full board, the board shall cause the notice of the hearing to be served upon such licensee in person or by certified mail to the licensee at the licensee's last known address. If service cannot be accomplished in person or by certified mail, notice by publication as described in subsection 3 of section 506.160, RSMo, shall be allowed; any representative of the board is authorized to act as a
court or judge would in that section; any employee of the board is authorized to act as a clerk would in that section.

5. An individual whose license has been revoked shall wait one year from the date of revocation to apply for relicensure. Relicensure shall be at the discretion of the board after compliance with all the requirements of sections 335.011 to 335.096 relative to the licensing of an applicant for the first time.

6. The board may notify the proper licensing authority of any other state concerning the final disciplinary action determined by the board on a license in which the person whose license was suspended or revoked was also licensed of the suspension or revocation.

7. Any person, organization, association, or corporation who reports or provides information to the board of nursing pursuant to the provisions of sections 335.011 to 335.259* and who does so in good faith shall not be subject to an action for civil damages as a result thereof.

8. If the board concludes that a nurse has committed an act or is engaging in a course of conduct which would be grounds for disciplinary action which constitutes a clear and present danger to the public health and safety, the board may file a complaint before the administrative hearing commission requesting an expedited hearing and specifying the activities which give rise to the danger and the nature of the proposed restriction or suspension of the nurse's license. Within fifteen days after service of the complaint on the nurse, the administrative hearing commission shall conduct a preliminary hearing to determine whether the alleged activities of the nurse appear to constitute a clear and present danger to the public health and safety which justify that the nurse's license be immediately restricted or suspended. The burden of proving that a nurse is a clear and present danger to the public health and safety shall be upon the state board of nursing. The administrative hearing commission shall issue its decision immediately after the hearing and shall either grant to the board the authority to suspend or restrict the license or dismiss the action.

9. If the administrative hearing commission grants temporary authority to the board to restrict or suspend the nurse's license, such temporary authority of the board shall become final authority if there is no request by the nurse for a full hearing within thirty days of the preliminary hearing. The administrative hearing commission shall, if requested by the nurse named in the complaint, set a date to hold a full hearing under the provisions of chapter 621, RSMo, regarding the activities alleged in the initial complaint filed by the board.

10. If the administrative hearing commission refuses to grant temporary authority to the board or restrict or suspend the nurse's license under subsection 8 of this section, such dismissal shall not bar the board from initiating a subsequent disciplinary action on the same grounds.

Information concerning licensure can be obtained by contacting:
Missouri State Board of Nursing
3605 Missouri Boulevard
P.O. Box 656
Jefferson City, Missouri 65102
(573) 751-0681
http://www.pr.mo.gov/nursing.asp

Students are responsible for reviewing full rules and regulations and insuring compliance.
ACEN Accreditation
The NAU-Zona Rosa Associate of Science in Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Information concerning accreditation can be obtained by contacting:
Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
(404) 975-5000
http://acenursing.org/
Zona Rosa, Missouri: ASN Clinical Core Courses

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**NOTE:** NS1031 must be taken concurrently with NS1030; NS1051 must be taken concurrently with NS1050; NS2012 must be taken concurrently with NS2011; NS2022 must be taken concurrently with NS2021; NS2032 must be taken concurrently with NS2031; NS3012 must be taken concurrently with NS3011.

- **All NS courses must be completed at NAU Zona Rosa, Missouri campus.**
- **Students must be officially accepted into the nursing clinical core to register for NS courses.**
- **Minimum course grade of “C”, “P”, or “S” is required for progression in all courses within the nursing clinical core.**
- **Failure to achieve a passing grade in a theory or clinical course will result in failure of the associated theory or clinical course.**
Clinical Release Form

Clinical affiliates of National American University (NAU) may request that specific student information is released to them in order for students to participate in clinical education in their facility. Your signature on this form allows NAU to release copies of these documents from your file to the clinical facility. This may include but is not limited to:

- immunization records
- results of TB skin tests or results of chest x-rays
- background checks.

NOTE the clinical facilities may require nursing students to provide health-related information beyond of what is requested for admission into the nursing program. For instance, clinical agencies may request evidence of additional immunization or vaccination such an annual flu vaccination. Students should self-disclose requested information in order to participate in clinical education at the respective clinical facility.

Student Name (printed): __________________________________________________________

Student Signature: _____________________________ Date: _______________
Exit Interview Form – Campus Nursing Program

1. Reason for exiting the program:

Student: _____________________________________________________________________________
_____________________________________________________________________________________
Program: _____________________________________________________________________________
___________________________________________________________________________________

2. Review of performance (if appropriate):

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

3. Plan for a student success as identified by a student:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

4. Plan for remediation (if appropriate) as identified by the program faculty:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Student Signature: ___________________________ Date: ___________________
Faculty Signature: ___________________________ Date: __________________
Program Chair Signature: ___________________ Date: ___________________
National American University
School of Nursing

Exit Survey: Departure from Program prior to Completion

___Online RN to BSN Program  ___Online MSN Program

In order to better understand why students leave the program at National American University (NAU), we would appreciate it if you take a few minutes to complete this brief exit survey. Listed below are reasons frequently shared by students explaining why they leave a college or university. Please read the three categories below. Under the corresponding category indicate your reason(s) for not enrolling this quarter. After you have finished, please number your responses in the order of significance: one (1) being the most significant reason for not returning. Feel free to add additional comments below. Completion of this form is required prior to re-entry. Thanks for your contribution.

1. Life circumstances including things such as health issues, unexpected life event, unanticipated time needed to meet the needs of family and friends, unplanned financial pressures, work demands, etc. Please describe:
__________________________________________________________________________________________

2. Work commitments including things such as a new job, taking on new roles, required increase in work hours, competing pressures of work and school, etc. Please describe:
__________________________________________________________________________________________

3. Program reasons including things such as online method of learning does not accommodate learning style/preferences, computer confidence/competence, evolving career aspirations, advising, technical support, program content no longer relevant to aspirations, performance concerns. Please describe:
__________________________________________________________________________________________

Do you plan to return to NAU program?  Y  N

Anticipated date of return: __________________________________________________________

If you plan to return, what will contribute to your successful completion of the program? _____________________
__________________________________________________________________________________________

What can we at NAU do to help you be successful? ______________________________________________
__________________________________________________________________________________________

Additional comments: ___________________________________________________________________________

Return by email attachment to
SON administrative assistant
tfarrar@national.edu or by mail:
National American University
School of Nursing
5301 South Highway 16
Rapid City, SD 57701

Student Name (printed): __________________________________________________________

Student Signature: __________________________________ Date: ________________________

CC: student file, program chair, advisor
National American University
School of Nursing

Financial Aid Advising Session - Nursing Clinical Core

Please schedule an appointment with a financial service representative to discuss the financial aid resources available to you as a nursing clinical core student at National American University. This must be completed prior to __________ (date).

This form must be signed by both you and the financial service representative and returned to the nursing program office no later than __________ (date).

Student Name (printed): ____________________________________________________________

Student Signature: ________________ Date: ________________

Financial Service Representative Name (printed): __________________________________________

Financial Service Representative Signature: ________________ Date: ________________
**Grievance Form**

<table>
<thead>
<tr>
<th><strong>SECTION I TO BE COMPLETED BY STUDENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: Click her to enter name</td>
</tr>
<tr>
<td>Date: date</td>
</tr>
<tr>
<td>Address: Click here to enter text.</td>
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<tr>
<td>Phone Number: Click here to enter text.</td>
</tr>
<tr>
<td>Email Address: Click here to enter text.</td>
</tr>
</tbody>
</table>

**STEP 1 – Reason for the Grievance**

Be specific and to the point. Add supporting documentation, if applicable

*Use dates, times, places, who, what, where, why, when, and how. Be factual, accurate and professional*

Click here to enter text.

**STEP 2 Resolution sought**

*Explain exactly the outcome you are seeking.*

Click here to enter text.

Student last 4 of social and signature: Click here to enter text. Date: date

<table>
<thead>
<tr>
<th><strong>SECTION II TO BE COMPLETED BY THE SCHOOL OF NURSING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Received by: Type Name Date: date</td>
</tr>
<tr>
<td>Committee Members: Type Names Date of Grievance Mtg: date</td>
</tr>
<tr>
<td>Outcome: Grievance approved ☐ Grievance denied ☐</td>
</tr>
<tr>
<td>Pertinent notes on ruling, if applicable: Click here to enter text.</td>
</tr>
<tr>
<td>Date student notified: date</td>
</tr>
<tr>
<td>How notified: phone ☐ letter ☐</td>
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<tr>
<th><strong>SECTION III PROGRAM CHAIR ACKNOWLEDGEMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read the grievance and verified all components of the grievance policy have been met and agree with the information on this document.</td>
</tr>
<tr>
<td>Date copies of this document and supporting evidence placed in grievance binder date</td>
</tr>
<tr>
<td>Program Chair/Desigee last 4 of social and signature: Click here to enter text. Date: date</td>
</tr>
</tbody>
</table>

Revised 07/14/2016
National American University
School of Nursing

Laboratory Equipment/Supply Checkout Release

I accept responsibility for the use of the National American University laboratory equipment and supplies. In the event an item(s) is/are lost, stolen, or damaged while issued to me, I agree to replace said item(s) at my expense.

An incomplete grade (I) will be assigned for the course until restitution is made.

I, the undersigned, acknowledge that I have read and understood the above release.

Student Name (printed): __________________________________________________________

Student Signature: __________________________ Date: _________________

This signed form must be on file in the nursing program office and is enforced during the time the student is enrolled in the nursing clinical core at National American University. Students who do not sign the form will be ineligible to check out equipment or supplies from the nursing department.
National American University
School of Nursing

Notification of Clinical Absence

SECTION I TO BE COMPLETED BY THE STUDENT

Student Last Name: Click here to enter text. Date: date

Address: Click here to enter text.

Phone Number: Click here to enter text. Email: Click here to enter text.

Course Number: Click here to enter text. Course Faculty: Click here to enter text.

Clinical Facility: Click here to enter text.

Date(s) Absent from Clinical: Click here to enter a date.

Reason for absence(s) (be specific): Click here to enter text.

Student last 4 of social and signature: Click here to enter text. Date Submitted: date

SECTION II TO BE COMPLETED BY SCHOOL OF NURSING

Absence(s) Excused or Not:
☐ Excused
☐ Not excused

Reason: Click here to enter text.

Clinical make-up session location(s), date(s), and faculty: Click here to enter text.

Comments (if any): Click here to enter text.

Program Chair/Designee last 4 of social and signature: Click here to enter text. Date: date
# Nursing Clinical Core Application

Date: ____________________

Name: ____________________________________________

Former Name(s): ________________________

SSN: _______________________________

Address: ____________________________________________

Street Address or Apartment/Unit #

City

Date of Birth: ________________________

State: _____       ZIP Code: ___________

Home Phone: (          ) _____________________

Work Phone: (          ) __________________

Cell Phone: (          ) _______________________

Email Address: ______________________________

(If the applicant’s responsibility to contact the nursing program if your address changes prior to the date when decision letters are sent out.)

Please circle the program for which you are applying:   **ASN Clinical Core**       **BSN Clinical Core**

Have you ever been dismissed, disciplined, or placed on probation from a college or university?    Yes    No

If yes, explain: _________________________________________________________________________________

---

## CURRENT Healthcare Worker License/Certifications

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<tr>
<td></td>
<td>CNA</td>
<td>Certification Number</td>
</tr>
<tr>
<td></td>
<td>LPN/LVN</td>
<td>Certification Number</td>
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</table>

Please list any additional active license or certification information:

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</table>
Colleges/Universities

Please list all colleges and universities you have attended (including NAU) – if needed, please submit multiple copies of this page:

School Name: ____________________________  City/State: ________________________________

Did you graduate?  Yes  No  Degree: __________  Dates Attended  To: __________  From: __________

School Name: ____________________________  City/State: ________________________________

Did you graduate?  Yes  No  Degree: __________  Dates Attended  To: __________  From: __________

School Name: ____________________________  City/State: ________________________________

Did you graduate?  Yes  No  Degree: __________  Dates Attended  To: __________  From: __________

Employment

List your present position, if any. Then list, in chronological order, all the positions you have held in the past year (attached resume is acceptable). If needed, please submit multiple copies of this page.

Employer: ____________________________________________
Job Title: ____________________________________________  From: __________  To: __________

Employer: ____________________________________________
Job Title: ____________________________________________  From: __________  To: __________

Employer: ____________________________________________
Job Title: ____________________________________________  From: __________  To: __________

Emergency Contact Information

Person to notify in case of an emergency:

Name: ____________________________________________  Relationship: _________________________
Phone #: ____________________________________________  Other Phone #: ________________________

Consent to Release of Background Information

I ACKNOWLEDGE THAT MY ACCEPTANCE INTO the nursing program clinical core at National American University (NAU) is dependent upon meeting all admission requirements. One of those requirements is to be free of
any criminal history that would indicate a potential for violence against another person or substance abuse. I release university officials from any potential claim or liability related to the appropriate use of this information.

I have been advised about the background check policy required for the nursing program. If I have engaged in past criminal activities listed in the policy and it is made known to the NAU nursing program office, I may be subject to termination from the nursing program.

I understand that State Boards of Nursing may reject any application to sit for the state licensing exam based on a previous criminal record. I understand this may include criminal activities that are not listed in the policy. I am advised to contact the State Board of Nursing in the state in which I plan to practice for further clarification of their policy.

This consent and release is effective as of the date signed and it will remain effective until further notice. The university is not required to notify me when the request will be submitted to any law enforcement unit and is not limited to the number of such requests.

By my signature below, I acknowledge and agree that I consent to the access and release of any records maintained by any local, county, state, or national law enforcement unit including but not limited to the State Bureau of Investigation and the Social and Rehabilitation Services Child Abuse and Neglect Central Registry. I also agree to incur the cost of the investigation.

Student Name (printed): __________________________________________________________

Student Signature: ___________________________ Date: ___________________________
Nursing Medical Record Form

Student Name: __________________________________________ Date: _____________________________
(please print clearly)

National American University strives to make its programs accessible to all individuals, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Its purpose is to create and maintain an environment in which students may achieve their fullest potential, limited to the least extent possible by individual disabilities. Such disabilities include physical or mental impairment that substantially limit major life functions. All faculty, staff and students of the university are expected to adhere to this philosophy of equal access to educational opportunity and to assume broad responsibility for its implementation.

Disclosure of a disability is not required, but if disclosed, it is the responsibility of the individual to seek available assistance and make needs known. The system student services office is the designated office at National American University that maintains disability related documents, certifies eligibility for services, and determines and provides reasonable accommodations for students with disabilities. It is located at 5301 South Highway 16, Rapid City, SD 57701.

All requests for accommodation, documentation reports, and inquiries should be forwarded to:

Academic Operations
5301 South Highway 16
Rapid City, SD 57701

Core Performance Standards for Admission and Progression

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all inclusive)</th>
<th>Issue</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient for clinical judgment.</td>
<td>Identify cause-effect relationships in clinical situations, develop care plans.</td>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds.</td>
<td>Establish rapport with patients/clients and colleagues.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for interaction with others in verbal and written form.</td>
<td>Explain treatment procedures, initiate health teaching, document, and interpret nursing actions and patient/client responses.</td>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small places.</td>
<td>Moves around in patient rooms, work spaces, and treatment areas; administer cardio-pulmonary procedures (CPR). Ability to lift 25 pounds or more 3 or more times daily.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
<td>Calibrate and use equipment; position patients/clients.</td>
<td>Hearing</td>
<td>Auditory abilities sufficient to monitor and assess health needs.</td>
<td>Hear monitor alarm, emergency signals, auscultatory sounds, and cries for help.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability for observation and assessment necessary in nursing care.</td>
<td>Observe patient/client responses. Ability to see colors accurately.</td>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment.</td>
<td>Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of a catheter.</td>
</tr>
</tbody>
</table>

If you are unable to perform any of these activities, please circle the issue or issues which you cannot perform and attach an explanation.

Your signature below indicates that you have read and understand the Core Performance Standards (Functional Abilities) requirements and can perform them, unless otherwise indicated.

Student Name (printed): ________________________________________________________________________
Student Signature: __________________________________________________________________________ Date: ________________________
Student Name: ___________________________ Birth Date: __________________

**Instructions**

**MMR Documentation**

- **MEASLES (RUBEOLA)**
  - 2 doses of live vaccine given on or after the first birthday; must be given at least 30 days apart with the second dose after age 15 months.
  - OR serologic test showing positive titer
  - May substitute MMR

- **MUMPS**
  - 2 doses of live vaccine given on or after the first birthday; must be given at least 30 days apart with the second dose after age 15 months.
  - OR serologic test showing positive titer
  - May substitute MMR

- **RUBELLA**
  - 1 dose of live vaccine given on or after the first birthday.
  - OR serologic test showing positive titer
  - May substitute MMR

**1st Immunization:** ___________ mo/day/yr

**2nd Immunization:** ___________ mo/day/yr

**OR Serologic Test:** ___________ mo/day/yr

**Results:**
- □ positive
- □ indeterminate
- □ negative

**TDAP** The CDC recommends that healthcare providers who have direct patient contact should receive a single dose of Tdap as soon as feasible if they have not previously received it.

**TETANUS-DIPHTHERIA** (Initial series and booster every 10 years)  
Immunization: ___________ mo/day/yr □ Td OR □ Tdap

**VARICELLA** (Chicken Pox) If confirmed, disease history, serologic test is required. If negative, vaccination with 2 varicella vaccines is strongly recommended.

- **1st Immunization:** ___________ mo/day/yr
- **2nd Immunization:** ___________ mo/day/yr

**OR Serologic Test:** ___________ mo/day/yr

Results: ___________

□ DECLINE*: I decline the Varicella vaccine and understand I am susceptible to chicken pox. I understand the risks of being susceptible to infections and blood borne diseases and decline immunization at this time. I understand I may choose to receive the vaccine at any time in the future.

Declination Signature: ___________________________________________  Date: _______________

**HEPATITIS B** The CDC strongly recommends Hepatitis B vaccination (includes 3 vaccines and post vaccine titer) for all health care professionals. A signed declination must be completed if this applicant declines vaccine.

- **1st Immunization:** ___________ mo/day/yr
- **2nd Immunization:** ___________ mo/day/yr
- **3rd Immunization:** ___________ mo/day/yr

**OR Serologic Test:** ___________ mo/day/yr

Results: ___________

□ DECLINE*: I decline the Hepatitis B vaccination at this time. I understand by declining this vaccine, I continue to be a risk for acquiring Hepatitis B. I understand the risks of being susceptible to infections and blood borne diseases and decline immunization at this time. I understand I may choose to receive the vaccine at any time in the future.

Declination Signature: ___________________________________________  Date: _______________

* Can be deleted per program requirements.

Healthcare Provider Name (printed): ___________________________  Phone Number: _______________

Healthcare Provider Signature: ___________________________  Date: _______________


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Revised 07/14/2016 106
Influenza Vaccination Form

Return this form no later than (month, date, year). If form is not received by said date, it may affect your ability to attend clinical experiences.

Student Name: ___________________________ Date of Birth: ______________________ (please print clearly)

☐ DECLINE: I decline the influenza vaccine and understand I am susceptible to influenza. I understand the risks of being susceptible to influenza and decline immunization at this time. I understand I may choose to receive the vaccine at any time in the future. I also understand that I will adhere to the practices and policies of the clinical agency regarding non-vaccination.

Declination Signature: ___________________________ Date: ______________________

Influenza Immunization Date: ______________________

Notes:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Healthcare Provider Name (printed): _____________________________
Adress: ________________________________________________________________
Phone Number: __________________________________________________________
Healthcare Provider Signature: ___________________________ Date: ________________

Please attach documentation here:
(if received other than at healthcare provider’s office)
Return this form no later than (month, date, year). If form is not received by said date, it may affect your ability to attend clinical experiences.

Student Name: __________________________________________________ Date of Birth: ________________ (please print clearly)

**Tuberculin Skin Test (Mantoux)** Two Step Mantoux test (negative TST from last 12 months will count as first step, second step within past 90 days, OR negative TST two consecutive years, one within the last 12 months).

<table>
<thead>
<tr>
<th>TST Test 1</th>
<th>TST Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturer:</td>
<td>Manufacturer:</td>
</tr>
<tr>
<td>#1 Date Placed:</td>
<td>#2 Date Placed:</td>
</tr>
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<td>Date Read:</td>
<td>Date Read:</td>
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<td>mm of induration:</td>
<td>mm of induration:</td>
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<td>Interpretation</td>
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<tr>
<td>□ positive</td>
<td>□ positive</td>
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<tr>
<td>□ indeterminate</td>
<td>□ indeterminate</td>
</tr>
<tr>
<td>□ negative</td>
<td>□ negative</td>
</tr>
</tbody>
</table>

OR

**QuantiFERON-TB Test:** Can be substituted in place of the Two Step Mantoux.

Blood Test: ________________ (mo/day/year)

Results:
| □ positive |
| □ indeterminate |
| □ negative |

OR

**Positive Results:** If positive TST, QuantiFERON, or history of TB is reported, a chest x-ray must be obtained and a copy of the chest x-ray report attached.

Past Positive
Date: ________________

Chest X-Ray (DO NOT SEND X-RAYS)
Date: ________________
Result: ________________

Healthcare Provider Name (printed): ________________________________________________________________
Adress: ______________________________________________________________________________________
Phone Number: ________________________________________________________________________________
Healthcare Provider Signature: __________________________________ Date: __________________
Completion of this form with your signature constitutes consent to review all application materials submitted to make a decision regarding admission to the nursing clinical core. It is the responsibility of the applicant to ensure that all parts of the application are received prior to or on the date required. Failure to do so will result in the application not being considered for the program. It is the responsibility of the applicant to ensure that the program has a current address in order to receive the notification letter.

Return the completed form to the nursing program office at the address indicated. If you have questions or need other information, please include it in a separate letter to the nursing clinical core application or call your nursing program chair.

National American University admits students of any age, religion, race, sex, sexual orientation, cultural background, or national and ethnic origin to all of the programs, activities, rights, and privileges generally accorded or made available to students at the university. It does not discriminate on the basis of these characteristics in the administration of its educational policies, admissions policies, scholarship and loan program, or other university-administered programs.

No qualified disabled person shall be excluded from participation in, be denied the benefits, or otherwise be subjected to discrimination under any university-related program or activity.

I certify that my answers are true and complete to the best of my knowledge.

Student Name (printed): _________________________________________________________________________

Student Signature:__________________________________________________________ Date:__________
National American University  
School of Nursing

Preceptor Data Form

SECTION I TO BE COMPLETED BY PRECEPTOR

Preceptor Name:  Click here to enter text.
Current Position:  Click here to enter text.  Year/Months in Position:  enter text.
Facility:  Click here to enter text.  Years at Current Facility:  enter text.

Education:

<table>
<thead>
<tr>
<th>Original Nursing Education Program</th>
<th>Degree</th>
<th>Graduation Date</th>
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</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
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</table>

<table>
<thead>
<tr>
<th>Other Colleges or Institutions Attended</th>
<th>Degree</th>
<th>Graduation Date</th>
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</table>

Certifications:

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<tr>
<th>Name (no abbreviations)</th>
<th>Certifying Organization</th>
<th>Certification Valid Through</th>
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Area of Expertise:

Describe you area of expertise in clinical practice

Click here to enter text.

Licensure Information:

<table>
<thead>
<tr>
<th>State of Licensure</th>
<th>Licensure Number</th>
<th>Expiration Date</th>
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<td>date</td>
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</table>

I certify the information provided is accurate to the best of my knowledge. Any discrepancies are truly unintentional mistakes on my behalf.

Preceptor last 4 of social and signature:  Click here to enter text.  Date:  date

Attach a copy current resume or curriculum vita
Preceptor Letter of Agreement and Data Sheet

SECTION I TO BE COMPLETED BY PRECEPTOR

Student Name: Click here to enter text. Course Number: course # precepting

Preceptor Full Name: Click here to enter text. Current Position: Click here to enter text.

Highest Nursing Degree Obtained: Click here to enter text.

Total years as a practicing RN: Click here to enter text.

Licensure # and State: Click here to enter text.

Facility Name: Click here to enter text. Years at Current Facility: Click here to enter text.

Work Unit: Click here to enter text. Work Phone: Click here to enter text.

Phone: Click here to enter text. Email: Click here to enter text.

I hereby certify that I have received, read, and completely understand the contents of the NAU preceptor orientation packet before affixing my signature. I understand there is no remuneration or fringe benefits attached to this role.

Preceptor last 4 of social and signature: Click here to enter text. Date: date

SECTION II TO BE COMPLETED BY STUDENT

I understand that I am responsible for meeting the standards in policies/procedures of the agency; maintaining professional appearance and behavior; and providing safe client care. I understand that I will be expected to 1) keep the assigned preceptor and faculty informed about my learning needs in relationship to course objectives; 2) obtain assistance appropriately; 3) communicate frequently with the preceptor and faculty; and 4) seek feedback regarding progress and completion of course requirements.

Student last 4 of social and signature: Click here to enter text. Date: date

SECTION III TO BE COMPLETED BY SCHOOL OF NURSING

☐ Current State Licensure
☐ ASN degree completed (per state requirement)
☐ BSN (per state requirement)
☐ MSN or higher

Program Chair/Designee last 4 of social and signature: Click here to enter text. Date: date
Reenter Form

SECTION I TO BE COMPLETED BY THE STUDENT

Student Name: Click here to enter name

Address: Click here to enter text.

Phone: Click here to enter text. Email: Click here to enter text.

Reason for Reenter Request: Click here to enter text.

Withdrawal: ☐ Quarter: Pick quarter from list Year: date

Failure: ☐ Quarter: Pick quarter from list Year: date

Quarter Requesting Re-Entry:

Term: Pick quarter from list Year: date

SECTION II TO BE COMPLETED BY SCHOOL OF NURSING FACULTY and STUDENT

Please develop a detailed plan for improvement or continued growth which will prepare for success in the program:

Click here to enter text.

Completion Date for Improvement Plan, if applicable: date

Student last 4 of social and signature: Click here to enter text Date: date

Plan completed and ready for decision committee review

Faculty last 4 of social and signature: Click here to enter text Date: date

SECTION III TO BE COMPLETED BY SCHOOL OF NURSING

Approved: ☐ Not Approved: ☐

Reason for approval/denial: Click here to enter text.

Date Letter Sent: date

Program Chair/Designee last 4 of social and signature: Click here to enter name.

Date: date
National American University School of Nursing

STUDENT IMPROVEMENT PLAN – CLASSROOM

STUDENT NAME: __________________________ DATE: ____________

FACULTY NAME: __________________________ COURSE: ____________

Beginning Date of Plan: ____________ Ending Date of Plan: ____________

Goal: To satisfactorily meet the classroom course objectives of the nursing curriculum.

Criteria: Current status of unsatisfactory progress (U) in meeting the required classroom objectives.

Assessment: (Mark all assessment criteria as it applies to student)

☐ Unable to apply prior theory knowledge from core courses (i.e. sciences, math, reading, etc.)
☐ Unprepared for classroom activities (i.e. required readings, pre-tests, threaded discussions, etc.)
☐ Disrespectful or unprofessional behaviors
☐ Deficiencies in Essential Behaviors as outlined in the SON Handbook
☐ Inability to communicate effectively or appropriately with peers, faculty, and/or staff
☐ Violation of integrity (i.e. test sharing, plagiarism, cheating, etc.)
☐ Pattern related to test taking skills (i.e. test anxiety, reading into question, missing key information, etc.)
☐ Low quiz / test / assignment scores placing student at risk for academic failure
☐ Repeated Absenteeism / Tardiness
☐ Repeated deficiencies in written work (i.e. assignments, activities, etc.)
☐ Unable to follow directions
☐ Personal Issues / work obligations conflicting with effectiveness in classroom environment
☐ Multiple incidents of: __________________________
☐ Other issue of concern: __________________________

Expanded Problem Identification:

Problem: __________________________________________

Interventions for Improvement: (Mark all interventions as it applies to student)

☐ Attend and participate in remediation sessions
☐ Prepare for classroom participation in advance (i.e. read, outline chapter, complete pre-test/post-tests, etc)
☐ Form / join nursing study group(s)of peers
☐ Develop time management / priority setting skills
☐ Meet with program administrator or designee as recommended (weekly, biweekly)
☐ Complete individualized plan for improvement (page 2)
Individualized Plan for Improvement:
Faculty/Administrator or designee will develop this section with the student to implement interventions more specific to area of improvement needed.

Faculty Notes on Progress:

Outcome of Improvement Plan:

Student Comments:

SIGNATURES AT INITIATION:
By signing this form, the student is acknowledging receipt of the information

Student Signature: ___________________________   Date: ____________
Faculty Signature: ___________________________   Date: ____________

SIGNATURES AT COMPLETION OR NEW IMPROVEMENT PLAN DEVELOPMENT:
By signing this form, the student is acknowledging receipt of the information

Student Signature: ___________________________   Date: ____________
Faculty Signature: ___________________________   Date: ____________
National American University School of Nursing

STUDENT IMPROVEMENT PLAN – CLINICAL/LAB

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY NAME:</td>
<td>COURSE:</td>
</tr>
<tr>
<td>Beginning date of Plan:</td>
<td>Ending Date of Plan:</td>
</tr>
</tbody>
</table>

**Goal:** To satisfactorily meet the clinical and/or laboratory course objectives of the nursing curriculum.

**Criteria:** Current status of unsatisfactory progress (U) in meeting the required clinical and/or laboratory objectives.

**Assessment:** (Mark all assessment criteria as it applies to student)

- [ ] Unable to apply prior clinical/laboratory knowledge and skills
- [ ] Unable to apply theory knowledge content to clinical situations
- [ ] Unprepared for clinical (i.e. lack of preparation with care plans, medication sheets, dress code, etc.)
- [ ] Unsafe clinical practice (i.e. medication errors, inability to perform skills, client safety violations, etc.)
- [ ] Pattern of repeated errors (i.e. does not have to be identical)
- [ ] Violation of scope of practice / competency level as student
- [ ] Removal from clinical area at request of agency/facility
- [ ] Disrespectful or unprofessional behaviors
- [ ] Deficiencies in Essential Behaviors as outlined in the SON Handbook
- [ ] Inability to communicate effectively or appropriately with clients, families, staff, faculty and/or peers
- [ ] Violation of confidentiality (i.e. sharing client information, work issues, etc.)
- [ ] Repeated Absenteeism / Tardiness
- [ ] Repeated deficiencies in written work (i.e. nursing care plans, documentation, medication form, etc.)
- [ ] Unable to follow directions
- [ ] Personal Issues / work obligations conflicting with effectiveness in clinical
- [ ] Multiple incidents of: __________________________
- [ ] Other issue of concern: __________________________

**Expanded Problem Identification:**

Problem: ____________________________________________

**Interventions for Improvement:** (Mark all interventions as it applies to student)

- [ ] Return to lab for knowledge/skills review
- [ ] Revise clinical preparation habits
- [ ] Attend all clinical/lab/remediation sessions as assigned.
Meet with program administrator or designee as recommended (weekly, biweekly)
Complete individualized plan for improvement (page 2)
Other: ____________________________________________________________

Individualized Plan for Improvement:
Faculty/ Administrator or designee will develop this section with the student to implement interventions more specific to area of improvement needed.

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Faculty Notes on Progress:

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Outcome of Improvement Plan:

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Student Comments:

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

SIGNATURES AT INITIATION:
By signing this form, the student is acknowledging receipt of the information
Student Signature: ________________________________ Date: ____________
Faculty Signature: ________________________________ Date: ____________

SIGNATURES AT COMPLETION OR NEW IMPROVEMENT PLAN DEVELOPMENT:
By signing this form, the student is acknowledging receipt of the information
Student Signature: ________________________________ Date: ____________
Faculty Signature: ________________________________ Date: ____________
Student/Graduate Reference Request

Student/Graduate Name (printed): ____________________________________________
Student ID Number: _______________________________________________________

I consent to the disclosure of information from my education records, including the clinical rubric and comments, maintained by National American University to the person(s) designated below in accordance with the Family Educational Rights and Privacy Act of 1974, as amended.

I understand that I have the right to (1) consent to the disclosure of my education records; (2) inspect any written records disclosed pursuant to this consent; and (3) revoke this consent at any time by delivering a written revocation to the School of Nursing.

Student/Graduate Signature: ___________________________ Date: _____________

| Name: ___________________________ | Name: ___________________________ |
| Address: _________________________ | Address: _________________________ |
| ________________________________ | ________________________________ |
| ________________________________ | ________________________________ |
| ________________________________ | ________________________________ |

| Name: ___________________________ | Name: ___________________________ |
| Address: _________________________ | Address: _________________________ |
| ________________________________ | ________________________________ |
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| ________________________________ | ________________________________ |

| Name: ___________________________ | Name: ___________________________ |
| Address: _________________________ | Address: _________________________ |
| ________________________________ | ________________________________ |
| ________________________________ | ________________________________ |
| ________________________________ | ________________________________ |
Student/Graduate Reference Request p.2

Student/Graduate Name: __________________________________________________________

Dates of Attendance: _________________________ to ____________________________

Comments listed on student/graduate’s clinical rubric for the ____________________ quarter:

(academic term/year)

Completed by: ______________________________ Date: ______________________

Program Chair Signature: __________________________ Date: ________________

Mailed to:
Name: _______________________________________
Address: ______________________________________
_____________________________________________
Mailing Date: ________________________________
Date of Incident: __________________________________________________________________________

Time of Incident: _______________________________________________________________________

Location of Incident: ___________________________________________________________________

Name of Student/Employee: ___________________________________________________________________

Briefly and objectively describe the events of the exposure/incident/medication error: (actual/potential)

Physician notified: ____ Yes / ____No Name Orders (if applicable)

Describe the evaluation and any treatment following the exposure/incident/medication error: (actual/potential)

Follow-up Required and Person Responsible: _____________________________ Date: __________

Incident Report Filed at: (Clinical Facility/Institution)

Signature of Person Preparing Report: _____________________________ Date: __________

Signature of Clinical Faculty: _____________________________ Date: __________

Signature of Course Faculty: _____________________________ Date: __________

Signature of Nursing Program Chair: _____________________________ Date: __________

CC to: Student
       Nursing program chair/incident report file
References


Related References


**Student Acknowledgement of Receipt**

**RECEIPT OF PROGRAM MATERIALS**

DATE: _________________

I, (Print Name) ______________________________________________,

Acknowledge the review of the following NAU SON materials and will adhere to information presented within:

- [ ] HIPPA, FERPA, Confidentiality, and Social Media
- [ ] Accreditation and State Board of Nursing Approval
- [ ] NAU SON Undergraduate/Graduate Handbook
- [ ] Image, Student Work and Projects
- [ ] Personal Information Release Authorization
- [ ] OTHER: ____________________________

__________________________________  ____________
Signature of Student               Date Signed

**Student Name:**

**Address:**

**Phone:**

**Alternate Phone:**

**Email Address:**

<table>
<thead>
<tr>
<th>Has Address or Phone Changed?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Please fill out the above information whether your information has changed or not.

This form is to be maintained in the nursing program files until the time of student graduation. A copy may be placed in the student’s academic file, as well.