

STUDENT HANDBOOK
Graduate | 2023-2024



**St. John's College
of Nursing**

This handbook provides important information for students enrolled at St. John's College.

St. John's College reserves the right to make changes to the policies contained in the Student Handbook. Changes to policies will be distributed via e-mail. It is each student's responsibility to understand and comply with the policies contained in this handbook or their appropriately communicated versions.

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Mission, Vision and Philosophy

In 1886, St. John's College, Department of Nursing was founded by the Hospital Sisters of the Third order of St. Francis.

Their mission was to care for the sick and needy of the community in a spirit of joy, respect and commitment to competence. From that day to the present, the values and vision of the Hospital Sisters have underscored and directed the efforts of the faculty and students. The college provides education rooted in the spirit of St. Francis and St. Clare, demonstrating respect for all religious traditions, as well as diverse cultures and spiritualities.

Student/Faculty Relationships

The faculty of St. John's College is committed to a caring philosophy and therefore values each student as a unique individual capable of choice and growth. It is in this context that this handbook guides the personal interaction with faculty available to teach each student.

About St. John's College

St. John's College is a special-focus, upper-division institution of higher learning dedicated to the provision of baccalaureate and graduate education in the discipline of professional nursing. Students who have successfully completed a pre-professional, liberal arts component at another college or university are admitted regardless of race, color, religion, sex, national origin, ancestry, age, marital status, handicap or veteran status. The educational experiences at the college build upon prior learning to forge an immutable bond, that is expressed in graduates who are inquisitive, articulate, creative and productive members of this diverse society.

The college is approved by the Illinois Board of Higher Education and the Illinois Department of Professional Regulation to grant the baccalaureate degree in nursing. It also is approved by the State Agency for Veterans' Benefits for the Montgomery G.I. Bill®.

St. John's College is accredited to grant the master's and doctorate of nursing practice degrees in nursing by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, 312-263-0456. The nursing program is accredited with the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, www.acenursing.org.

St. John's College Mission

St. John's College is a Catholic institution of higher education dedicated to providing quality nursing and professional health degrees and programs, consistent with the Hospital Sisters of St. Francis' tradition that fosters the learner's spiritual, ethical and professional development.

Vision Statement

St. John's College educates nurses and health professionals for innovative practice excellence and values-based leadership.

Our Values

St. John's College mission and vision are based on the following Core Values infused into all aspects of the college and consistent with the Hospital Sisters healing ministry:

Care:	Includes wholism and stewardship
Competence:	Includes innovation, leadership and life-long learning
Joy:	Includes spiritual growth
Respect:	Includes justice

Our Purpose

The purpose of St. John's College is to educate students who provide competent, caring, client-centered professional services for a diverse population. The college provides an environment conducive to the intellectual, social, moral, spiritual and life-long professional development of graduates who can participate as citizens in this democratic society. The college engages in service and scholarship that advances the discipline of nursing and the provision of health care.

Our Philosophy

The educational philosophy of St. John's College of Nursing is based on the premise that all human beings are created in God's image and possess intrinsic value and dignity.

Core Performance Standards

OUTCOME	STANDARD	EXAMPLE OUTCOME BEHAVIORS
Critical reasoning ability	Utilize critical reasoning to make competent clinical judgment.	Formulate nursing care plans. Recognize clinically significant changes in health status. Predict outcomes. Calculate medication/dosages.
	Use the scientific method to solve problems.	Effective decision maker. Identifies priorities and selects course of action.
Caring	Exemplifies good character.	Treats others with respect and dignity. Examines sensitivity to feelings of self and others. Abides by drug-free and smoke-free environment. Accountable for own actions.
	Interacts with individuals, families and groups from a variety of backgrounds.	Establishes rapport with others. Works cooperatively on interdisciplinary health team. Respects social, cultural and spiritual diversity. Successfully monitors and assesses environmental, safety, physical and health needs.
Communication	Exchanges information in verbal, non-verbal and written forms in classroom and clinical settings.	Communicates in clear, intelligible and professional manner in classroom and clinical settings. Uses appropriate non-verbal communication (e.g. eye contact, touch, body language, facial expression). Proficient with computers. Writes and speaks English effectively. Validates care delivered through written documentation. Does not divulge confidential information. Provides clear instructions. Communicates effectively with others in group situations.
	Auditory	Responds to verbal requests during emergency situations. Performs physical assessments with stethoscope (heart, breath, lung sounds). Responds to emergency alarms (fire alarms, call bells, monitor equipment).
	Visual	Detects physical changes. Assesses changes in amount of body fluids (detects spills). Reads results of testing devices. Responds to emergency alarms.
	Olfactory	Detects potentially hazardous conditions. Detects odors. Detects smoke.
	Tactile	Palpates landmarks for assessment, medication injection or IV insertion. Detects temperature changes related to physical assessment. Determines presence, absence or quality of pulses.
Professionalism	Participates in the evaluation process.	Evaluates self. Evaluates clients through goal setting and goal attainment. Evaluates environments.
	Organize and manages time.	Accountable for own actions. Sets priorities.
	Retains composure during changing environments.	Flexible. Deals with the unexpected. Retains objectivity.
Physical Abilities	Gross and fine motor abilities.	Moves quickly in response to emergency situations. Adheres to universal precautions. Performs and maintains sterile technique. Assists clients with transfer and ambulation. Manipulates equipment to perform procedures (e.g., syringes, catheters, IV tubing). Administers CPR.
	Physical endurance, strength.	Possesses the physical stamina needed to perform manual psychomotor skills and all required client care activities.

Program Goals

The program goals for the master's program at St. John's College of Nursing are to:

- Prepare caring graduates to function in advanced nursing practice roles, including family nurse practitioner and nursing administrator, in a variety of health care settings serving diverse populations.
- Foster the development of graduates who value life-long learning and are prepared for doctoral education, including the DNP and PhD.
- Facilitate personal and professional leadership development enabling the graduate to lead positive change within the community.

The program goals for the doctorate program at St. John's College of Nursing are to:

- Prepare innovative nurse leaders who are skilled in the translation of evidence into culturally sensitive practice to improve health outcomes for diverse populations and to transform health care delivery systems.
- Facilitate personal and professional leadership development enabling the graduate to lead change within the community, health care systems, and the global profession.
- Foster the development of ethical nurse scholars who advocate for disease prevention, individual and population health initiatives and evidence-based health policy through interprofessional and stakeholder collaboration and the use of technology.

Statement of Nondiscrimination

St. John's College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, including, but not limited to, recruiting, admissions, academics, disciplinary processes and extracurricular activities. The following person has been designated to handle inquiries regarding the college's nondiscrimination policies:

Title IX Coordinator
Dean of Students
St. John's College
729 East Carpenter St.
Springfield, IL 62702
217-814-5468

Complaints of discrimination can also be filed with the U.S. Department of Education's Office for Civil Rights by visiting www2.ed.gov/about/offices/list/ocr/docs/howto.html or calling 1-800-421-3481.

Accrediting/Approval Bodies

St. John's College is approved to grant the baccalaureate, master's and doctorate degrees in nursing by the Illinois Board of Higher Education (IBHE), 1 North Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377, 217-782-2551, www.ibhe.org. Enrolled students may file a complaint with the state if they believe the college has failed to comply with college policies. The IBHE online complaint system is located at complaints.ibhe.org.

The college is approved by the Illinois Department of Professional Regulation, 100 West Randolph, 9th Floor, Chicago, IL 60601, 888-473-4858. It also is approved by the State Agency for Veteran's Benefits and the Montgomery G.I. Bill.

St. John's College is accredited by:

The Higher Learning Commission
230 South LaSalle, Suite 7-500
Chicago, IL 60604-1413
312-263-0456
www.ncahlc.org

The baccalaureate, master's and doctorate nursing programs are accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org

Nation Council for State Authorization Reciprocity Agreements (NC-SARA)

The United States Department of Education (USDE) requires a college obtain authorization to offer a distance education program to students living outside the institution's home state. As a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), St. John's College is authorized to offer distance education to participating states. According to NC-SARA, "Any degree-granting institution based in the United States, holding proper authorization from Congress, a U.S. state or a federally recognized Indian tribe and holding accreditation from an accrediting association recognized by the U.S. Secretary of Education is eligible to participate and operate distance education under SARA" (nc-sara.org/what-does-institution-do). The hybrid FNP track is only offered to students living within the state of Illinois.

Student Activities and Organizations

Activities/Community Life

Formal education at St. John's College is complemented by participating in extracurricular activities with opportunities to increase communication skills, engage in leadership skills, and to stimulate and broaden interests. Students have the opportunity to seek membership in student and faculty committees and to expand that professional involvement to a national, state and regional scope through professional nursing organizations.

Student Involvement in Decision Making

Students participate in decision making in matters affecting their learning experience at the college through a variety of opportunities.

The Student Government Association of St. John's College, Department of Nursing is composed of all students enrolled in the college. The organization's focus is to promote personal and professional development and to serve as an avenue for student input into the programs and policies of the college. The organization, through its officers and standing committees, carries out such activities as social events, community service, and student communications.

Student Government

Constitution and Bylaws

Preamble:

We, the members of student government of the St. John's College, Department of Nursing, being a student organization, do hereby acknowledge and state our acceptance of the general rules of the college outlined in the catalog and the student handbook, and in the directives of the college administration and faculty. We willingly accept the responsibility of student government in order to help one another become nurses who are mature, compassionate and unselfish.

Constitution, Article I

Name:

The name of this organization shall be the student government of St. John's College, Department of Nursing.

Article II

Objectives:

The objectives of this organization shall be to:

Section 1. Maintain high moral, spiritual, social and professional standards and develop a well-rounded student nurse.

Section 2. Form a more perfect community in which equal opportunity shall be shown so that there may be justice for all.

Section 3. Encourage each student to accept and discharge his or her responsibilities to the patients, college, student body and to himself or herself.

Section 4. Establish and maintain judiciary power within the student body.

Section 5. Stimulate a spirit of cooperation, loyalty and open communication among and between the students and faculty.

Section 6. Promote open communication among students and the classes which they represent.

Section 7. Develop leadership and interest through participation in student activities, civic and cultural functions as well as district, state and national organizations.

Article III

All students are encouraged to become members of the Illinois Student Nurses' Association.

Article IV

Organization:

The student government is formed by the following:

- Officers elected from the student body at large consisting of president, vice president, secretary and treasurer.
- The elected representatives - Two from every class.
- The faculty advisor (ex-officio) - appointed by college assembly each year.
- Dean of students (ex-officio).

Article V

Officers:

The officers of the student government shall be a president, vice president, secretary and treasurer elected for the academic year.

Bylaws, Article I

Powers and Duties of Officers

Section 1: Officers

- The president, a senior student elected from the student body at large, shall be empowered to:
 - Preside at all meetings of this organization.
 - Appoint chairpersons of all standing and special committees.
 - Call special meetings as required.

- d. Approve authorized expenditures as submitted by the treasurer with vote from other student government members if the sum is more than \$15.
 - e. Report on the activities of the student government posted in the college.
2. The vice-president, elected from the student body at large shall be empowered to:
 - a. Preside at meetings in the absence of the president.
 - b. Assist the president in carrying out his/her duties.
 3. The secretary elected from the student body at large shall be empowered to:
 - a. Keep the minutes of all meetings of the organization. A copy of these minutes is to be filed in the college office as soon as possible.
 - b. Post a copy of the minutes on the bulletin board in the college as soon as possible.
 - c. Post notice of all meetings at least two days in advance.
 - d. Keep a record of all minutes of the student government.
 - e. Carry on the correspondence of the organization.
 4. The treasurer elected from the student body at large shall be empowered to:
 - a. Deposit the organization's funds in the college student government account, which are furnished by student activity fees.
 - b. Keep accurate entries of acquisitions and disbursements of organization funds.
 - c. Attain authorization from administration prior to assuming financial obligations.
 - d. Report current balance in treasury at class meetings.

Section 2: Class representatives

Two elected representatives from each class will represent their class at each Student Government meeting.

Article II

Elections

Section 1: The officers of student government shall be elected after nomination by the student body in August of the current year.

Section 2: If a position becomes vacant due graduation of an accelerated senior or student needing to step down from the position then current student government officers have first choice to fill position. Special or mid-year election to fill vacant position

Section 3: All elections shall be by ballot.

Section 4: A plurality vote of all students shall constitute an election. In case of a tie, a run-off election will be held.

Section 5: Opportunity shall be given for nominations from

the entire student body and the voting shall be according to the nominations made.

Section 6: The dean of students shall tally the votes.

Article III

Meetings

Section 1: The student government shall hold its meetings at least twice a semester, or as often as necessary.

Section 2: Special meetings of the student government may be called by the president.

Section 3: Meetings should be scheduled when all students and advisors are available. Every member must attend all meetings. If a member is absent without an excuse for two meetings, she or he must resign from the student government.

Article IV

Powers and Duties of the Student Government

Section 1: The student government shall have power, by majority vote of its members to:

1. Conduct special meetings of the student body.
2. Authorize the president to appoint any committees deemed necessary.
3. Establish and enforce regulations for:
 - a. Meetings
 - b. Conduct in the college and clinical agencies
 - c. Tidiness in the classrooms, student lounge, etc.
 - d. Personal neatness and professionalism while wearing the college uniform.
4. Act as a student court in investigating and reporting on matters especially referred to the student government concerning infraction of the established rules and regulations of the college and to assume judiciary power according to Article IV. Grievous infractions shall be referred to student affairs committee.
5. Recommend to the faculty conditions outside the jurisdiction of the student government.
6. Consider, upon being properly petitioned, policies, activities and changes of legislation recommended by the faculty and the students.

Section 2: Each member of the student government shall consider it his or her personal responsibility to instill the spirit of loyalty to the regulations, customs and traditions of the St. John's College, Department of Nursing.

Section 3: Special committees shall be formed by members of this organization and shall assume such duties as are assigned by the president. Special committees shall report to the student government meetings.

Section 4: Student government shall conduct special meetings of the student body.

1. Assist student affairs committee with the fall orientation week luncheon.
2. Plan decorating activities for the college for the Christmas holiday season.
3. Provide opportunities for students to engage in leadership activities within the college student body.
4. Provide a forum to plan and organize:
 - a. Community service projects
 - b. Fundraising projects
 - c. Social college activities

Article V

Order of Business

Section 1: The order of business at meetings of the student government includes:

1. Call to order
2. Roll call
3. Reading of minutes of the last meeting
4. Reports from junior and senior class representatives
5. Report of special committees
6. Unfinished business
7. New business
8. Adjournment

Section 2: The president, or the other officers in order of rank, shall preside at all meetings.

Article VI

Quorum

Section 1: A quorum of meetings of the student government shall consist of five members from the total membership of student government.

Section 2: A quorum at meetings of special committees shall consist of a majority of the committee members.

Article VII

Standing committees: Junior and senior class organizations

Section 1: Purpose of class organizations:

1. To organize and carry out social and professional activities that interests the class and are in keeping with the mission of St. John's College, Department of Nursing.
2. To provide good communications to foster college unity.
3. To provide information to student representatives of St. John's College and college assembly - committees.
4. To provide opportunities for students to engage in leadership activities within the class.

5. Provide a forum to plan and organize:

- a. Community service projects
- b. Fundraising projects
- c. Social college activities

Section 2: Officers of class organizations

1. The officers of the standing committees shall be: president, vice president, secretary and treasurer of the respective class.
2. The president, vice president, secretary and treasurer of each class shall be elected in August of each academic year by the members of the class.
3. The functions of the class president shall be to:
 - a. Preside at all meetings.
 - b. Appointment chairpersons of special committees.
 - c. Call meetings of the class.
 - d. Establish goals for the academic year.
4. The functions of the class vice president shall be to:
 - a. Preside at meetings in the absence of the president.
 - b. Assist the president in carrying out his/her duties.
5. The functions of the class secretary shall be to:
 - a. Keep minutes of all meetings of the class. A copy of these minutes shall be filed in the college office as soon as possible.
 - b. Post a copy of the minutes on the bulletin board in the student lounge as soon as possible.
 - c. Post a notice of all meetings at least two days in advance.
 - d. Keep a record of all minutes of the class.
6. The functions of the class treasurer shall be:
 - a. Deposit the class funds in the college class account.
 - b. Keep accurate entries of acquisitions and disbursement of organization funds.
 - c. Report current balance in treasury at class meetings.
 - d. Attain authorization from administration prior to assuming financial obligations.
7. Representatives and alternates to the faculty committees (student affairs and academic affairs) shall be elected. Their role shall be to represent a student's perspective with freedom to discuss questions relating to college policies and procedures: to vote on issues which affect them and to communicate appropriate information back to the student body.

Section 3: Order of business

1. Call to order
2. Roll call
3. Reading of minutes from previous class meeting.
4. Reports from student representative on faculty committees:
 - a. Academic affairs

- b. Student affairs
- 5. Report from student government representatives
- 6. Unfinished business
- 7. New Business
- 8. Adjournment

Section 4: Standard business of each class

1. Junior class organization
 - a. Plan and conduct at least one class community service project.
 - b. Co-organize and host with the student government a fall/holiday social activity.
 - c. Plan and conduct at least one fundraising project to fund your Honor's Day celebration and/or other college approved projects.
2. Senior class organization
 - a. Plan and conduct at least one class community service project.
 - b. Plan and conduct at least one fundraising project. Sale of sportswear is considered a senior fund-raising project.
 - c. Co-organize and host a first semester finals week luncheon with the student government.
 - d. Provide input and assist in organization of senior pictures.
 - e. Assist advisors and administration in planning graduation.
 - f. Provide input regarding Honor's Day activities.
 - g. Select with advisor assistance a gift to the college from the class.

Article VIII

Parliamentary Authority

All meetings of this organization shall follow parliamentary law as suggested in Robert's Rules of Order Revised where the rules apply and are not in conflict with these bylaws.

Article IX

Amendments

Section 1: The constitution and bylaws may be amended at any regular meeting of the student government by a quorum vote provided that the proposed amendment to the constitution and bylaws be posted on the bulletin board one week prior to the date set for voting.

Section 2: An amendment to the constitution and bylaws shall become effective immediately upon its approval at the regular meeting, unless the amendment specifies a time for its going into effect.

Section 3: Proposed amendments may be submitted to the student government by any member of the student body of St. John's College, Department of Nursing.

Article X

Fiscal Year

Section 1: The fiscal year of this organization shall be the academic year.

Student representatives serve on the following faculty organization standing committees:

Academic affairs committee:

- A. The purpose of the academic affairs committee is to:
 1. Review policies and recommend changes related to academic programs in alignment with the college's mission and philosophy to optimize student learning.
 2. The committee should provide evaluative guidance to ensure the curricula are sound, comprehensive and responsive to students, stakeholders, the community and accrediting bodies.
 3. The committee should support an environment and curriculum that assist students to achieve their educational goals.
- B. The functions of the academic affairs committee are to:
 1. Foster congruency with established course credit to course rigor.
 2. Oversee maintenance of internal consistency of new and on-going programs of study.
 3. Monitor and disseminate accreditation and standard changes as they relate to the undergraduate and graduate curricula.
 4. Review and recommend standards and policies regarding student preparation for admission, retention and progression for academic success based on measurable criteria.
 5. Yearly review for approval of the student catalogue for concurrence with approved academic changes.
 6. Collaborate with course faculty to define course objectives and organize learning experiences to maximize student learning outcomes.
 7. Collaborate with research and evaluation committee to analyze performance data related to student outcomes.
 8. Preserve student's rights and obligations under St. John's College grievance procedure as listed in the undergraduate and graduate student handbook.
 9. Review academic violations forwarded to academic affairs committee and implement due process which may include disciplinary actions.
 10. Assist in leadership development of student representatives by encouraging active participation in the college curricula.
 11. Bring forward student body issues to the committee and offer feedback to the committee when requested.
 12. Disseminate changes through college assembly.

C. The membership of the academic affairs committee shall be:

1. Academic dean
2. At least five faculty members with at least two faculty members representing the undergraduate program and at least two faculty members representing the graduate program.
3. Chairs will be elected to a two-year term. In the third year, the outgoing chair will serve as a consultant for the newly appointed chair.
4. Students: One junior class representative, one senior class representative, one RN-BSN representative, one FNP representative and one leadership representative, as interest and availability permits. If a group does not have a representative, it will be documented as such in the first set of academic affairs minutes for the year.

D. Meetings shall be held at least twice a semester and as necessary.

Student affairs committee:

A. The purpose of the student affairs committee is to:

1. Review and recommend changes to policies related to the selection, admission, development, promotion and graduation of students.
2. Disseminate college policies to students and faculty.
3. Encourage student activities that promote cohesion between/among faculty and students.
4. Monitor implementation of services which meet student needs in accordance with the philosophy, objectives and resources of the program.
5. Develop investment in St. John's College legacy.

B. The functions of the student affairs committee are to:

1. Update the student publications annually for faculty and students.
2. Bring issues to the college assembly for the purpose of discussion and sharing information.
3. Participate in the student recruitment program.
4. Review social violations forwarded to student affairs committee and implement due process which may include disciplinary actions.
5. Conduct evaluative studies on the preservation of student rights, the efficacy of student policies and the adequacy of student life.
6. Make recommendations to the college assembly for revision of student policies and/or services.

C. The membership of the student affairs committee is:

1. Dean of students
2. Registrar and admissions administrator
3. Financial aid administrator
4. At least three faculty members representing each rank and program

5. Student representatives: one student representing each degree program: nursing prelicensure, RN-BSN, APN graduate

Chairs will be elected to a two-year term. In the third year, the outgoing chair will serve as consultant for the newly appointed chair.

Procedures for Changing a Policy

- Policy change can be initiated by students, faculty, staff and college board members or external persons in response to trends in higher education or events that point toward improvements.
- Recommendations are given to the appropriate college committees for review, deliberation and action.
- Recommendations may be returned for further study or sent to college assembly for a review and action.
- Simple majority approval is needed to pass a recommendation at the college assembly.
- Approved recommendations are then sent for legal review and final presentation to the college board for action.

Sexual Misconduct

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

Sexual misconduct is an umbrella term covering sex discrimination, sexual harassment, sexual violence, domestic violence, dating violence and stalking. This term will be used throughout the remainder of this policy and the complaint resolution procedures when collectively referring to these types of conduct.

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

SCOPE

This policy applies to all college employees, including staff, faculty and administrators; students; applicants for employment; customers; third-party contractors; and all other persons who participate in the college's educational

programs and activities, including third-party visitors on campus (the college community). This policy prohibits sex discrimination, sexual harassment and sexual violence when the complainant and alleged perpetrator are members of the same or opposite sex, and it applies regardless of national origin, immigration status or citizenship status. The college's prohibition on sex discrimination, sexual harassment and sexual violence extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics and student services.

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

Title IX Statement

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

Dean of students
729 East Carpenter Street
Springfield, IL 62702
217-525-5628

Title IX Investigator
Dean of students
729 E. Carpenter Street
Springfield, IL 62702
217-525-5628

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

Sexual Harassment

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

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

Examples of Sexual Harassment

Examples of sexual harassment include:

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

Sexual Violence

Sexual violence is a particularly severe form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity, because he or she is below the minimum age of consent in the applicable jurisdiction, or because of his or her incapacitation due to the use of drugs and/or alcohol. Other types of conduct also may constitute sexual violence.

Examples of Sexual Violence

Some examples of sexual violence include:

- Rape or sexual assault: sexual intercourse (anal, oral or vaginal) by a man or woman upon a man or woman without consent.
- The use of force or coercion to effect sexual intercourse or some other form of sexual contact with a person who has not given consent.

- Unwilling sexual penetration or other sexual touching with any object or body part that is committed by force, threat, intimidation or otherwise without consent.
- Having sexual intercourse with a person who is unconscious because of drug or alcohol use.
- Hazing that involves penetrating a person's vagina or anus with an object.
- Sexual exploitation, which includes, but is not limited to, the following:
 - Sexual voyeurism.
 - Use of the "date rape drug" to effect sexual intercourse or some other form of sexual contact with a person.
 - Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity.
 - Secretly videotaping or photographing sexual activity where the other party has not consented.
 - Disseminating sexual pictures or videos of another person without consent regardless if the pictures or videos were obtained with consent.
 - Prostituting another person.

Consent

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

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

Domestic Violence, Dating Violence and Stalking

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

Hazing

Any individuals or members of St. John's College sponsored organizations engaging or consulting in any form of hazing is prohibited.

Hazing is defined as any activity created intentionally, either on or off the college campus, for the purpose of initiation, continued membership, affiliation or approval, that degrades, humiliates, causes unnecessary personal risk, endangers or produces mental or physical anguish to another individual or group of individuals. Such acts include, but are not limited to acts of physical beating, sleep deprivation, consumption of food or beverage, public humiliation, or morally degrading games and any other activities which are not consistent with academic achievement, or the regulations and policies of St. John's College or applicable state law.

Any of these acts are considered hazing regardless of intent. It is not acceptable to claim that victims of hazing took part in the act voluntarily.

Additional Civil Rights Violations

It is a civil rights violation for a person, or for two or more persons to conspire to:

1. Retaliation. Retaliate against a person because he or she has opposed that which he or she reasonably and in good faith believes to be unlawful discrimination, hazing, or sexual harassment in higher education, or because he or she has made a good faith charge, filed a complaint, testified, assisted, or participated in an investigation, proceeding, or hearing under this act;
2. Aiding and Abetting; Coercion. Aid, abet, compel or coerce a person to commit any violation of this act;
3. Interference. Willfully interfere with the performance of a duty or the exercise of a power by the college or one of its representatives or affiliates.

Reporting Sexual Harassment and/or Hazing

1. Any student who feels he/she has been harassed must promptly report the incident to his/her supervising instructor and/or advisor. If the incident involves the supervising instructor or advisor, the report should be promptly made to the dean of students. When reporting the student must provide in writing all pertinent information including dates, names and facts.
2. The report will be treated in a strictly confidential manner during the investigation. All persons involved in the investigation are expected to fully cooperate.

3. After investigation, if the college determines that sexual harassment or hazing has occurred, the student should implement the complaint policy.
4. Students who submit a good faith report of alleged sexual harassment or hazing will not be subject to retaliatory action.

Roles and Responsibilities

Title IX Coordinator

It is the responsibility of the Title IX coordinator to:

1. Ensure the college's compliance with Title IX;
2. Identify and address any patterns or systemic problems of sexual misconduct at the college;
3. Coordinate dissemination of information and education and training programs;
4. Receive complaints under this policy;
5. Assist members of the college community in understanding that sexual misconduct is prohibited by this policy;
6. Answer questions about this policy;
7. Ensure that employees and students are aware of the procedures for reporting and addressing complaints of sexual misconduct; and
8. To implement the complaint resolution procedures or to designate appropriate persons for implementing the complaint resolution procedures.

Administrators, Deans, Department Chairs and Other Managers

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

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

Employees

Throughout this policy, the term "employees" includes all faculty, staff and administrators. It is the responsibility of employees to review this policy and comply with it.

Students

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

College

When the college is aware that a member of the college community may have been subjected to or affected by

conduct that violates this policy, the college will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate steps to stop and remedy the sexual misconduct. The college will act in accordance with its Complaint Resolution Procedures.

Complaints

Employees

All college employees have a duty to report sexual misconduct to the Title IX coordinator when they receive a report of such conduct, witness such conduct or otherwise obtain information about such conduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the college in that professional role. An employee not reporting sexual misconduct as required by this policy may be disciplined accordingly, up to and including termination.

This section does not apply to those identified in section VI.A.5 of this policy.

Students

Students who wish to report sexual misconduct should file a complaint with the Title IX coordinator. Students should be aware that all employees at the college, other than those identified in section VI.A.5 have an obligation to report sexual misconduct that they become aware of or witness.

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

Other Persons

Any other persons, including third parties and bystanders, who wish to report sexual misconduct should file a complaint with the Title IX coordinator. They may also file a complaint with the United States Department of Education's Office for Civil Rights, as set forth in Section III above.

Reporting Options

Reports of sexual misconduct can also be reported as follows:

- HSHS St. John's Hospital security emergency extension 111 or 911. Values line 866-435-5777.
- HSHS values line is an anonymous, confidential, 24/7 tool to report noncompliant or unethical behavior without the fear of retaliation.

To file a report, call toll free 866-435-5777 or visit the website at hshsvalueline.ethicspoint.com

Employees may not fulfill their mandatory reporting obligation using the anonymous reporting mechanism.

Confidential Discussions

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

ComPsync

Should a student need counseling assistance, he/she can:

- Register online at www.guidanceresources.com (web ID: HSHS4U) to access online assistance.
- Call 1-877-327-7429. Once a call has been placed, a guidance resource staff member will provide information about local counselors in the area.
- This service/benefit is offered at no cost to the student.

All information is held in strict confidence. No information is shared without written consent. To learn more, call 1-877-327-7429.

Prairie Center Against Sexual Assault

24-hour hotline: 217-753-8081

Content of the Complaint

So that the college has sufficient information to investigate a complaint, the complaint should include:

1. The date(s) and time(s) of the alleged conduct;
2. The names of all person(s) involved in the alleged conduct, including possible witnesses;
3. All details outlining what happened; and
4. Contact information for the complainant so that the college may follow up appropriately.

Information Provided to Complainant and Respondent

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

Special Guidance Concerning Conduct that Constitutes a Crime

Any person who wishes to make a complaint of sexual misconduct that also constitutes a crime — including sexual violence, domestic violence, dating violence or stalking — is encouraged to make a complaint to local law enforcement.

If requested, the college will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please call 911. For non-emergencies, the Springfield Police Department can be reached at 217-788-8311. A victim may decline to notify such authorities.

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

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

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

The nearest medical facility where a victim may have a medical forensic examination completed at no cost is:

HSJS St. John's Hospital Emergency Department
800 E. Carpenter St. Springfield, IL 62769
217-544-6464

A victim also may wish to contact a sexual assault crisis center. Contact information for these resources is as follows:

Prairie Center against Sexual Assault is a not-for-profit agency that provides comprehensive sexual assault services to sexual assault and sexual abuse victims (survivors), their families and their friends.

Prairie Center Against Sexual Assault: 24-hour hotline 217-753- 8081; 3 W. Old State Capitol Plaza, Springfield, IL 62701; 217-744-2560

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

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

- Contacting parents or a relative seeking legal advice.
- Seeking personal counseling (always recommended).
- Pursuing legal action against the perpetrator.
- Pursuing disciplinary action through the college requesting that no further action be taken.
- Requesting further information about the college's policy and procedures for addressing sexual misconduct.
- Requesting further information about available resources vendors, contractors and third parties.
- This policy applies to the conduct of vendors, contractors and third parties.
- Members of the college community who believe they have been subject to sexual misconduct in violation of this policy by a vendor, contractor or other third party can make a complaint in the manner set forth in this section.

Retaliation

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

Protecting the Complainant

Pending final outcome of an investigation in accordance with the complaint resolution procedures, the college will take steps to protect the complainant from further discrimination or harassment.

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

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

Amnesty

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

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

Timing of Complaints

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

Investigation and Confidentiality

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

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the college will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the college's ability to respond may be limited. The college reserves the right to initiate an investigation despite a complainant's request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the college community. The Title IX coordinator is the person responsible for evaluating requests for confidentiality. The Title IX coordinator may consult with other appropriate college officials and legal counsel as necessary.

Resolution

If a complaint of sexual misconduct is found to be substantiated, the college will take appropriate corrective and remedial action to prevent the recurrence of the conduct and correct its discriminatory effects. Students and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, probation, suspension, demotion, termination or expulsion. Affiliates and program participants may be removed from college programs and/or prevented from returning to campus. Remedial steps also may include counseling for the complainant, academic, transportation, work or living accommodations for the complainant, separation of the parties, and training for the respondent and other persons.

Bad Faith Complaints

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

Academic Freedom

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

Education

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

Sexual Misconduct Complaint Resolution Procedures

General Principles

Applicability

These complaint resolution procedures apply to the resolution of all reports under the sexual misconduct policy. They

apply to the resolution of complaints against students, faculty, administrators, staff and third parties, and are the exclusive means of resolving complaints of sexual misconduct.

Administration

For purposes of these complaint resolution procedures, "investigating officer" means the individual(s) designated by the Title IX coordinator to investigate a particular complaint. The investigating officer shall have responsibility for administering these complaint resolution procedures.

Promptness, Fairness and Impartiality

These procedures provide for prompt, fair and impartial investigations and resolutions. The investigating officer, and appellate officer if applicable, shall discharge his or her obligations under these complaint resolution procedures fairly and impartially. If the investigating officer, or appellate officer if applicable, determines he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent or witness, or due to any other conflict of interest, another appropriate individual will be designated to administer these procedures. Complainants and respondents can also raise concerns of conflict of interest and request a substitution.

Training

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

Investigation and Resolution of the Complaint

Preliminary Matters Timing of the Investigation

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

Informal Resolution

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

resolution method that is utilized:

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

Interim Measures

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

Support Person/Advisor

During the investigation process, both a complainant and a respondent may ask a support person/advisor to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person/advisor cannot be another complainant or respondent. The support person/advisor does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. A support person/advisor may be removed if he or she becomes disruptive or does not abide by the limitations discussed in this paragraph. Additionally, the college may disallow a particular support person/advisor from attending a meeting or other proceeding if his or her involvement will result in an undue delay. A support person/advisor will be asked to sign an affirmation he or she understands his or her role in the process.

Pending Criminal Investigation

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

Rights of the Parties

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

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

Commencement of the Investigation

Once a complaint is made, the investigating officer will commence an investigation of it as soon as practicable, but not later than seven days after the complaint is made. This includes notifying the respondent that a complaint has been filed. The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes sexual misconduct. During the course of the investigation, the investigating officer may receive counsel from college administrators, college's attorneys or other parties as needed.

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

Content of the Investigation

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

Resolution

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

If the written report determines that sexual misconduct occurred, the Title IX coordinator shall set forth in an addendum to the written report those steps necessary to maintain an environment free from discrimination and harassment and to protect the safety and well-being of the complainant and other members of the college community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment and retaliation. Examples of such action include no-contact orders, classroom reassignment, the provision of counseling or other support services, training and discipline for the perpetrator, including up to termination, expulsion or other appropriate institutional sanctions.

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

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

Special Procedure Concerning Complaints against the Chancellor, the Title IX Coordinator or Other Administrators Ranked Higher than the Title IX Coordinator

If a complaint involves alleged conduct on the part of the college president, the college board of directors ("board") will designate the investigating officer. Based on the information gathered by the investigation, the board will prepare and issue the written report determining the complaint. The determination of the board is final and not subject to appeal.

If a complaint involves alleged conduct on the part of the Title IX coordinator or any administrator ranked higher than the Title IX coordinator, the chancellor will designate

the investigating officer. Based on the information gathered by the investigation, the chancellor will prepare and issue the written report determining the complaint. The determination of the president is final and not subject to appeal.

Appeals

Grounds for Appeal

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

- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the investigating officer, would result in a different decision.
- There was a procedural error significant enough to call the outcome into question.
- There was a clear error in factual findings.
- Bias or prejudice on the part of the investigating officer, or the punishment or the corrective action imposed is disproportionate to the offense method of appeal.
- Appeals must be filed with the chancellor ("appellate officer") within seven days of receipt of the written report determining the outcome of the complaint. The appeal must be in writing and contain the following:
 - Name of the complainant name of the respondent;
 - A statement of the determination of the complaint, including corrective action if any;
 - A detailed statement of the basis for the appeal including the specific facts, circumstances and argument in support of it; and
 - Requested action, if any.

The appellant may request a meeting with the appellate officer, but the decision to grant a meeting is within the appellate officer's discretion. However, if a meeting is granted, then the other party will be granted a similar opportunity.

Resolution of the Appeal

The appellate officer will resolve the appeal within 10 days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The parties will be notified in writing if the appellate officer's decision will take longer than 10 days. The decision of the appellate officer is final. The appellate officer shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the investigating officer's previous written determination and/or the sanctions and remedial measures imposed. The written statement shall be provided to the complainant, respondent and the Title IX coordinator within three days of the resolution.

Documentation

Throughout all stages of the investigation, resolution, and appeal, the investigating officer, the Title IX coordinator and the appellate officer, as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these complaint resolution procedures, which may include written findings of fact, transcripts and audio recordings.

Intersection with Other Procedures

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the sexual misconduct policy. To the extent there are any inconsistencies between these complaint resolution procedures and other college grievance, complaint or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the sexual misconduct policy.

Student Life and Services

Dean of Students

The dean of students is responsible for the student support and counseling, extracurricular and recreational services offered by the college. The dean of students is responsible also for provision of services required by students to meet their developmental and support needs throughout their course of studies. This staff member works with the administration and faculty to provide a climate conducive to learning for students enrolled in the college. The dean of students at St. John's College also serves in the role of "disability coordinator." You may contact the dean of students at 217-814-5468.

Policy Statement for Students with Disabilities

The process to request special accommodations is to contact the dean of students. She/he will then provide the student a form to verify disability. Once the disability is verified, the form is turned into the dean of students. From there, the dean of students works with the dean of academic affairs, the student's academic advisor and faculty chair to determine accommodations provided to the student by the college. The dean of students will contact the student to let him/her know the accommodations. The extent of the documentation may vary depending on the claimed disability and requested accommodations.

All reasonable accommodations will be granted on a case-by-case basis pursuant to an interactive process between St. John's College and the student. Not all

accommodation requests will be granted if the college will have to fundamentally alter its programs to accommodate students. Accommodations are not effective retroactively. Students will not be able to re-do assignments or re-take exams that they originally took before they asked for and received accommodations. While past accommodations history is important and will be considered, it is not decisive. At any time, the college may request additional documentation even when some supporting documentation has already been provided. A student may request modifications to their already-granted accommodations at any time.

Faculty should not provide nor deny accommodations to a student for disability-related reasons without referring the student to the dean of students. Students should make accommodation requests to the dean of students rather than making them directly to faculty members. Applicants with disabilities may provide additional information that they wish to be considered as a part of their application. This information is voluntary, confidential and used in connection with efforts to provide reasonable accommodation for individuals with disabilities that take into consideration the resources available to St. John's College.

Services for Students with Disabilities

Learning support services and reasonable accommodations are available to students covered under the Americans with Disabilities Act. For accommodation services, students with disabilities are required to identify themselves to the dean of students and provide documentation of the disability. In order to best meet learning needs, the student is encouraged to be proactive and contact the dean of students prior to the beginning of classes or as soon as possible thereafter.

Student Charges

Bursar Policies

Following the registration process, students will receive a statement of student account in the mail. This statement is a billing summary that details semester charges of tuition, fees and any other miscellaneous charges. Please make sure your mailing address remains current to ensure you receive all official correspondence from St. John's College.

Fixed Tuition Rates

In order to allow for responsible fiscal planning strategies by students and their families, St. John's College has implemented a fixed tuition rate policy. Tuition and fees are set each spring by the college board of directors for new students entering their first academic term with the college.

Once these tuition and fees are set, they become fixed and are not subject to any increases. The college locks these rates for the length of the student's academic program plus one academic year.

Payment Responsibilities and Options

Students are expected to secure financial agreements by the first day of each semester. St. John's College provides an optional payment plan which allows students to spread payment of tuition and mandatory fees over four installments. Any student may participate in the payment plan. For details and enrollment deadlines contact the bursar at 217-814-4705.

Students who do not meet the required deadline for payment of tuition or who fail to make agreed upon payments as outlined in an established payment plan, may be subject to having classes cancelled for nonpayment. Additional restrictions include being placed on a registration hold. Any student whose account is placed on a registration hold cannot register for classes or receive financial aid for the following semester.

All financial obligations to the college must be met before a transcript of credit or grades will be released. References will not be sent and no papers will be signed for a student whose account is delinquent.

Students who wish to apply for federal and state financial assistance to aid in the payment of tuition and fees should refer to the financial aid section of this catalog for details.

While military students are awaiting their pending payment from the United States Department of Veterans Affairs, the college will not

- Prevent enrollment
- Assess a late penalty fee
- Require secure alternative or additional funding
- Deny access to any resources (classes, libraries or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

Payment of Fines

All fines must be paid within five days from the date they were incurred. Students who do not meet the required deadline for payment of fines may be subject to having classes cancelled for nonpayment. Additional restrictions include being placed on a registration hold. Any student whose account is placed on registration hold cannot register or receive financial aid for the following semester.

All financial obligations to the college must be met before a transcript of credit or grades will be released. References will not be sent and no papers will be signed for a student whose account is delinquent.

Student Rights and Responsibilities

Students are responsible for knowing and abiding by the academic and social policies of the college published in the catalog and student handbook. Disciplinary action may be taken for violation of policies. Orientation is mandated for all students who attend St. John's College.

St. John's College upholds the NSNA Student Bill of Rights as revised in 1991 and 2006 available at: Bill of Rights (<http://www.nsna.org/nsna-code-of-ethics.html>). This bill states students have the right to:

- Qualified instructors
- Evaluate the performance of their teachers
- A curriculum relevant to the work situation
- Voice and vote in determining the content of nursing curricula

Students also are afforded rights under the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended-<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. FERPA, also known as the Buckley Amendment, help protect the privacy of student records. The act provides for:

- The right to inspect and review education records.
- The right to seek to amend those records.
- The right to consent the disclosure of information from the records.
- The right to obtain a copy of the school's student records policy.

Student Disability Accommodation Policy

The process for requesting special accommodations is to contact the **dean of students**; she/he will then provide the student a form to take to verify disability. Once the disability is verified, the form is turned into the **dean of students**.

From there the **dean of students** works with the dean of academic affairs, the student's academic advisor and faculty course chair to determine accommodations provided to the student by the college. The **dean of students** then meets with the student to let him/her know the accommodations. The extent of the documentation may vary depending on the claimed disability and requested accommodations.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination against individuals with disabilities. The purpose of these laws is to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities available to persons without disabilities.

Accommodations

A student requesting an accommodation based on a disability must have a disability covered by law and be qualified with or without reasonable accommodation. At the postsecondary level, students are required to self-identify and affirmatively make a request for an accommodation. The college is only obligated to provide reasonable accommodations, and it is not required to fundamentally alter its programs to accommodate a student. Thus, not all accommodation requests will necessarily be granted.

Requesting Accommodations and Providing Documentation

At St. John's College, accommodation requests and supporting documentation are reviewed on an individualized, case-by-case basis. As such, approved accommodations may vary from person to person and from environment to environment for students with the same disability diagnosis. Documentation of a specific disability does not translate directly into specific accommodations.

Students should arrange a meeting with the **dean of students** in order to request accommodations. Students should not make accommodation requests directly to instructors; if this occurs, instructors will refer students to the **dean of students**.

The college encourages the timely request of accommodations because the documentation and determination process may take some time. However, accommodation requests can be made and will be accepted and considered at any time.

Do note, though, that granted accommodations are not effective retroactively so that students will not be able to re-do assignments or re-take exams with accommodations that they originally took before they asked for and received accommodations.

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

Appropriate documentation will be required. This may vary depending on the circumstances but should generally include: (1) a description of the qualified professional's credentials; (2) a description of disability-related impairments as they relate to the student's ability to learn and participate in the academic program; (3) a description of any tests, assessments, facts, observations, records, other materials and/or evaluations that the professional relied on in arriving at their specific diagnosis; and (4) a list of accom-

modations which the professional believes would allow the student to fully and equally participate in his/her educational program and how the professional expects the suggested accommodations to help the student. Please note, however, that specific accommodations being recommended by a professional does not guarantee that those accommodations will be granted and the college may provide alternative accommodations instead.

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

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

During the accommodation review process, the **dean of students** may collaborate with the faculty course chair and dean of academic affairs in determining whether accommodations are reasonable.

Implementation of Approved Accommodations

Once a student has been approved for accommodations, the **dean of students** will prepare a document outlining these accommodations. This document will be provided to the student, the dean of academic affairs and the faculty course chair.

It is the student's responsibility to discuss approved accommodations with the instructor in each course for which the student wants the accommodations to be implemented. This includes giving the instructors a copy of the document outlining the accommodations.

Generally, tests and exams must be taken at the same time as scheduled for the class unless otherwise approved by the instructor.

The college recognizes that discussing accommodations with instructors can be challenging, especially for beginning students who have not had much experience discussing the impact of their disabilities or accommodations. The ability to clearly explain disability-related needs is a skill that will be beneficial in all aspects of life. The following are some suggestions that can make student discussions with instructors about accommodations more successful:

- Plan ahead. Think about what you will say before you meet with an instructor. You may wish to write out a script and practice ahead of time. Some instructors may not be familiar with your specific academic adjustments or accommodations, so you should be prepared to give them a brief explanation of how your disability affects you academically.

- Make an appointment. Making an appointment with your instructor will ensure he or she has set aside time to listen to you without distractions. It is inappropriate to approach an instructor just prior to the start or at the end of a class session to ask about an appointment or discuss accommodations for the first time. Personal appointments will make the best impression on your instructors and ensure your privacy.
- Be firm yet pleasant. The implementation of approved accommodations is your legal right, yet it can mean extra work for the instructor. Approaching the discussion in a cooperative, rather than demanding, manner is usually the most effective way to secure your accommodations. Remember, because this discussion will go beyond accommodations, you are actually establishing a relationship with a faculty member with whom you will be working for an entire semester. You can keep the mood of the meeting positive by going into it with a friendly attitude.
- Remind instructors about agreed upon accommodations. It is helpful to remind instructors about exam accommodations a few days before the exam to avoid any problems the day of the test. Determine in your initial meeting with the instructor how best to contact him or her. For example, would the instructor like a reminder email, a phone call or a verbal reminder at the class session just prior to the scheduled test?

Students should meet with the **dean of students** prior to the start of each semester to ensure that accommodations for the upcoming semester are in place.

Modifications and Additional Accommodations

Students who have been granted accommodations may request additional accommodations and/or modifications to their already-granted accommodations at any time by contacting the **dean of students**.

Confidentiality

A copy of all disability documentation provided by the student remains in a confidential folder locked in the **dean of students** office. The official signed documentation provided by the student's doctor, is placed in the student's official St. John's College permanent student file, located in the registrar and admissions administrator's office in a locked cabinet.

Student Disability Accommodation Grievance Procedure

Students who believe they have not been granted an accommodation they are entitled to can contact the dean of academic affairs. The dean will review the situation, consult with appropriate personnel and make a final determination as to whether the accommodation at issue should be granted.

A student who believes that an approved accommodation is not being appropriately implemented or is otherwise having difficulty with an instructor related to accommodations, should first attempt to resolve the issue informally with the instructor involved. The dean of students may, on occasion, act as a student/instructor liaison and provide guidance on how best to approach the issue with the instructor. If the situation cannot be resolved informally, the student can contact the dean of academic affairs. The dean will review the situation, consult with appropriate personnel and make a final determination as to whether the accommodation at issue should be granted.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal privacy law affording students certain rights with respect to their education records. St. John's College strives for full compliance with this law. The registrar and admissions administrator serves as the institutional FERPA compliance officer.

Definition of Education Records

The definition of "education records" is any record maintained by the college that is directly related to a student. However, there are some caveats, and the following types of records are not included within the definition of education records:

- Records kept in the sole possession of the maker, that are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- Records of the college's law enforcement unit that are created by it for law enforcement purposes and maintained by it.
- Records relating to an individual who is employed by the college (except if the individual is a student employed as a result of his or her status as a student) that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose.
- Records on a student 18 years of age or older made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity so long as the records are made, maintained or used only in connection with treatment of the student and are disclosed only to individuals providing treatment.

- Records created or received by this college after the student is no longer in attendance and are not directly related to the individual's attendance as a student.

Student Rights under FERPA

Students at St. John's College have the following rights under FERPA:

- The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. A student should submit to the registrar and admissions administrator a written request that identifies the record(s) the student wishes to inspect. If the registrar and admissions administrator does not maintain the records, he or she shall advise the student of the correct official to whom the request should be addressed. The registrar and admissions administrator, or other appropriate college official, will make arrangements for access and notify the student of the time and place where the records may be inspected. The college reserves the right to have a school official present during a student's review of his or her education records.
- This right of inspection and access does not extend to the financial records of a student's parents. Also, certain restrictions apply to a student's access to confidential letters and confidential statements of recommendation placed in a student's education records.
- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the college to amend a record should write the college official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. A student will have the opportunity to include explanatory comments with an education record that he or she believes should have been amended but the college has decided not to modify following a hearing.
- Requesting an amendment to an education record is not the proper avenue for challenging course grades. A student may challenge a final course grade by using the college's academic appeals policy.
- The right to provide written consent before the college discloses personally identifiable information from the student's education records, except to the extent that FERPA

authorizes disclosure without consent. Below is a non-exhaustive list of parties and conditions under which FERPA allows the college to disclose education records without consent (other exceptions can be found at 34 CFR § 99.31):

- To school officials with a legitimate educational interest. A school official is defined at the college as a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted as its agent to provide a service instead of using college employees or officials (such as an attorney, auditor, or collection agent); a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

- To officials at another college or postsecondary institution where the student seeks or intends to enroll or has enrolled.
- To appropriate parties in connection with financial aid to a student.
- To accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- To parents of a dependent student under the Internal Revenue Code.
- When there is an articulable and significant threat to the health or safety of a student or other individuals.
- When the information has been classified by the college as “directory information” (see below for more discussion about directory information).

Students may authorize the release of education records protected by FERPA to designated parties by using the college’s FERPA form, available upon request.

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

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Directory Information

Directory information is data about a student which can be released without prior consent because it would not generally be considered to be harmful or an invasion of privacy if disclosed. The college designates the following items as directory information: name; address; telephone number, dates of attendance/class standing, previous institutions attended, major, degree and awards and honors.

Unless the college has been notified by the student that directory information about himself/herself is not to be released, the college may release such information at its discretion and without further permission. Note, however, that the college reserves the right to not disclose directory information in some situations or may choose to limit the scope of the release to specific parties, for specific purposes, or both, even if a student has not opted-out of such disclosures. Students who do not wish to permit the distribution of such information should notify the registrar and admissions administrator within two weeks of the start of classes each semester. Students may request that all or part of his or her directory information not be released.

The college will honor all requests to withhold any of the categories of directory information listed in the completed form, but will not assume any responsibility to contact the student for subsequent permission to release that information. Regardless of the effect on the student, the college assumes no liability for honoring a request of the student to restrict the disclosure of directory information.

Notwithstanding the above, a student may not opt-out of the disclosure of the student’s name, identifier or college email address in a class in which the student is enrolled.

Academic Advising

Academic Advisement Philosophy

Academic advising at St. John's College is an integral part of the mission of the college as it strives to meet its underlying objective of student growth and development. In this way, graduates are better able to become wholistic practitioners who visualize learning as a lifelong endeavor. Within an environment that nurtures collegial relationships that are caring and promotes the culture of higher learning, advisement becomes a process that not only assists students to develop but to think critically. Critical thinking, in turn, enhances the efforts of each individual in the planning, clarifying and evaluating of academic, life, and career goals.

The academic advisor will interact with the student in a manner congruent with the caring philosophy of the college. The advisor is expected to be sensitive to the lived experiences and developmental level of students as they are socialized to the nature of professional education. Advisors should have knowledge not only of the process, but also of the resources available for advisement purposes, the confidential nature of the advisement interaction and the generational characteristics of the person being advised. Both advisors and advisees share responsibility for making the advisement relationship effective. The ultimate responsibility for decision-making rests with the individual student.

The continuous process of advisement encourages the student to broaden their capacity for creative, analytical and ethical reasoning as they make choices throughout their development. It is viewed that an effective academic advisement program promotes student retention as well as academic and professional success. This, in turn, encourages graduates who exemplify the college mission and who are prepared to become responsible practitioners and citizens.

Objectives of the advisement program are to:

1. Promote an open, caring environment conducive to the intellectual, social, moral, spiritual and professional development of students that fosters communication, self-exploration, values clarification and decision-making.
2. Provide accurate information about educational options and institutional requirements in order to develop an academic plan.
3. Enhance student learning and academic achievement.
4. Increase student awareness of available educational and other resources that may assist in the implementation of their educational plan and career goals.
5. Enhance the quality and effectiveness of the academic advisement program.

Academic advising for problems encountered in meeting course requirements or obtaining a grade of C or less is provided by faculty, the dean of students or the dean of academic affairs.

Definitions

Faculty Academic Advisor

A faculty advisor will be a member of the college faculty who has been teaching at St. John's College at least one academic year and has completed the orientation program for this role. Participation by the faculty in the academic advisement program will be included in the faculty evaluation criteria.

Advisement Process

The advising process is a multi-faceted activity which should assist each student in realizing the educational benefits available. The advisor accomplishes this goal by:

1. Assisting the student in exploring career and life goals, with referral to other resources as needed.
2. Assisting the student in effecting an educational plan consistent with goals and abilities.
3. Assisting the student in a periodic evaluation of progress toward established educational goals.
4. Actively participating in the ongoing evaluation of college's academic advisement program.

Advisee Responsibilities

A student advisee will be expected to know the requirements, procedures and policies set forth in the college catalog and student handbook. Administrative staff and advisors will assist the student by clarifying these requirements; however, the ultimate responsibility for awareness of degree requirements and for making decisions about life goals rests with the student.

The student advisee has the following responsibilities:

1. Contact and establish rapport with the assigned advisor.
2. Contact the advisor at least twice during each semester, once during the first three weeks of a semester and again just prior to registration for the following semester.
3. Arrange and keep appointments and call in a timely manner if it is necessary to reschedule or cancel an appointment.
4. Clarify personal values and goals.
5. Prepare for an advisement conference by having the necessary materials, forms and tentative academic plan for course work.
6. Attend an advisement conference, or teleconference, with specific questions in mind.
7. Keep personal copies of schedules and other important information regarding academic progress such as the cumulative advisee form with course grades and NLN scores.

8. Take the initiative to consult with the advisor as soon as possible when academic difficulty arises or as course changes are necessary.
9. Be knowledgeable about policies, procedures and requirements of St. John's College.
10. Accept responsibility for academic and personal decisions.
11. Evaluate advisor and advisement program annually.
12. Contact the registrar and admissions administrator if there is a need to discuss a possible change to another advisor.
13. Recognize learning as a lifelong process.
14. Explore how the nature of higher education contributes to professional development.
15. Maintain frequent contact with faculty who teaches a course in which you may be having difficulty.
16. In collaboration with course faculty, when needed, establish action steps for improvement and regular assessment intervals for low academic achievement.

How to Contact Your Advisor

1. Become familiar with your advisor's office hours/schedule.
2. Whenever possible, call or make a written request for an appointment rather than dropping in or calling without one.
3. If it is necessary to drop in or call without an appointment, allow plenty of time in case you have to wait to see your advisor.
4. Since the first and last two weeks are the busiest for your advisor, schedule longer conferences during the middle part of the semester.

How You and Your Faculty Advisor Should Work Together

Students are assigned to a faculty advisor when admitted to St. John's College. To maximize the experience the following suggestions are offered:

1. You should: Contact and keep in touch with your advisor.
Your advisor should: Post and communicate office hours
2. You should: Make and keep appointments or call if it is necessary to change or cancel an appointment.
Your advisor should: Keep appointments or call if it is necessary to change or cancel an appointment.
3. You should: Come in or teleconference with specific questions in mind.
Your advisor should: Provide accurate and specific information.
4. You should: Come with or have available for reference the necessary materials (tentative academic plan; forms).
Your advisor should: Have on hand course resource materials.
5. You should: Ask about other sources of information.
Your advisor should: Suggest other sources of information.

6. You should: Be open concerning schoolwork, study habits, academic performance.
Your advisor should: Listen to you and help you solve problems.
7. You should: Build a schedule free of conflicts (part-time progression, course sequence).
Your advisor should: Check your schedule for appropriate selection of courses.
8. You should: Make decisions concerning careers and selection of courses.
Your advisor should: Suggest options concerning careers and selection of courses, electives.

When to See or Call Your Advisor

1. To discuss any problems which affect academic performance.
2. To select courses for the upcoming semester (during registration).
3. To add or drop courses (during registration).
4. To discuss academic progress.
5. To file an academic plan (full-time, part-time).
6. To discuss career considerations.

Adapted from How You and Your Advisor Will Work Together by the Undergraduate Advising Center at the University of Iowa, July 1981. Houston Baptist University Academic Advising Handbook, 1995-96.

Referral Forms

Referral forms are initiated by college faculty or administration. Referral forms are used to assure students obtain proper counseling. These forms must be completed and then signed by the student before they are routed to the appropriate college staff. To maintain confidentiality, the person initiating the form must assure access to this information is limited to the student and those designated to receive it.

Academic Policies

Registration

Students register for course work during the registration period each semester. All tuition and fees must be paid in full or arrangements must have been made with the financial aid officer to register for classes. Students must complete registration in order to attend classes.

Enrollment

Enrollment status is classified by the number of hours in which a student is enrolled each semester. As the student progresses towards completion, his/her class standing also will change.

Enrollment Status

The graduate program recognizes a minimum of nine semester hours during the fall or spring semester and three semester hours during a summer session as a full-time course load. Individual graduate specialty tracks may require a higher number of hours. Students who wish to exceed the semester course load specified within their specialty track must submit a letter from their adviser to the dean of academic affairs for approval.

Cancellation of Courses

The college reserves the right to cancel a course during the registration period. Cancellation may occur up to and including the first day the class meets.

Add/Drop/Withdraw Procedure

Dropping a course is defined as withdrawing from one class while remaining enrolled in at least one other course. Students who receive financial aid and are considering dropping a course are required to consult their advisor and the financial aid administrator as enrollment status and financial aid may be impacted. The official drop/add period occurs during the first 10 days of each semester.

Students adding, dropping or withdrawing from a course must complete the change of study form, which is available through the academic advisor. After this form is completed and signed, the student must take the form to the dean of academic affairs for approval.

Adding Courses

New courses may be added until the first day of the semester. There are no late registrations after the first day of class.

Dropping Courses

Courses may be dropped within two weeks after the first day of the semester. Courses dropped within this period will not appear on the student's transcript.

Withdraw

Students may withdraw from a course any time after the drop period and before the last day of class or clinical, whichever occurs last. Withdrawals will be recorded on the transcript, according to policy as: WX if before midterm, WP if passing the course after midterm, WF if failing the course after midterm, and WA if auditing the course. Any course in which a grade of WX, WP, WF or WA is received must be repeated in its entirety to satisfy graduation requirements.

Withdraw from the College

Withdraw is defined as dropping all courses that the student has been registered for the semester. For distance learning students, a student's drop or withdraw date is defined as the

actual date the student submits written notification of intent to drop/withdraw OR five calendar days following the date of last access of the learning management system.

Students withdrawing from the college must complete the official withdraw form and procedure. This form and procedure is available through the faculty academic advisor. The student is responsible for providing written documentation that all college, library and course materials including identification badge and parking permit have been returned. After this form is completed and signed, the student must take the form to the dean of academic affairs for approval. The student is responsible for finalizing all financial obligations to the college. Student accounts must be free and clear of financial and/or institutional holds before transcript requests are honored. The appropriate status at withdraw will be recorded on the student's transcript according to policy.

Military Withdraw and Leave of Absence

If a student is a member of the Illinois National Guard or the United States reserve forces who is ordered to state or federal service or duty, the spouse of a member or if the member has a dependent child, the following apply:

1. The student must provide the registrar's office with a copy of the orders or a memo from the unit to complete military withdraw from some or all of his or her courses.
2. The student will receive a full refund of tuition and mandatory fees if he or she withdraws from all courses for the semester.
3. The student's registration will remain intact and tuition and mandatory fees will be assessed for the courses in full if arrangements have been made with the student's instructors for course grades or for incomplete that shall be completed by the student at a later date. Any course for which arrangements cannot be made for grades or incompletes will be considered dropped and the tuition and mandatory fees for the course refunded.
4. The student's military withdraw time will be exempted from the four-year completion rule.
5. The student must notify St. John's College of his or her intent to re-enroll as a student with one month of return from deployment, and the student can return to the program without completion of a new application.

Students with prior military training may submit transcripts to request academic credit for prior military training. The college will review the transcripts and let the student know if any military training can be accepted. Training can only be accepted if it meets the academic rigor and direct knowledge required to become a registered nurse. The amount of credit granted by the college may differ for each student.

Readmission Procedures

Students who have not been enrolled in the college within the last year must complete the readmission process. Those seeking readmission must contact the chancellor for full details concerning the process. Decisions regarding re-admission will be made by the student affairs committee with full consideration of the individual student circumstances and space availability. Students re-enter under current academic and clinical policies/requirements.

A student must notify the chancellor, in writing, of intent to return to the St. John's College at least two months before the expected return. A personal meeting with the chancellor and/or other support service staff may be requested.

Repeated Courses

Repeated courses will be reflected on the transcript with an "RP" grade. The first grade received in the course will be replaced on the transcript with an "RP." The grade received on repetition of the course will then replace the first grade in calculation of the GPA.

Core Course Repeat Policy and Academic Probation

If a student receives a grade of C in a core course, the core course must be repeated. If a student receives a grade of C in one master's core course and still has a cumulative GPA of 3.0, the student will be placed on academic probation. While on academic probation, students may enroll in additional master's core courses.

A student may only repeat one core course. A second grade of C in any master's core course or a grade of a C in a specialty or clinical course will result in immediate dismissal from the program.

Suspension

Classroom or clinical suspension may be due to unethical, illegal or unsafe practice or non-compliance with college requirements. The dean of academic affairs will be notified of such suspension. The suspension remains until the situation is resolved. Judgment will be based on the standards set by the 2015 revised Code for Nurses as published by the ANA.

Definition of Credit Hours

St. John's College of Nursing is on a semester system. One semester is 16 weeks, which includes an examination period provided at the end of each semester. One semester hour represents one theory hour or four clinical/lab hours. Sessions may be offered over eight, 12 or 16 weeks, which includes an examination period at the end.

- One clock hour per week over 15 weeks of theory (T) content equals one credit hour and a final exam week.
- Four clock hours per week over 15 weeks of clinical/practicum (C) content equals one credit hour.

For the master's and doctoral programs, credit hours for theory are calculated at a 1:1 ratio; credit hours for clinical/practicum are calculated at a 4:1 ratio. To calculate total credit hours, add theory credit to clinical credit as indicated by course requirements.

1 credit:	15x4 (clinical hours 1:4) x1 is 60 hours
2 credits:	15x4 (clinical hours 1:4) x2 is 120 hours
3 credits:	15x4 (clinical hours 1:4) x3 is 180 hours
4 credits:	15x4 (clinical hours 1:4) x4 is 240 hours
5 credits:	15x4 (clinical hours 1:4) x5 is 300 hours
6 credits:	15x4 (clinical hours 1:4) x6 is 360 hours
7 credits:	15x4 (clinical hours 1:4) x7 is 420 hours
8 credits:	15x4 (clinical hours 1:4) x8 is 480 hours
9 credits:	15x4 (clinical hours 1:4) x9 is 540 hours

It will take nine credits to reach the 540 clinical hours needed to add to 460 post baccalaureate to reach the required 1,000 hours.

Transfer of Credit

Transfer of credit from St. John's College to other institutions is dependent upon the policies and procedures of the receiving institution. St. John's College cannot guarantee acceptance of transfer credit or equivalency of transferred credit to other institutions.

Students who wish to transfer credit for courses completed in other accredited programs must meet the general admission criteria, submit an official transcript and a college catalog, and provide copies of all nursing course syllabi.

A maximum of 10 credits of core graduate work (400-level or higher) transferred from an accredited institution may be applied toward the requirements for a graduate degree. However, approval to apply any transferred credits toward a degree program must be granted by the dean of academic affairs of St. John's College. In addition, credits earned to complete a previous degree may not be applied toward a graduate degree program at St John's College.

Transferred academic work must have been completed within five years prior to the date of registration at St. John's College, must have been awarded a grade of at least a B and appear on an official transcript of an accredited U.S. institution.

Transfer of Credit from St. John's College

Transfer of credit from St. John's College to other institutions is dependent upon the policies and procedures of the receiving institution. St. John's College cannot guarantee acceptance of transfer credit or equivalency of transferred credit in other institutions.

Residency

St. John's College graduate program does not have a residency requirement.

Attendance Policy for the Graduate Program

Student participation in planned clinical and theoretical learning experiences is essential. Attendance at all scheduled class and clinical is expected. Any pattern of absenteeism in clinical or theory will be addressed by the course faculty and may result in an incomplete or course failure. Excessive absenteeism is defined as 10 percent of the classroom hours missed for each course and/or any clinical hours missed. All clinical hours must be completed to successfully complete the course.

St. John's College faculty believes students are active participants in their learning. Failure to notify the faculty of absence in clinical will be addressed by course faculty. Make-up of missed examinations and clinical incompletes are at the discretion of the faculty.

Leave of Absence (LOA)

Permission for a leave of absence for personal or health reasons may be granted by the dean of academic affairs to a student in good standing. Good academic standing means that the student maintains a grade of "B" or better in all courses and is making satisfactory academic progress. The student will be responsible for contacting the financial aid office if this is pertinent. A LOA is granted for no longer than one year. A student who returns following an approved LOA is not required to complete the readmission process as long as the return is within one year. The student on LOA must satisfy any conditions of the leave before reentering the program. Also, the returning student must comply with the course sequence in effect at the time of reentry.

Testing Protocol

The following testing policy has been developed and accepted for use by the faculty of St. John's College. Students violating this policy will be referred to the dean of academic affairs for appropriate action as guided by established college policies.

1. Students are expected to use their own laptops for testing purposes. It is the student's responsibility to bring his or her computer fully charged to class with a method to charge laptop if needed during the exam process. If the student is having computer difficulties, it is the student's responsibility to contact the course chair regarding the issue at least one hour before the start of the exam. For computer-based exams, a piece of paper to use as a worksheet during the exam will be provided. Students will need to turn in the paper before leaving the exam room. Students will be expected to show faculty they have closed out of the online exam environment before leaving the room. Calculators will be accessible in the online testing platform or will be provided by faculty at the time of the exam.

2. Students will be responsible to download and use the security application as specified per individual courses.
3. In the event computer-based exams are not used, students will use pencils and calculators provided.
4. Once students have started the testing process, they must complete the examination before leaving the testing environment.
5. Personal belongings are not permitted in the testing environment (including cell phones).
6. A student leaving the testing environment for any reason will not be permitted to return and the test will be considered complete.
7. Any communication of exam content by any form is construed as academic dishonesty.

Testing Tardiness Protocol

Student completion of exams on the scheduled date and time is essential for faculty to appropriately return exam grades in a timely fashion. Students who are late for exams and do not complete exams in the scheduled timeframe impact the learning outcomes for the course. Please see the exam make-up policy for information on how to make up a missed exam due to an excused absence. If the student wishes to appeal the course faculty's decision on tardiness penalties, the student may initiate the formal appeals process (See Appeals Policy).

1. Students are expected to be in the appropriate exam location and ready to test 10 minutes before exam is scheduled to begin. Tardiness will be measured from the time the exam begins.
2. No additional time will be added to the end time of an exam for tardiness.
3. Penalties for tardiness are as follows:
 - a. One to five minutes tardy will result minus 5 percent from exam grade.
 - b. Six to 15 minutes tardy will result in minus 10 percent from exam grade.
 - c. More than 16 minutes tardy will result in 0 percent for exam grade if unexcused.
4. An excused absence is defined as a student calling the front desk and emailing and/or calling the course faculty to inform them of the reason they will be absent from class at least one hour before the test is scheduled to begin. Faculty has the final authority to determine if the student's reasoning for their absence qualifies as an excused absence.

Exam Make-up Policy

In the event a student fails to take an examination due to absence, that student should consult the course syllabus for the make-up procedure. It is also the responsibility of the



Extension for Assignment

Date of request: _____

Course extension requested in: _____

Faculty to which request is made: _____

Academic advisor: _____

Written request for: _____

Reason for request:

Student signature: _____ Date: _____

FOR FACULTY USE:

Request granted: _____ Date to be submitted: _____ Time: _____

Request denied: _____ Reason denied: _____

If the assignment is not submitted before or at the time established above, the grade for this assignment shall become a zero.

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

student to contact the instructor to make needed arrangements on the first day of return from absence. Makeup of missed examinations and clinical incompletes are at the discretion of course faculty.

Pregnancy Policy

A student who is or becomes pregnant is encouraged to notify the dean of students so an appropriate plan for the continuation of the student's education in light of the unique nature of the college's nursing program and its clinical requirements, as well as particular challenges the student may face (e.g., missed classes, make-up work, etc.). However, the choice to declare a pregnancy is voluntary, and a student is not required to disclose this information to the college. Therefore, the student assumes all responsibility related to these risks and any resulting losses or costs, including medical treatment and cost thereof. The college has advised the student to consult with the student's doctor to discuss these potential risks.

Academic Status

Good standing

Good academic standing means that the student maintains a grade of "B" or better in all courses and is making satisfactory academic progress.

Academic Progress

It is expected that students will progress through the college either full-time or part-time and complete all requirements within a four-year time frame. Lack of progression is noted when the promotion and graduation policies are violated.

Academic Progression Policy

A minimum GPA of 3.0/4.0 must be maintained to progress in the master's program. The only courses that may be repeated in the graduate program are core courses. Other courses including specialty courses and clinical courses may not be repeated. Any grade less than C in a master's core course or any grade of C or less in a specialty course will result in dismissal from the program.

Attendance is an important component of academic progression. Please see the attendance policy for the graduate program in this handbook.

Course Audits

Classes may be audited for a fee on a space-available basis in accordance with college policy for the non-degree seeking student. Students planning on auditing a class must receive course faculty approval. A student may not change class registration status either from audit to credit or from credit to audit after the initial registration is complete.

Extensions for Assignments

Students are expected to complete assignments on time. The faculty member has the right to deny a student an extension. Each student's request for an extension will be handled on an individual basis.

It is the student's responsibility to contact the appropriate faculty member to request an extension on an assignment. Any request must be made to the specific faculty member, in writing, prior to the time the assignment is due. Assignments submitted after the deadline date without prior communication with the specific instructor will result in a grade of zero.

When an extension is requested, it is the faculty member's responsibility to specify, in writing, to the student the date and time of the deadline by which the assignment must be submitted or the denial of the extension. This information should be recorded on the counseling record and signed by the student and the instructor. A copy of this request should be copied and attached to the counseling record. If the assignment is not submitted before or at the time established the grade for that assignment shall become a zero.

Grades and Grading System

St. John's College issues grades at the end of each 16-week session. The requirements for obtaining the course grade will be stated in each course syllabus.

Grades are computed on the following scale:

GRADE	SCALE	POINTS
A	90-100	4
B	80- 89	3
C	70- 79	2
D	60- 69	1
F	59 and below	0

For all courses with a clinical or lab component, students must earn at least a B average on all exams to pass the course.

Student letter grades will be determined by rounding a .49 down and rounding a .50 up. Rounding of grades considers only the 1/10 decimal place. Therefore, if a student earns 82.445 the graded earned is an 82. If a student receives an 82.54 the student receives an 83.

Grade Point Average

Grade point averages are computed upon admission to the college, at the end of the semester and cumulatively over required upper division nursing courses. They appear on the official transcript. The procedure for computing grade point averages is available from the registrar and admissions administrator.

Semester Grade Point Average

The number of grade points for a grade in a given course is

found by multiplying the grade point value by the number of semester hours which may be earned in a course. For example, If grades of A, B, C, D, F, are earned in courses of 6, 3, 4, 4, and 2 semester hours respectively, the grade-point average is calculated as follows: Grade A, 6 semester hours yields a grade point total of 24; grade B, 3 semester hours yields a grade point total of 9; grade C, 4 semester hours yields a grade-point total of 8; grade D, 4 semester hours yields 4 grade-points; grade F, 2 semester hours yields no grade points. The grand total is 45 grade points for 19 semester hours. The semester GPA is then $45 / 19 = 2.37$.

Cumulative Grade Point Average

The cumulative grade point average is computed by dividing the total number of grade points which each student has earned in all courses taken in the nursing major by the total number of semester hours represented by those courses (excluding WX, WP, WF, WA, AU, PF, CR/NC or I).

Grades Not Computed in the Grade Point Average:

WX - Withdraw from a course through the midpoint of the semester (six or eight weeks)

WP - Withdraw from a course with a PASSING grade after the midpoint of the semester.

WF - Withdraw from a course with a FAILING grade after the midpoint of the semester.

WA - Withdraw from an audit grade.

AU - Audit

I- Incomplete — temporary grade.

IP - In Progress, courses in which the student is currently enrolled.

CR/NC - Credit/No Credit

Pass/Fail - Pass/Fail

The appropriate status at withdraw will be recorded on the student's transcript.

Grade of Incomplete

A grade of incomplete (I) is not granted automatically for unfinished course work or absenteeism. The student must have completed 75 percent of the course work with a minimum theory grade of B and satisfactory clinical performance.

The course faculty prepares a contract to be signed by the student agreeing to completion of requirements of the incomplete. An I not removed by the agreed upon date will become an F. The student is responsible for payment of any fees incurred as a result of the I. A copy of the contract is provided to the dean of academic affairs for approval. Students with an incomplete in one required nursing course will not be allowed to progress unless the I is changed to a minimum of a B grade by the first week of the next course.

Grade Reports

Grade reports are issued to the student 15 work days after the close of the semester.

Clinical Evaluation

In a clinical course, the practicum is evaluated by course faculty quantitatively based on student learning outcomes with established expected levels of achievement that determine progression toward and attainment of end-of-program student learning outcomes. Students must pass both the theory and the clinical components. The theory grade will constitute the course grade as long as a "clinical satisfactory" is attained. If a student receives an "unsatisfactory" in the practicum (clinical) he/she receives an F for the course and a course grade of 59. If a student withdraws after midterm and prior to the end of the course, a clinical determination of WP or WF will be made based on the student's current status of clinical performance.

A faculty member may require a student to leave the clinical area and forfeit the opportunity to complete a learning experience if the student is judged to be inadequately prepared to provide safe patient care or if failure to observe the rules has created an unsafe or unprofessional situation. Clinical suspension due to unethical, illegal or unsafe practice is at the discretion of the course faculty. The dean of academic affairs and chancellor will be notified of such suspension. Make-ups of clinical incompletes are scheduled at the discretion of course faculty.

Graduation Requirements

To be eligible for the master's of science in nursing or the doctorate in nursing practice degree, a student must meet both the general requirements of the program and the specific requirements of the specialty track (if applicable) in which they are enrolled.

Specific requirements of specialty tracks include:

1. The equivalent of 45 hours for the family nurse practitioner track and clinical requirements.
2. The equivalent of 38 hours for the administrative and leadership track and clinical requirements.

Attain a minimum of 3.0 GPA for all courses offered at the college. Credit hours toward the degree are not granted for courses with a grade below B. All grades are included in computing the grade point average.

All graduation requirements must be met within four years of enrollment in the college for master's and post-master's DNP. All graduation requirements must be met within six years of enrollment in the college for the BSN to DNP.

Students preparing to graduate must file an application for graduation with the registrar and admissions administrator and be free and clear of financial and/or institutional holds before applying for graduation.

Application for Graduation

The policy and procedure required to ensure graduation requirements are met include:

1. Review of student's academic record at completion of program of study.
2. Form completion for master's degree. (The application for graduation form will be distributed.)

Participation in Commencement

Students completing in summer may participate in May or December commencement ceremonies.

Transcripts

There is a \$10 fee for each official transcript. Transcripts are sent only with written permission of the student or graduate. Student accounts must be free and clear of financial and/or institutional holds before transcript requests are honored. Transcript request forms are available on the college website and at the college's reception desk. Transcripts are generally processed within a week of receipt of written request and payment.

General Policies

Health Services

The St. John's occupational health nurse maintains daytime hours of operation Monday through Friday as posted. At other times, students may visit the hospital emergency room and should notify the health nurse as soon as possible. Students may also contact their family physician or other physicians of their choice. After school hours, students should use the emergency room or their private physician for care.

Report of health examinations are kept by the health nurse. A record is maintained by the employee health nurse regarding student counseling for non-academic matters related to preventive health care. Students should register as outpatients before any treatment, tests or examinations made in the hospital.

Students absent from classes or clinical experiences must report their illness to the college. After a serious illness, students must secure permission to return from the employee health nurse. The permission, in writing, must be given to the dean of students before returning to class or clinical area.

The college is not responsible for accidents unless they occur during scheduled clinical experience. Injury incurred on duty

is to be reported to the clinical instructor at once and to the employee health nurse later. An incident report is to be completed before leaving the clinical site. To report an event, follow instructions according to the agency's policy.

If the accident occurs in the college, the student reports to the St. John's occupational health nurse.

All students are required to be protected by health insurance. Proof of current coverage must be submitted at time of admission. Students not in compliance with this policy will forfeit their clinical experience until they resolve their compliance issue.

Students are urged to avoid self-medication and giving medications to other students. Students are not permitted to take medications from the clinical facilities for personal use.

Immunizations

In accordance with Illinois Law (Public Act) 85-1315 and St. John's College clinical agency agreements, all students enrolled at St. John's College are required to provide proof of immunity. All students entering the nursing program are expected to be in compliance with all health requirements. These requirements include, but are not limited to: immunizations, a health physical evaluation, blood titers, Quantiform TB Gold (or annual TB skin test), annual flu vaccine and drug test.

Those students not in compliance with these requirements by the specified timeframes will be prevented from attending theory courses and/or clinical placements until deficiencies are completed.

Chronic Communicable Illness

The college will treat all enrolled students having a chronic, communicable illness with dignity, compassion and understanding. The student with a chronic, communicable illness will be subject to general school policies regarding continued status in the school, availability of health services and confidentiality. The college will comply with all applicable federal, state and local laws and regulations as well as reporting requirements in the consideration of students with chronic, communicable illness. Students will not routinely be tested for the AIDS antibody. In special cases (such as possible high-risk history), the test may be performed, but never without a prior written consent.

All students should understand that they will be expected to provide care or to perform student related duties for patients who have a communicable disease. The college will ensure that appropriate education regarding precautions as they relate to care of such patients is provided.

Health/Accident Insurance

All students are required to be protected by health insurance. Proof of current coverage must be submitted at time of admission. Those students not in compliance with these requirements by the specified timeframes will be prevented from attending clinical placements.

Malpractice Insurance

It is required all students engaged in patient contact have malpractice insurance. Proof of malpractice insurance shall be submitted prior to attending clinical experiences. Policy coverage must be for personal student professional liability insurance of at least one million dollars (\$1,000,000) per occurrence or claim and three million dollars (\$3,000,000) in the aggregate.

Criminal Background Check

All students are required to complete a criminal background check prior to enrollment to the college. Students who have disqualifying conditions on the background check cannot be admitted to the college as they will be unable to complete the clinical component of course requirements. The college will select the agency to do the background check. Results must be sent directly to the college. The background check is done at the expense of the student.

Drug Screening

All students are required to complete a drug screening prior to enrollment in the college. Students who have disqualifying conditions on the drug screening may not be admitted to the college because they may be unable to complete the clinical component of course requirements. The college will select the agency to do the drug screening. Results must be sent directly to the college. The drug screening is done at the expense of the student.

Drug and Alcohol Policy

Use or abuse of alcohol or illegal drugs is opposed to the principles of safe care for patients and personal growth of students. Therefore, the college supports the prevention of alcohol and drug abuse in all settings and strictly prohibits use of either by students on college property. Students will not be allowed to have drugs or alcoholic beverages on the premises and will not be permitted to remain on the premises under the influence of alcohol or drugs. The college reserves the right to use whatever means appropriate to enforce possession and usage regulations. Such procedures shall be determined by the college administration. If a student is found to be in possession of, using, diverting or selling a legally controlled substance, the student will be required to meet with the college administration. At that time, the student may be requested to seek professional counseling, withdraw from the program or be dismissed from the college,

depending on the gravity of the situation. The appropriate authorities will be notified. Clinical agency policies concerning drugs and alcohol will be in effect for students working in the clinical area. Any student convicted of a felony or misdemeanor involving drugs or alcohol must notify the college administration within five days of such conviction. Failure to do so may result in disciplinary action.

Transportation

Students are expected to provide their own transportation to and from the college and clinical sites. Automobile insurance must be in accord with Illinois law.

Inclement Weather Statement

In the event of severe weather conditions, administration may make the decision to cancel all classes and clinical practicum experience. Administration will notify WNNS and WFMB radio stations, WICS-TV and emergency alert system of this decision and request they broadcast it. The emergency operation plan is available at the reception desk.

Emergency Preparedness Program

In case a disaster occurs, students and faculty who are on the clinical units should participate in the disaster plan as outlined by that floor or unit. Faculty must retain responsibility for determining all student assignments in keeping with the students' abilities and level of preparation.

If students are in the college during a disaster, they should stay in the classroom until evacuated to a shelter area. \CPR

Certification

Entering students are required to complete American Heart Association CPR training with a health care provider card prior to the final acceptance to the college. Continuing students are required to complete American Heart Association CPR training with a health care provider card. Those students not in compliance with these requirements by the specified timeframes will be prevented from attending clinical placements and will be considered absent.

Procedures for Changing a Policy

- Policy change can be initiated by students, faculty, staff and college board members or external persons in response to trends in higher education or events that point toward improvements.
- Recommendations are given to the appropriate college committees for review, deliberation and action.
- Recommendations may be returned for further study or sent to college assembly for a review and action.
- Simple majority approval is needed to pass a recommendation at the college assembly.
- Approved recommendations are then sent for legal review and final presentation to the college board for action.

Complaints

Issues of concern to students should be discussed with the appropriate person within the college. Students should initially discuss the issue with the staff or faculty member closest to the problem or to the appropriate person as identified in the student handbook or college catalog. If uncertain, students may approach their assigned faculty advisor or the dean of students. Issues that cannot be resolved through these channels should be submitted in writing to the dean of academic affairs or chancellor. Only signed comments will be addressed.

Administrative Complaints

The college provides more than one process for students to communicate and seek resolution to any situation in which they have a concern or feel they have been treated unfairly. The philosophy of the college is to assist students to gain the knowledge and skills needed to resolve complaints independently. The college follows FERPA guidelines which require adult students to grant permission to the college before college personnel will communicate any information about the student complaint to parents or any outside party who wishes to be included in the resolution process.

When a student has a concern or complaint about a college policy, process or decision, as a first step in the resolution of the complaint, they are expected to review the pertinent policy in the student handbook or college catalog and to meet with the appropriate college professional. This meeting is to take place within five business days after the student identification of the complaint. Examples of appropriate college professionals include the financial aid and compliance officer, the registrar and admissions administrator and the dean of students. Student complaints regarding a course policy, process or grade should locate and follow the student appeals procedure outlined in the student handbook.

If a student remains dissatisfied with the administrative decision of the college professional, the student can ask the chancellor to review the decision or policy. The student should write a letter to the chancellor within five business days after meeting with the college professional. The letter should explain the circumstances and describe the conversations that have taken place with other college professional staff. The chancellor only reviews situations or problems of substantial consequence to students and of broad concern to the college. The chancellor will use the principles of fairness, equity and college policy in reviewing the decision. The chancellor will respond to the student within five business days by written correspondence, phone call or both. In most complaint resolution cases the chancellor's decision is final.

Students also may file a formal complaint with the college

accrediting bodies, the Higher Learning Commission and the Accreditation Commission on Education in Nursing. Contact information for these bodies can be found in the student handbook.

Assessment Program

In order to reinforce the value of higher education, and in response to the need for public accountability, educational institutions are required to demonstrate students are learning what is necessary and the educational program is of high quality. Therefore, an institutional assessment program has been instituted at St. John's College. Students participate in assessments upon entry to the major, during the program and during the post-college experience.

Educational Facilities

St. John's College is located at 729 E. Carpenter Street, Springfield, directly adjacent to HSHS St. John's Hospital. The administrative offices, financial aid office, faculty offices, classrooms and student lounge are all conveniently located in this two-story building. A fully equipped nursing arts lab with state-of-the-art materials, including a modern simulation center, is provided to supplement student learning. The simulation center is located at 850 E. Madison, Springfield.

The computer laboratory, with its nursing education programs, also is accessible to students. The library is located within the St. John's Hospital campus.

St. John's College is a secure building with restricted access. Students, faculty and staff are responsible for maintaining building security by taking the following responsibility:

- Immediate notification of lost/stolen badge to the college receptionist and St. John's Hospital human resources.
- Requesting a new badge to St. John's Hospital human resources (fee determined by St. John's Hospital)
- Never prop or hold door open for others.
- Never loan an ID badge to others.
- Be vigilant to avoid having others enter the college by "tagging" behind.
- Report witnessed violations to the college receptionist and/or administration.

Students, faculty and staff should be cognizant that college ID badges may not only permit individuals entry to the college, but also to restricted areas with vulnerable populations. Students, faculty and staff who violate these responsibilities may be subject to disciplinary measures.

Students may access the college from 6 a.m. to 6 p.m., Monday through Friday, by using their student ID badges and the card swipe system. Students may stay in the college until 10 p.m.

Clinical Facilities

Students get a majority of their clinical experience at St. John's Hospital, a fully accredited teaching facility affiliated with SIU School of Medicine. The college maintains clinical affiliation agreements with multiple institutions and agencies.

Computer Services

Students have access to the college's computer laboratory during the hours posted. Instructional aids available include Microsoft Office package with word processing (Word), Microsoft Excel, PowerPoint, various software-learning programs and NCLEX-RN review programs. The campus is equipped with Wi-Fi.

Technology Expectations

Students entering St. John's College are required to have a personal laptop computer configured to the college's specifications. This requirement responds to technical changes on the computerized testing platform for the licensing examination, as well as the widespread adoption of computer technology in health care.

St. John's College reserves the right to access all information in college's computers, equipment and network without notice.

Lockers

Students may request a locker for use. They must provide their own padlock and are advised to keep their combinations confidential. The college is not responsible for loss or theft of items from lockers.

Student Lounge

A student lounge is located on the second floor of the college. Refrigerators and microwaves are available. All students are responsible for keeping the lounge clean and neat. Food items brought to the lounge must be dated and properly discarded after use. All eating utensils and trays are to be removed from the lounge after use. The privilege of using the lounge furnishings is dependent upon the appropriate use of the area and its equipment.

Library Services

The Health Sciences Library serves both the college and St. John's Hospital and is located on the main (second) floor of the hospital. For current hours, go to the library website or text HOURS to 217-280-4582.

Professional librarians are available Monday through Friday, 7:30 a.m. - 4:30 p.m. During the academic year, work-study students also staff the library.

Access to electronic resources such as books, journal articles, databases, research guides, library catalog and more is available on the library website. Students should access OpenAthens with their student login credentials.

Available study spaces include individual carrels, tables and group study spaces. Computers, printers, a photocopier and a scanner are available, as well as a wide variety of audiovisual equipment.

Most required nursing course texts have been placed in a reserve section of the library. A current edition of the publication manual of the American Psychological Association (APA) is available.

To ask for help researching a topic, obtaining articles or books or setting up a training session on library resources, contact a librarian by using the ASK US link on the website, texting 217-280-4582, calling 217-757-6700 or emailing library@hshs.org.

Only return library materials to the book drop outside the library front door or the book drop at the library front desk. Materials not returned are billed to the individual student. There is a flat fee of \$115 to replace some items.

St. John's College abides by the copyright policy of St. John's Hospital as published. The Health Sciences Library publishes a copyright guide designed for students.

Academic Appeals

Academic Appeals

Students may appeal decisions which affect their welfare. The college protects the right of the student to question any decision, that seems to be unfair or a violation of their individual rights. Whenever a student deems a decision to have been made unfairly or unjustly, that student has the right to institute the appeals protocol. The appeal shall be resolved promptly, fairly, objectively and in good faith without subjecting the student to restraint, interference, discrimination, retaliation or harassments of any form. It is the responsibility of the student to follow the protocol in good faith and within the guidelines provided therein.

Procedure for Student Appeals

1. Appeals

- a. An appeal must be submitted in written for by the person (grievant) initiating the grievance to the chairman of the appeals committee for the college within seven calendar days of the incident or written notification of the decision.
- b. An appeal must be as specific as possible and clearly identify that which is being grieved.
- c. The appeal will be made available to all members of the committee, to the grievant, to the individual whose decision is being grieved and to the chosen faculty member, at least three working days prior to discussion, along with other pertinent documents.

- d. Words, terms, terminology, grammar, etc. in the grievant letter may be clarified, if necessary, before meeting.
- e. The appeals committee is comprised of:
 - Four faculty members and one alternate chosen by lot at the beginning of the school year.
 - Three students (one elected from each class and a senior student elected from student government and one alternate elected from student government.)
- f. The chairperson will be chosen by lot from among the four faculty members at the beginning of the school year.
- g. If a committee member is directly involved in the appeal, the alternate will serve.
- h. Only the above designated committee members shall have a formal vote in the resolution of the appeal.
- i. The appeals committee will convene the hearing within seven working days after receipt of the grievance letter unless an extension is agreed to by both parties or for cause as determined by the committee chair.
- j. Persons present for the discussion:
 - Seven committee members (four faculty and three students).
 - Person(s) whose decision is being grieved.
 - Grievant(s).
 - Faculty member, chosen by grievant(s), who is not one of the four faculty committee members.
 - Chancellor of the college and/or appropriate academic person shall be observers during the discussion, but they do not have the right to vote, participating as ex officio.
- k. Discussion of facts:
 - An electronic recording will be made of the discussion and used for transcription of minutes.
 - The chairperson is encouraged to make written notes in case of electronic malfunction.
 - The recording is to be destroyed after approval of all minutes by the chairperson.
- l. Formal discussion does not begin until the chairperson is satisfied all members are ready to proceed.
- m. Focus of the appeals procedure is identified by the chairperson.
- n. The chairperson is responsible to see that the discussion pertains to the grievance submitted.
- o. The chairperson may rule if information, requested by the committee members or the grievant, is relevant to the grievance and may be presented.
- p. The chairperson is responsible to see that a record is made of the discussion which will include:
 - Date, time and place of meeting.
 - Persons present.
 - Documents presented (may be numbered).
 - Summary of discussion and clarifications made.
 - Time discussion was closed.
- Approval by all those present that this record and summary is correct.
- The discussion will continue until the committee members agree that there is sufficient information upon which to base a decision.
- At the conclusion of the discussion, all persons are dismissed except the seven committee members.
2. Decision by the committee:
 - If there is to be a time limit imposed on committee deliberations, the limit must be agreed upon by all committee members.
 - Committee deliberations will begin immediately following the discussion of facts.
 - The decision will relate directly to the written grievance.
 - The decision must be reached within three working days after the end of the discussion of facts.
 - A decision must be agreed to by at least four of the seven committee members.
 - In case of a deadlock that cannot be resolved, the chairperson shall announce this to the chancellor and the grievant. A new committee shall be chosen by lot, and another meeting scheduled within seven working days.
 - All seven committee members have an equal vote.
- q. The chairperson is responsible to see that a record is made of the decision:
 - Date, time and place.
 - Persons present.
 - Statement of final decision.
 - Signature of members and their indication of approval or disapproval time of meeting closure.
 - Within one business day, the chairperson, in presence of the chancellor or her/his designee, grievant and committee members, announces the decision. The chairperson gives the grievant a written copy of the decision at the time the verbal announcement is read. The committee may, if requested, explain the reasoning behind the decision to the grievant and/or the chancellor. The record of the meeting will reflect the fact that the grievant received a written copy of the decision. A written copy of the decision also is given to the person or committee whose decision was being grieved.
 - Documentation of proceedings including minutes, written documents presented to committee and decision statement shall be kept in a designated secure file in the administrative offices.
3. If the appeal is still not resolved to the grievant's satisfaction through the above process, it shall then be presented in writing by the grievant to the college chancellor within five working days following receipt of the written copy of the decision. The chancellor will

review all correspondence concerning the issue and will conduct any additional inquiries deemed necessary. After the chancellor completes a review, a written decision will be given to the grievant within 10 calendar days unless an extension is agreed to by both parties or for cause as determined by the chancellor, and a copy put in the student appeals file.

4. If the appeal is still not resolved to the grievant's satisfaction through the above process, it shall then be presented in writing by the grievant to the college board chairperson within five working days following receipt of the written decision. The college board chairperson will review all correspondence concerning the issue and will conduct any additional inquiries deemed necessary. After the chairperson completes a review, a written decision will be given to the grievant within 10 calendar days and a copy put in the student's college file and appeals file. This decision is final. The college board chairperson may, if requested, explain the reasoning behind the decision to the grievant, the appeals committee and the chancellor.

During the appeals process, the student status is considered to be that imposed by the original decision, be it termination from all or part of the curriculum or a probationary status. It is the student's responsibility to meet with the financial officer. Lending agencies will be notified as required by law.

Health and Safety Programs

Program Name: Orientation - Safety in the College Building/Hospital

Description: St. John's Hospital security department introduces basic crime prevention, personal safety measures and fire safety for the hospital and college. Reporting mechanisms and actions to take in case of emergency are discussed. Discuss prevention of crime, especially in relationship to leaving the building at night and parking are included. Access to the employee/student escort program is explained along with hours of building operation and security.

Audience: Students and employees upon initial acceptance/employment.

Frequency: Students annually with each orientation.

Program Name: Fire Drills

Description: Fire drills are held in the college building as required by hospital policy. The hospital forms are used to access the quality of the response. Fire drills will be scheduled and implemented by college official in cooperation with St. John's Hospital security department.

Audience: Students and employees.

Frequency: Quarterly.

Program Name: Monitoring/Surveillance

Description: St. John's Hospital security guards patrol the college building on a regular basis on foot and in marked cars. Guards can be identified by their uniforms. A student or employee may call for assistance at any time.

Audience: Students and employees.

Frequency: Discussed annually at orientation and as needed throughout the year.

Program Name: SendWordNow

Description: SendWordNow is an emergency and severe weather notification system. Notifications can be received on mobile, home and work phones, as well as business and personal emails. Students may receive updates on behalf of St. John's Hospital and St. John's College based on the location of the emergency situation.

Audience: Students and employees.

Frequency: Information updated and used as needed.

Program Name: Maintenance

Description: Maintenance of the college building will be coordinated by college officials on an ongoing basis and in response to any findings of the annual safety audit conducted in compliance with requirements of the hospital safety committee guidelines.

Audience: Students and employees.

Frequency: Ongoing/annually during the spring semester using hospital safety committee forms.

Program Name: Sexual Assault

Description: Sexual assault, sexual abuse and/or hazing by any member of the St. John's College community is not tolerated. The college will respond in a firm and judicious manner to all reports of alleged incidents of sexual assault, sexual abuse and hazing. Representatives who are experts in the field of rape crisis intervention present a program on prevention of sexual assault and procedures to follow when a sex offense occurs. Students are encouraged to find a safe place and then obtain necessary medical services immediately to get support and to preserve evidence. If the assault occurs in the college, college staff and security personnel will assist in accessing the emergency department and in reporting the crime. Personnel from ComPsys and/or local sexual assault programs are available for counseling and support. Students involved in sexual misconduct will be referred to the student affairs committee for determination of disciplinary action up to and including dismissal from the college. Local law enforcement agencies will be notified as appropriate with potential criminal prosecution in state courts.

Audience: Students.

Frequency: Annually.

Student Conduct and Behavior

Code for Nurses

Students who are preparing to enter the profession of nursing are expected to follow the current American Nurses' Association (ANA) Code for Nurses. Each person, upon entering the profession, inherits a measure of responsibility and trust of the profession and the concomitant obligation to adhere to standards of ethical practice and conduct set by the profession. The code was adopted by the ANA in 1950 and revised in 2001.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015. <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Social Media

Student pictures and college events are posted on social media sites and the college's website. Any statements and/or photos placed on a social media site should reflect positively on oneself, fellow classmates, the college and clinical sites. Students, faculty and staff should not create the perception they are communicating on behalf of the college unless using pre-approved college social media accounts.

Violating the social media policy may result in disciplinary action, up to and including dismissal. The college follows the St. John's Hospital policy on social media. This policy is located within employee rights and responsibilities through human resources. Sharing of pictures of patients/clients or confidential information is strictly prohibited under HIPAA.

Accessing Electronic Health Records

Students may only access electronic health records of patients for which they are providing direct care. Students are prohibited from accessing the electronic health records of any patient not under their direct care, including themselves, family members and friends. Unauthorized electronic health record access is a serious legal and academic violation with disciplinary consequences, and can result in fines, as well as automatic dismissal from the nursing program. Health care facilities routinely audit caregiver health record access and will immediately notify the college if a student accesses a health record without proper authorization.

Violations of Policy

Social Violations

The following social violations will be referred to local law enforcement agencies and may warrant disciplinary action by the college. Social violations include but are not limited to:

1. Safety violations (illegal possession or sale of weapons, malicious use of firearms, etc.).
2. Disturbance of the peace (action creating a nuisance in a public area, failure to respond to a reasonable directive).
3. Drugs and alcohol (see drug and alcohol policy).
4. Conduct causing personal injury to others.
5. Theft.
6. Falsification of non-academic records.

Academic Violations

Honesty is the responsibility of every student at the college and is considered essential for the practice of professional nursing. It is the ethical obligation of all to report incidents of academic dishonesty in a respectful and confidential manner. Academic violations include but are not limited to:

1. Cheating - the utilization of information or work from

another student in such activities as the completion of papers, projects, examinations, or other assignments. Cheating also includes the use of a paper/projects for more than one course without prior faculty permission.

2. Plagiarism - representing the work of another as one's own work. This includes utilization of a quote or paraphrase that is not referenced. The use of paper from an internet source also is prohibited.
3. Bribes - includes bribing or attempting to bribe with the intention of affecting a record of a grade or evaluation of academic performance.
4. Technology-related infractions - including but not limited to:
 - a. Depriving other students of fair access to and reasonable use of educational resources.
 - b. Tampering with, altering, circumventing or destroying electronic resources or data used for student projects.
 - c. Any technology-related infractions defined by federal or state laws.
 - d. Failure to comply with internet access policy.
5. Misrepresentation or fabrication - presenting information that is misleading, untruthful or false in meeting college requirements, course expectations or in patient care situations. Misuse of student identification badges is also prohibited.
6. Falsification of documents - altering or misusing documents in order to meet college requirements.
7. Aiding someone else in the performance of any of the above acts.
8. Repeated infraction of the dress code.

Disciplinary Actions

Disciplinary actions for social and/or academic violations may include, but are not limited to:

1. Warning - a written statement from the academic affairs/student affairs committee is given to the student as a formal notice that their behavior, or set of behaviors, is inappropriate and/or violates ethical, moral and/or professional standards set forth by St. John's College. A continuation of such behaviors, or any other future social and/or academic interruptions, could result in probationary status, clinical suspension or dismissal. A letter of warning is placed in the student's permanent record and may be brought forth as evidence in any future cases of suspected social or academic violations. (Adapted from Marquette University and St. John's College grievance policies.)
2. Probation - a written statement from the dean of academic affairs is given to the student regarding the specific violation, expected improvement, actions to be taken by the student and the consequences of lack of corrective action and/or improvement.

3. Course grade alteration - project or course.
4. Dismissal - includes from the college.
5. Clinical suspension- may be due to unethical, illegal or unsafe practice or non-compliance with college requirements. The dean of academic affairs will be notified of such suspension. The clinical suspension remains until the situation is resolved. Judgment will be based on the standards set by the 2001 revised Code for Nurses as published by the ANA.

Due Process Procedure

Suspected social policy violations or academic policy violations will be referred by faculty or staff to the dean of academic affairs who will refer to the appropriate committee.

Procedure for review of suspected social or academic policy violations:

- The faculty or staff member concerned about a suspected violation will notify the dean of academic affairs, the student's advisor and the student in writing using St. John's College referral form (including documentation of suspected violation) within five business days of the suspected violation. The student will provide written receipt of the notification upon receipt. The dean of academic affairs will refer the suspected violation to the appropriate committee chairperson.
- The chairperson of the committee hearing the allegation of the suspected violation will notify, within one business day, the committee members and the student.

Due Process Meeting Will Be Called

- The administrator or administrator's designee must consult the student's permanent record file to determine if the student has a previous record of violations.
- The student suspected of a violation will have five business days following written notification of the suspected violation to provide a written rebuttal to the committee chairperson.
- A meeting of all members of the committee will be called by the chairperson within five business days of receipt of the student's written rebuttal. Committee members will be provided with documentation of the alleged violation and student rebuttal when notified of the meeting.
- The committee will hear arguments from both parties, who will separately present supporting evidence from his/her perspective as specifically and clearly as possible. The faculty will present his/her supporting evidence and will then be dismissed from the meeting. The student will then be called into the meeting to present his/her evidence, after which they will be dismissed.
- The student may request that their academic advisor or an

alternate faculty member be his/her resource throughout the due process procedure. The faculty member can be present during the due process procedure.

- Discussion by the committee members will take place to determine if a violation occurred followed by an anonymous written vote with majority ruling. If it is determined that a violation occurred, the committee will make recommendations regarding any disciplinary actions if needed, a plan for improvement, and set schedules or due dates for improvement plans. Once the decision of the committee is rendered, the decision is final.
- The student and the faculty/staff bringing the allegation forth will be notified in writing of the committee's recommendation within three business days. The student will provide written receipt of the notification upon receipt.
- If a violation was determined to have occurred, the recommendation will be placed in the student's academic file.
- The proceedings will be recorded only by the institution.

A transcript will be made of the meeting. The chairperson is responsible to see that a record is made of the decision:

- Date, time and place.
- Persons present.
- Statement of final decision.
- Signature of members and their indication of approval or disapproval time of meeting closure.
- Approval by all of committee members that the record is complete and accurate.
- All documentation of the proceedings will be forwarded to the dean of academic affairs.
- If the student wishes to appeal the committee's decision, the student may initiate the formal appeals process.
(See appeals process.)

Student Development and Support Services

Computer Services

Students have access to the college's computer laboratory during the hours posted. Instructional aids available include Microsoft Office package with word processing (Word), Microsoft Excel, PowerPoint, various software-learning programs and NCLEX Review programs. This lab is equipped with the SAINTS system and St. John's intranet. Students must sign an internet user agreement in order to utilize the internet. The campus is equipped with Wi-Fi (sjs-college).

Laptop Minimum Specifications

Effective August 2015, students entering St. John's College will be required to have a personal laptop computer configured to the college's specifications. This requirement responds to technical changes in the computerized testing

platform for the licensing examination as well as the widespread adoption of computer technology in health care.

St. John's College expressively reserves the right to access all information in the college's computers, equipment and network without notice.

Windows Laptop - minimum specifications

- Windows 10 or higher.
- Office 2010 or later (recommend Office 365)
- Virus protection software, installed and updated.
- Adobe Reader (free) get.adobe.com/reader/
- Internet Explorer (free) microsoft.com/downloads
- Google Chrome (free) www.google.com/chrome/
- Horizon VPN Client (free) my.vmware/web/vmware/details?downloadGroup=VIEWCLIENTS_WIN64_352&productId=421&rPid=9427

Apple Mac - minimum specifications

- Mac OS 8.1 or later
- Microsoft Office 2010 for Mac
- Adobe Reader (free) get.adobe.com/reader/
- Google Chrome (free) www.google.com/chrome/
- Horizon VPN Client (free). my.vmware/web/vmware/details?downloadGroup=VIEWCLIENTS_mac_352&productId=421&rPid=9428

Hardware Requirements

- 16 GBs RAM (PC only)
- 1 terabyte hard drive (internal or external).
- Streaming media capable video and audio.
- Web camera.
- Wireless mouse (for exams).

Communication Sources

Students are responsible for reading email daily.

To contact college administration, faculty or staff, use the following address:

St. John's College
729E. Carpenter Street
Springfield, IL 62702

Faculty offices and telephone numbers are available through the receptionist (217-525-5628); or email: Information@sjcs.edu; Fax: 217-757-6870

Photographs and Video

As a student of St. John's College, I may be photographed or otherwise recorded. I understand these images are to be used to promote St. John's College (including internet) and such photos or videos will become the property of St. John's College.

Audio Recording Devices

Students who are authorized by the dean of students to use

an audio recording device in lectures will be obliged to agree in writing to the following conditions:

- Students must submit proper authorization paperwork to the course chair regarding recording contract for each course.
- Students must notify the lecturer before each lecture that he/she plans to record the lecture.
- Faculty will announce at the beginning of each class if a recording device is in use.
- Recordings are for the sole use of the authorized student only and cannot be further distributed to other individuals, commercial use, etc.
- Faculty of the lecture has ownership rights to the lecture and any unauthorized exploitation or misuse of recorded material is prohibited and will be deemed as academic misconduct which could result in disciplinary action against the concerned student(s).
- Any conversations that were recorded inadvertently, such as clinical case examples, classmate personal conversations, etc., are considered confidential, and the student will be held accountable for upholding that confidentiality under FERPA and HIPAA regulations.
- All recordings must be destroyed after successful completion of the program (graduation).
- If a faculty member deems that the recording is negatively affecting the quality of class discussion then the faculty member has the right to stop the recording.
- If faculty does not grant the student permission for recording, the faculty member has the responsibility to make reasonable accommodations for the student's learning such as a pre-recording of the lecture, access to audio textbook that correlates with lecture material, individual session with student to go over missed material during lecture, etc.
- Legal action may be taken if students are found to be noncompliant with the audio recording policy.

Library Services

The health sciences library serves both the college and the hospital and is located on the second (main) floor of the hospital, not far from the main lobby. Hours, contact information and access to research guides, databases, online content, catalog and more are available at st-johns.libguides.com/home.

Research

There are many ways to contact a librarian for research assistance, including an ASK US link on the website, texting to 217-280-4582, calling 217-757-6700 or emailing library@hshs.org.

Available study spaces include individual carrels, tables and group study spaces. Computers, printers, photocopier and

scanners are available, as well as a wide variety of audiovisual equipment, such as portable projectors. All computers include internet access and Microsoft Office software.

Dozens of online subject guides have been created to guide students in their research. There also is a special collection of nursing books from the late 19th through mid-20th centuries available for on-site use.

Most required nursing texts have been placed in a reserve section in order to be available to you when needed.

Request Service

In addition to using the above mentioned means of contact, there are online forms on the library website for interlibrary loan (requesting a book or article that the library doesn't own), making a purchase suggestion and more.

Useful Tidbits

Library books are expensive. For some materials, there is a flat fee replacement of \$115 or more. The only locations to return materials are inside the library or in the book drop outside the library front door.

The college uses the current Publication Manual of the American Psychological Association (APA). Papers and other writing assignments must follow this style manual, which is available in the library.

Copyright Policy

St. John's College abides by the copyright policy of St. John's Hospital as published. The health sciences library publishes a copyright guide designed for students.

Student Housing

As a commuter campus, St. John's College does not maintain housing for students, nor do we endorse specific housing options. However, housing is readily available within the Springfield community. Students are encouraged to utilize the information sources such as local papers and web listings in order to obtain information about rental options.

Meals

Meals may be obtained from the hospital cafeteria at a reasonable price. Students must present their identification badge from the college to receive a discount.

Parking

Parking for the college is provided in designated parking area. Students must abide by the parking regulations for St. John's Hospital. Parking permits are non-transferable and a fee may be assessed for lost permits. Parking privileges may be revoked for repeated parking violations. St. John's security officers are available to students for assistance and/or escort services 24 hours a day by calling ext. 20-44020.

Smoking

The college is a smoke-free environment. Students are not permitted to smoke on the college or hospital grounds and should follow current hospital and/or agency policy.

Educational Facilities

St. John's College is housed in a building adjacent to the hospital campus at 729 E. Carpenter Street, Springfield, Ill. The administrative offices, financial aid office, faculty offices, classrooms and recreational rooms are all conveniently located in this two-story building. A fully equipped nursing arts laboratory with state-of-art materials, including a simulation laboratory, is provided to supplement student learning. The computer laboratory with its nursing education programs is also made accessible to students to assist learning in a highly technological environment.

The office of the financial aid is located on the first floor of the college to allow ready access in the event questions or concerns arise about financial aid matters. Recreational facilities are also located on the second floor with lounge areas and a television for students during the hours the building is open (Monday - Friday, 7 a.m. - 4 p.m.).

Being adjacent to St. John's Hospital makes access to its services possible at all times. Reasonably priced cafeteria services and a full range of health services are readily available in the hospital. A large, well-provisioned health sciences library is located on the second floor of St. John's Hospital.

In addition to the educational opportunities offered on the St. John's campus, students may use the medical library at SIU School of Medicine and the many services available in the city of Springfield. Lincoln library, the state library and the various governmental offices are within walking distance of the college.

Clinical Facilities

Students receive a majority of their clinical experience through Hospital Sister's Health System (HSHS). HSHS is a multi-institutional health care system comprised of 15 hospitals and an integrated physician network across Illinois and Wisconsin. The health system includes HSHS St. John's Hospital, a fully accredited teaching facility affiliated with SIU School of Medicine. St. John's consists of a variety of medical-surgical and specialty units. It is noted as a provider of Level II neonatology, complemented with perinatology; trauma center; and cardiovascular service. The Pavilion provides an expanded outpatient services department, including ambulatory surgeries, gastrointestinal procedures, chemotherapy and radiation therapy.

The Carol Jo Vecchie Women and Children's Center opened

in 1997 to provide expanded services for women's and children's health. It houses the neonatal intensive care unit, pediatric intensive care unit and pediatrics. Based on these services provided, it earned the designation of children's hospital in 1998.

Prairie Heart Institute (PHI) at St. John's Hospital opened in 1998 as the largest provider of cardiovascular services in Illinois and is among the largest in the United States. PHI is a pioneering organization providing state of the art heart care to patients in central and southern Illinois with more than 70 board certified physicians, 40 advanced practice providers and 45 clinical sites in Illinois.

HSHS has a variety of clinical settings available for health promotion and disease prevention, including medical homes and 24/7 virtual care and more than 350 specialists and primary care providers.

Other facilities used in meeting the educational needs of the students are Springfield Memorial Hospital, Springfield Department of Public Health, SIU School of Medicine Clinics and Springfield Clinic, to name just a few. Springfield and the surrounding counties are fortunate in the variety and scope of the health care facilities available in the immediate area.

Identification Badges

The St. John's College identification badge must be worn whenever a student is functioning in a student role. The badge must be worn whenever a student is on college premises and is required to gain access to clinical facilities and the college.

Dress Code

Students project an image of the college as they engage in practice settings. Students are expected to wear appropriate personal attire for all practicum experiences. Students may need to wear a lab coat while other facilities may have other requirements for their dress code. Students should check with the practicum site or the preceptor to identify variations in dress code.

In all circumstances, the student should wear the student ID issued by St. John's College even if the site issues a separate nametag.

Student Employment Guidelines

Students who are employed while enrolled in the educational program are asked to keep in mind the following recommendations:

1. Employment should not interfere with the health or academic status of the student.
2. Employment must be separate from scheduled class hours and related activities.

When the college becomes aware of opportunities for student employment, notices will be posted. Students who wish to take advantage of these opportunities are responsible for contacting the potential employer.

Career Planning and Placement

Students are exposed to various nursing roles and potential opportunities for careers throughout their educational process. Information regarding employment and educational opportunities is distributed to both faculty advisors and students through email.

Directory Information

Directory information is considered public knowledge and consists of name, address, telephone number, dates of attendance/class standing, previous institutions attended, major, degree and awards and honors. Students will update the information each academic year or as needed.

The student will be given the opportunity to refuse disclosure of any or all categories. Information about students may be given without the written consent in an emergency, if knowledge of that information is necessary to protect the health or safety of the student or other persons.

Change of Name Procedure

A student who changes his/her name (marriage, divorce, etc.) during the educational program must:

1. Submit proper documentation (marriage license, divorce decree with name revision, etc.) of name change to the registrar's office.
2. Obtain a new ID card from the St. John's Hospital human resources department.

Religious Services

Students are encouraged to follow a religion of their choice. Notices of worship services and other church-affiliated activities are posted. A local church directory is available and assistance in finding the churches is part of the college's orientation program.

St. John's Hospital chapel is open to students at all times. Catholic students are encouraged to participate in the Eucharistic celebration and in the reception of the sacraments. The dean of students is available to assist students in finding a church.

Safety/Security Program

St. John's College will participate with the security department of St. John's Hospital and local law enforcement agencies to provide a security program that promotes safety on college property for students and employees. The college

will distribute policies and procedures concerning access to college property, maintenance of safety, and prevention of drug/alcohol use or abuse on college properties as a component of the program. The college emergency operation plan is available at the reception desk. The safety/security program will have the following components:

1. Education for prevention of crime/injury and awareness of available resources for assistance and reporting of crime/injury. College rules and regulations concerning safety and alcohol/drug use or abuse are components of the educational program.
2. Reporting mechanisms for incidents, emergencies and potential sources of injury.
3. Monitoring/surveillance of college properties.
4. Maintenance of properties to promote safety.
5. Collection and analysis of statistical data concerning crime/injury.
6. Promulgate safety and security policies/procedures in the appropriate faculty and student publications.

The college facility consists of a two-story brick building located at 729 E. Carpenter Street, Springfield, Ill. on the campus of St. John's Hospital. The building is open Monday - Friday. Hours of operation are 7:30 a.m. - 4 p.m.. Changes in the general hours are posted for students, faculty, administration and visitors. During business hours, security officers are available to be summoned when assistance is needed. After the building is closed and locked, security officers will periodically check to assure there are no intruders, doors are securely locked and no other safety threats are apparent. Access after business hours is available to graduate students for studying 24/7. An identification badge is required, and security personnel will keep a log of each entry. The simulation lab is only available Monday - Friday. Access to the simulation lab after hours is permitted, but must be arranged with faculty.

St. John's security officers or college officials shall investigate all reports of accident, injury and suspicious activity, infringement of law or violations of published rules and take appropriate action to maintain safety/security of individuals, including citizen's arrest and/or reporting to appropriate law enforcement agencies. The college does not have procedures for voluntary, confidential reporting of crime statistics. Students or other college constituents can report such circumstances to the college receptionist (ext. 20-45168), administration (ext. 20-45165) and faculty or hospital security (ext. 20-44021). Yellow emergency phones are located in parking lots and by the front and side doors of the college. They can be used to summon help and/or report suspicious or criminal activity. When a safety threat is on-going, security or administration will post timely warnings on the college

bulletin boards, send emails or place notices in student/faculty mailboxes.

Disclosure of statistics concerning Clery Act crimes on campus shall be made available to those who request it and annually to all students, faculty and staff in the college when fall semester informational materials are distributed. These statistics include crimes occurring on the college proper and in the adjacent hospital properties. Information regarding registered sexual offenders is available upon request from the dean of students or from the Illinois Sex Offender Information web site at the Illinois Sex Offender Registration Information website.

Students who come into contact with law enforcement agencies are encouraged to call the security department or college officials should they need assistance. Any and all costs associated with an incident shall be the responsibility of the student.

Students who desire counseling associated with any kind of incident may contact ComPsys at 1-877-327-7429 or contact their faculty advisor for assistance. Counseling will be done in confidence at no expense to the student unless the counselor deems the need of the patient to be beyond the resources available in the ComPsys program.

Annual Security Report

The college annual security report is published in October each year on the college website at www.sjcs.edu/Campus_Security.aspx. A college-wide notification is sent to students and colleagues via email when the report is available.

St. John's College is a secure building with restricted access. Students, faculty and staff are responsible for maintaining building security by taking the following responsibility:

- Immediate notification of lost/stolen badges to the college receptionist and St. John's Hospital human resources
- Request of a new badge to St. John's Hospital human resources (fee determined by St. John's)
- Never propping or holding door open for others
- Never loaning an ID badge to others
- Being vigilant to avoid having others enter the college by "tagging" behind
- Reporting witnessed violations to the college receptionist and/or administration

Students, faculty and staff should be cognizant that college ID badges may not only permit individuals entry to the college, but also entry to restricted areas with vulnerable populations in the hospital. Students, faculty and staff who violate these responsibilities may be subject to disciplinary measures.

Fire Regulations

Fire drills are held at intervals during the year. Quiet should be maintained. Walk quickly. Do not run. In addition to the

information and regulations contained in the St. John's Hospital fire and safety manual, the following regulations apply to the college building:

When fire has been reported in the college, the emergency lights will begin to flash. When there is a house-wide fire drill, the public-address system will announce, "This is a house-wide fire drill." The emergency lights will begin to flash.

When these alarms are activated:

1. Do not stop to collect clothing or valuables in other parts of the college.
2. Close windows and doors to the rooms and halls and leave.
3. Move quickly, quietly and carefully on the stairs. Vacate the building via the Seventh or Carpenter Street doors. (DO NOT use fire exit door during drill). Do not use elevator.
4. Do not return to building until told to do so. If students are in class during a fire, evacuate the building.

If a fire is discovered in the college:

1. Go to the nearest pull station and pull handle.
2. Call front desk or ext. 20-44021 (security), give exact location of fire, what is burning and extent of fire.
3. If possible, attempt to extinguish with materials at hand, such as fire extinguisher or rug.
4. If unable to extinguish immediately, close windows and doors to the area to confine the fire.
5. Ask others to close all doors to other areas to prevent spread of smoke.
6. Vacate the building by the Seventh or Carpenter Street doors.

Fire doors to the stairs are to be kept closed at all times. Never prop these doors open or block them in any way.

Safety

Students and faculty are expected to apply safety/security principles in the clinical/community setting to assure protection of themselves and their possessions. Students and faculty are expected to use universal precautions at all times when in contact with the client or the client's bodily fluids.

Financial Aid

Students are primarily limited to self-help aid in the form of student loans. The federal government allows graduate students to borrow up to their total cost of attendance with the combined resources of the Stafford Loan and Graduate PLUS loan program. Students are encouraged to talk to their employer about additional tuition reimbursement options that would offset the need for loans. Ongoing efforts are in place for the college to identify gift sources of aid to limit the need for loans. However, graduate school gift aid is limited.

Selection of students to receive financial aid will be made

without regard to race, color, religion, sex, national origin, ancestry, age, marital status, handicap or veteran status.

In determining a student's resources, students are asked to complete the Free Application for Federal Student Aid (FAFSA). The Department of Education will process their financial information through the central processing system (CPS) where an expected family contribution (EFC) is determined.

The institution receives an institutional student information report (ISIR) for each applicant. Using the EFC minus the student's cost of attendance, we are able to determine a student's financial need.

The total amount of financial assistance offered a student shall not exceed his/her cost of attendance. Need for financial assistance is considered after all other resources available to the student.

Student Financial Aid Records: Confidentiality and Access

All records and conversations between an aid applicant, his/her family and the financial aid and compliance officer are confidential and entitled to the protection ordinarily given a counseling relationship. No public announcement shall be made of amounts awarded to individual students. No information concerning a student's financial aid records may be released to anyone outside the OSFA without permission of the student or the financial aid and compliance officer. The financial aid and compliance officer shall determine whose permission is required in consideration of the professional ethics surrounding each request for information. All student records will be maintained in the OSFA for a period of not less than five years.

Selective Service Registration Compliance

Any student who is required to register with Selective Service must do so to be eligible for student aid under Title IV of the Higher Education Act of 1965 as amended.

Voter Registration

St. John's College is required by the 1998 amendment to the Higher Education Act to make a good faith effort to distribute voter registration applications to all students who are enrolled in a degree or certificate program. The voter registration requirement applies to general elections and special elections for the election of governor or other chief executives within a state and for election of federal offices. Voter Registration applications are available at www.sangamon-countyclerk.com/Elections/Register/.

Criteria for Awarding Aid

The principles and practices related to financial aid generally will require aid be awarded based on demonstrated financial need as a major criteria or requirement for eligibility. Need

will be defined as the difference between the total cost of attending the institution including room and board, books, supplies, etc. and the amount the student is expected to contribute. However, there will be some types of financial aid that will not include need as a criterion for eligibility. These awards could be based on merit (GPA) or could be awarded to students who have demonstrated leadership in extra-curricular activities.

Financial Aid Programs Available

Federal Direct Unsubsidized Loan – Loan must be repaid. Borrower responsible for all interest. Student must be at least half-time. Financial need not required. Fixed rate (set annually) for new borrowers.

Federal Direct GRAD PLUS Loan – Loan must be repaid. For parents of dependent undergraduate students and for graduate and professional students. Students must be enrolled at least half-time. Financial need not required.

Unsubsidized: Borrower (parents) responsible for all interest. Maximum amount is cost of attendance minus any other financial aid student receives; no minimum amount.

Private Student Loan Disclosure – Students are free to explore the lenders of their choice. The office of financial assistance does not refer/recommend/suggest lenders. Students are encouraged to research multiple lenders to find the best fit for both short-term and long-term needs. If you are unsure of what to ask each lender, you are welcome to consult the financial aid administrator. To help students find a competitive loan, the financial aid office suggests students apply for a loan through Fast Choice at choice.fastproducts.org/FastChoice/home/3098000.

Private Sources of Financial Aid – You may be able to investigate possible sources of aid in your home community. You need to take the initiative to obtain additional information regarding these resources. A starting place may be the fraternal organizations located in your community, i.e., American Legion, VFW, Knight of Columbus lodges, etc., also, in the reference section of your public library under scholarships.

Private and Outside Scholarships/Grants

Students may receive awards that are administered by organizations outside the college. It will be the responsibility of the student to inform the OSFA of such assistance.

Private scholarship applications received by the financial aid office are passed on to students as quickly as they become available. Students are encouraged to acquire as many private/outside scholarships as possible by checking resources in the public library and by contacting local civil organizations.

For further information or appointment, contact the office of student financial assistance at 217-525-5628, ext. 20-44705. Office hours are Monday - Friday, 7:30 a.m. - 3:30 p.m.

Financial Policies

Student Charges

Following the registration process, students will receive an electronic statement of student account. This statement is a billing summary that details semester charges of tuition, fees and any other miscellaneous charges. Please make sure your mailing address remains current to ensure that you receive all official correspondence from St. John's College.

Payment Responsibilities and Options

Students are expected to secure financial agreements by the first day of each semester. St. John's College provides an optional payment plan which allows students to spread payment of tuition and mandatory fees over four installments. Any student may participate in the payment plan. For details and enrollment deadlines contact the bursar at 217-814-4705.

Students who do not meet the required deadline for payment of tuition or who fail to make agreed upon payments as outlined in an established payment plan, may be subject to having classes cancelled for nonpayment. Additional restrictions include being placed on a registration hold. Any student whose account is placed on registration hold cannot register for classes or receive financial aid for the following semester.

All financial obligations to the college must be met before a transcript of credit or grades will be released. References will not be sent and no papers will be signed for a student whose account is delinquent.

Students who wish to apply for federal and state financial assistance to aid in the payment of tuition and fees should refer to the financial aid section of this handbook for details.

General Conditions

Award Terms and Conditions

Awards are based on U.S. citizenship or permanent resident and state residency requirements.

The award offer is determined in accordance with laws, regulations and appropriations (existing or anticipated) of the U.S. Congress, St. John's College and other agencies. The award(s) are subject to adjustments or cancellations if changes occur.

The award offer is based on financial information supplied by you and/or your family on the financial aid application.

All award(s) are subject to adjustment or cancellation if your financial situation changes or if errors in the data are discovered.

If you attend any other post-secondary institutions before your enrollment at St. John's College and received financial aid for a summer term, your aid eligibility for the fall and spring terms at St. John's College may be diminished. Please be sure to notify the financial aid and compliance officer if this situation applies.

As a financial aid recipient, you must assume responsibility of remaining aware of the program eligibility requirements and the policies which govern the approval, disbursement and use of financial aid funds. You should be aware of the requirements that are specific to each financial aid program through which you receive funding. Contact the financial aid office with any questions. Students who are in default on student loans, have borrowed in excess of the loan limits or owe a refund to any Title IV program are not eligible for financial aid.

Students must meet the financial aid satisfactory academic progress requirements to receive state and federal financial assistance.

Enrollment Requirements

Award amounts are based on the enrollment status at St. John's College. Dropping courses or withdraw from St. John's College may critically affect your current or future financial aid eligibility. Students withdrawing from the college may be required to repay scholarships and/or loans already received.

You must be enrolled in a degree-seeking program to receive federal financial aid. This includes, but is not exclusive of, Direct Stafford Loan programs.

Satisfactory Academic Progress

Federal and state regulations require the college establish and implement a policy to measure satisfactory academic progress toward the degree in nursing. The progress of financial aid recipients is evaluated each semester based on qualitative standard, quantitative standard and progress based on a timeframe standard. Students must be making academic progress regardless of whether the student had previously received aid. A student's progress will be reviewed at the end of each semester.

Qualitative Standard for Graduate Programs

Satisfactory progress is a grade of A, B or satisfactory, in didactic and/or clinical course work, each semester. A minimum grade of B or satisfactory (in all courses) and a minimum grade point average of 3.00 must be obtained to be considered making satisfactory academic progress.

Quantitative Standard for Family Nurse Practitioner MSN

Each student should matriculate at the pace of his or her plan of study. The rate of progression is shown in each of the plans below; as a student moves from one semester to the next the number of credit hours (top row) should increase.

Full-time Plan

Fall Year 1	9	(9/45) 20%
Spring Year 1	11	(20/45) 45%
Summer Year 1	4	(24/45) 54%
Fall Year 2	10	(34/45) 76%
Spring Year 2	7	(41/45) 92%
Summer Year 2	4	(45/45) 100%

Part-time Plan

Fall Year 1	6	(6/45) 14%
Spring Year 1	6	(12/45) 27%
Summer Year 1	3	(15/45) 34%
Fall Year 2	8	(23/45) 52%
Spring Year 2	4	(27/45) 60%
Summer Year 2	7	(34/45) 76%
Fall Year 3	7	(41/45) 92%
Spring Year 3	4	(45/45) 100%

Quantitative Standard for Nursing Administration/Leadership MSN

Each student should matriculate at the pace of his or her plan of study. The rate of progression is shown in each of the plans below; as a student moves from one semester to the next, the number of credit hours (top row) should increase. The bottom row shows the completion rate based on the maximum timeframe allowed.

Full-time Plan

Fall Year 1	9	(9/38) 20%
Spring Year 1	9	(19/38) 50%
Summer Year 1	6	(25/38) 66%
Fall Year 2	7	(32/38) 84%
Spring Year 2	6	(38/38) 100%

Part-time Plan

Fall Year 1	6	(6/38) 16%
Spring Year 1	6	(12/38) 32%
Summer Year 1	3	(15/38) 39%
Fall Year 2	6	(21/38) 56%
Spring Year 2	7	(28/38) 74%
Summer Year 2	0	(28/38) 74%
Fall Year 3	6	(34/38) 89%
Spring Year 3	4	(38/38) 100%

Time Frame Standard Graduate Programs

The maximum time frame for graduate degrees is four academic years from the start of each program. The

published length for the family nurse practitioner MSN is 45 hours. The published length for the nursing administration/leadership MSN is 38 hours. Students may receive aid for all four years of either graduate program.

Noncompliance with Satisfactory Academic Progress

First occurrence:

- Academic probation
- Financial aid warning

Second occurrence:

- Academic dismissal
- Financial aid cancellation

Financial Aid Satisfactory Academic Progress Warning

Failure to complete the required course work with satisfactory grades in any one academic semester will result in financial aid warning during the next semester in which the student is enrolled. If, during the warning semester, the student completes the term with satisfactory grades, he/she will return to good standing the following term a student can receive financial assistance in the warning semester if they are enrolled in enough credit hours to be otherwise eligible for federal assistance.

Financial Aid Satisfactory Academic Progress Cancellation

If the student fails to complete the required course work, or receives an unsatisfactory grade during the SAP warning semester, he/she will be academically dismissed from the graduate program. Therefore, the student will no longer be eligible for financial assistance.

Financial Aid Satisfactory Academic Progress Probation

The student must meet with their advisor to produce an academic plan that will ensure that the student is able to meet St. John's College satisfactory academic progress standards by a specific point in time. The student and advisor must sign the academic plan. A copy of the academic plan must be submitted to the financial aid and compliance officer prior to the next semester's disbursement.

Notification of Financial Aid Cancellation

The office of student financial assistance will notify, in writing, students currently receiving financial assistance through the in-house mail or direct mail (when classes are not in session) or via email of their suspension from receiving aid.

Award Offer – Funding Distribution

For maximum utilization of funding from all available sources, the award offer may include estimated amounts for financial aid or entitlements. You are required to report any resources which you are or will be receiving if not included on your award offer. Award amounts may change if additional resources are received or an adjustment is made to your enrollment status. Written authorization is required before

the college applies current Title IV funds (Direct Stafford Loans) to pay for educationally related activities other than tuition, fees and contractual charges. Scholarship funds will be applied directly to the student's account. Direct Stafford Loan funds will be distributed through electronic funds transfer (EFT) to the student's individual tuition account. Graduate PLUS loans are distributed to the students account by EFT.

The student will be notified (through in-house mail and/or via e-mail) of funds applied to their tuition account and/or availability of an account credit balance or refund check. The earliest that a student could receive a refund check as result of having a credit balance is after the 10th day of class of the current semester.

All tuition and fees for the applicable semester, textbook charges and all other charges due on your college account must be paid in full prior to issuance of a refund check.

Entrance/Master Promissory Note/Exit Loan Counseling

In order to process and receive Federal Direct Unsubsidized, and/or a Graduate PLUS Loan, students must complete entrance loan counseling. Following the completion of entrance loan counseling, students must complete a Master Promissory Note (MPN) to enable the disbursement of their requested loan. Normally, a student will complete this process as a part of their award letter acceptance. Another important part of your award letter package is the satisfactory academic progress statement. It is imperative that students read and abide by this, especially when borrowing student loans. Upon graduation, borrowers must complete exit loan counseling. Failure to do so will result in holding of official and non-official transcripts and diploma.

Direct Stafford Loan Programs

The Direct Stafford Loan Programs (Unsubsidized and Graduate PLUS) Loans:

- Loan information is not certified until the student has completed all loan application requirements.
- First-time federal loan borrowers (at St. John's College) must participate in an entrance loan counseling session before receiving federal loan funds.
- The student must be eligible for the loan and registered at least half time (five hours) at the time of disbursement.
- If a student withdraws from a course(s) and a refund is due to the Department of Education (from the college), the refund will be issued directly to the department. The student may also owe a return of funds to the department or the college.
- Upon program completion or an enrollment status of less than half time, the student must participate in an exit counseling session or make arrangements to receive the necessary materials.

Financial Aid Drop Policy

Students must be enrolled in five credit hours in order to maintain financial aid eligibility. However, your financial aid eligibility may be reduced. If a student drops a class after the drop/add deadline and is enrolled in at least six credit hours, the student will not be credited for the tuition and fees of the courses that you dropped; therefore, financial aid may or may not be reduced.

Financial Aid Withdrawal Policy

A federal financial aid recipient who does not officially withdraw from the term or abandons all courses will be considered as having completed 50 percent of the term for calculating the amount of aid to be returned to the federal government and will not be eligible for a refund.

Refunds for a complete withdrawal (all courses) will be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total number of calendar days in a semester. Students who withdraw after 60 percent of the semester has been completed are not entitled to a refund of charges.

Returning Federal Funds (R2T4)

To be fair and equitable to all students who withdraw from St. John's College, the Federal Return of Title IV Aid formula is used to determine the refund of tuition and fees a student is to receive even if no federal financial aid is involved. This formula is calculated by dividing the total number of days in class (official start date through official withdrawal date), by the total number of days in the semester. Withdrawals after 60 percent of the semester has lapsed will earn 100 percent of tuition and fees. The federal formula mandates a return to Title IV aid if the student received federal financial assistance in the form of a Federal Stafford loan and Federal Graduate PLUS loan. A statutory federal formula is applied to determine the amount of Title IV funds a student has earned at the date of withdrawal. Completion of withdrawal procedures will initiate calculation of refunds. Calculations of returns are performed by the financial aid and compliance officer in accordance to the Department of Education regulations. Recipients of Title IV financial aid may owe all or part of their funds received including any refunds. All unearned financial aid funds will be returned to the granting agency. If any funds are remaining after the return of the Title IV aid, they will be used to repay state funds, private or institutional aid. All aid sources will be repaid before any funds are returned to the student. An administrative fee of up to 5 percent of school charges or \$100 (whichever is less) will be calculated against all refunds. A final bill will notate funds earned, returned and any balances owe to the college. The student is responsible for miscellaneous charges to their account.

Drug Convictions and Financial Aid Eligibility

Under the Higher Education Act, students become ineligible for federal student aid upon conviction during any period of enrollment of any offense involving the possession or sale of illegal drugs. Federal aid includes Federal Stafford Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal College Work Study and Federal Nursing Student Loans.

Penalties for Drug Convictions

Possession of Illegal Drugs:

First offense: One year from the date of conviction.

Second offense: Two years from the date of conviction.

Third and subsequent offenses: Indefinite ineligibility from the date of conviction.

Sale of Illegal Drugs:

First offense: Two years from the date of conviction.

Second and subsequent offenses: Indefinite ineligibility from the date of conviction.

How to Regain Eligibility

If a student successfully completes a drug rehabilitation program, he or she can regain eligibility for federal student aid funds as of the day the student successfully completes the program.

To be sufficient to reinstate financial aid eligibility, the program must include at least two unannounced drug tests and satisfy at least one of the following requirements:

- Be qualified to receive funds directly or indirectly from a federal, state or local government program.
- Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
- Be administered or recognized by federal, state or local government agency or court.
- Be administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor.

Free Application for Federal Student Aid (FAFSA)

Question 23 on the FAFSA form asks if the student has ever been convicted of a drug related offense. Students are responsible for self-certification in applying for aid that he or she is eligible for it. Federal student aid regulations state convictions only count if they were for an offense that occurred during a period of enrollment for which the student was receiving federal student aid. They do not count if the offense was not during such a period. In addition, a conviction that was reversed, set aside or removed from the student's record does not count, nor does one received when he or she was a juvenile, unless he or she was tried as an adult.

If a student or parent purposely provides false or misleading information, he or she could be fined up to \$20,000, sent to prison or both.

Convictions During Enrollment

According to the United States Department of Education, if a student is convicted of a drug offense after receiving federal aid, he or she must notify financial aid services immediately, and the student will be ineligible for further aid and required to pay back all aid received after the conviction.

Financial Aid Office Student Rights and Responsibilities

You have the right to:

- Be advised of what financial aid programs are available and how to apply for them.
- Be advised of requirements in the case of withdrawal, refunds and repayment of financial aid.
- Have all application information treated with the highest professional confidentiality.
- Be advised of the procedures and deadlines for submitting applications for financial aid.
- Be advised of the selection criteria for financial aid recipients.
- Be advised of how and when financial aid funds are disbursed.
- Request a review of your aid package if you believe a mistake has been made, or if your enrollment status or family and/or financial circumstances have changed.
- Be advised of how the school determines whether you are making satisfactory progress for financial aid, and what happens if you are not.
- Be advised of campus security and crime statistics.

You have the responsibility to:

- Establish plans to meet your educational and living expenses.
- Submit all forms required to complete the application process in a timely and accurate manner.
- Read, understand and retain copies of all information and/or forms sent to you or that you must sign.
- Keep St. John's College informed of any change of address, name or marital status while you are a student and until all loans have been repaid in full.
- Notify the office of student financial assistance of all sources of funds you receive that are not already showing on your award letter.
- Maintain satisfactory academic progress.
- Satisfactorily perform any work assignments accepted through student employment programs.

Financial Aid Services Code of Conduct

St. John's College financial aid services employees are expected to maintain the highest standards of conduct in all aspects of the administration of their duties, specifically including all duties conducted in dealing with any entity involved in any way with financial assistance. This pertains regardless of whether said entities are involved in a government sponsored, subsidized or regulated activity.

Any St. John's College employee who is either directly involved with financial assistance or indirectly involved with

financial assistance should:

- Never take any action for his or her personal gain or benefit.
- Never take any action that he or she believes is or might be contrary to law, regulation or the best interests of the students and parents we serve.
- In every circumstance, ensure the information given to students and parents is accurate and unbiased and does not reflect any preference arising from actual or potential personal or institutional gain.
- In every instance, be objective in making decisions and advising the college regarding any institution involved in any aspect of student financial assistance.
- Never solicit or accept anything from an entity involved in the making, holding, consolidating or processing of any student loans, including anything of value, including reimbursement of expenses for serving on an advisory board or as part of a training activity of or sponsored by any such entity.
- Always disclose to the college any involvement with or interest in any entity involved in any aspect of financial aid.

Statement of Ethical Principles

St. John's College adheres to the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles.

The statement provides that financial aid professionals shall:

- Be committed to removing financial barriers for those who wish to pursue postsecondary learning.
- Make every effort to assist students with financial need.
- Be aware of the issues affecting students and advocate their interests at the institutional, state and federal levels.
- Support efforts to encourage students, as early as the elementary grades, to aspire and plan for education beyond high school.
- Educate students and families through quality consumer information.
- Respect the dignity and protect the privacy of students and ensure the confidentiality of student records and personal circumstances.
- Ensure equity by applying all need analysis formulas consistently across the institution's full population of student financial aid applicants. Provide services that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age or economic status.
- Recognize the need for professional development and continuing education opportunities.
- Promote the free expression of ideas and opinions and foster respect for diverse viewpoints within the profession.
- Commit to the highest level of ethical behavior and refrain from conflict of interest or the perception thereof.

- Maintain the highest level of professionalism, reflecting a commitment to the goals of the NASFAA administrators.

Financial Aid Services Disclosures

Prohibition Against Remuneration to St. John's College

St. John's College will not solicit, accept or agree to accept anything of value from any lending institution, guarantee agency or servicer in exchange for any advantage or consideration provided by the lending institution related to its student loan activity. This prohibition covers, but is not limited to:

Revenue Sharing Agreements - Any computer hardware which St. John's College pays below market prices.

Any computer software used to manage loans unless the software can manage disbursements from all lenders.

Any printing costs, postage or services - This does not prevent St. John's College from soliciting, accepting or agreeing to favorable terms and conditions where the benefit is made directly to student borrowers.

Prohibition Against Remuneration to St. John's College Employees

St. John's College will require and enforce that no officer, trustee, director, employee or agent of the college will accept anything more than a nominal value, on his or her own behalf or on behalf of another during any 12-month period, from or on behalf of any lending institution, guarantee agency or servicer.

This prohibition will include, but not be limited to, a ban on any payment or reimbursement from any lending institution, guarantee agency or servicer to college employees for lodging, meals or travel to conferences or training seminars.

This does not preclude any officer, trustee, director, employee or agent of the college from receiving compensation for conducting non-college business with a lending institution, guarantee agency or servicer or from accepting compensation that is offered to the general public. This prohibition does not prevent the college from holding membership in any non-profit professional associations.

Ban on Gifts

No St. John's College employee involved in the affairs of the college's financial aid office shall solicit or accept any gift from a lender, guarantor or servicer of education loans. "Gifts" are defined, as but not limited to, any type of gratuity, favor, discount, entertainment, hospitality, loan or other item having more than a token monetary value. The term includes a gift of services, transportation, lodging or meals, whether provided in kind, by purchase of a ticket, payment in advance or reimbursement after the expense has been incurred.

The following items would not be considered “gifts”:

- Standard material, activities or programs on issues related to a loan, default aversion, default prevention or financial literacy, such as a brochure, a workshop or training.
- Food, refreshments, training or informational material furnished to any officer, trustee, director or college employee as an integral part of a training session that is designed to improve the service of a lender, guarantor or servicer of education loans to the institution if such training contributes to the professional development of the officer, trustee, director or employee.
- Favorable terms, conditions and borrower benefits on an education loan provided to a student employed by the institution if such terms, conditions or benefits are comparable to those provided to all students.
- Entrance and exit counseling services provided to borrowers to meet the institutions responsibilities for entrance and exit counseling as required, as long as:
 - The institution’s staff is in control of the counseling and such counseling does not promote the products or services of any specific lender.
- Philanthropic contributions that are unrelated to education loans or any contribution not made in exchange for any advantage related to education loans.
- State education grants, scholarships or financial aid funds administered by or on behalf of a state.

Ban on Gifts to Family Members

Gifts to family members of any officer, trustee, director or college employee will be considered a gift to said any officer, trustee, director or college employee if:

- The gift is given with the knowledge and acquiescence of the officer, trustee, director or college employee (and)
- The officer, trustee, director or college employee has reason to believe the gift was given because of the official position of said officer, trustee, director or college employee.

Limits of College Employees Participating on Lender Advisory Boards

St. John’s College will require and enforce that no officer, trustee, director or employee of the college receive any remuneration for serving as a member or participant of an advisory board of any lending institution, guarantee agency or servicer or receive any reimbursement of expenses from said participation.

This does not preclude any officer, trustee, director or employee from participating on any lender advisory board unrelated to student loans.

This does not preclude any St. John’s College employee not involved in the affairs of the college’s financial aid office from serving on the board of directors of a publicly traded or privately held company.

Contracting Arrangements Prohibited

Any officer, trustee, director or employee is prohibited from accepting any payments of any kind from a lender in exchange for any type of consulting services related to educational loans.

This does not prevent anyone else in the institution that has nothing to do with student loans from entering into these agreements.

This does not prevent anyone not employed in the financial aid office who has “some” responsibility for student loans from entering into these agreements if that individual, in writing, renounces him or herself from any decision regarding educational loans.

This does not prevent anybody from serving on a board of directors or trustee of an institution if the individual renounces him or herself from any decision regarding educational loans.

Revenue Sharing Agreements Prohibited

St. John’s College will not enter any revenue sharing agreement where:

- A lender provides or issues a loan that is made, insured or guaranteed under this title to students attending the institution or to the families of such students; and
- The institution recommends the lender and in exchange the lender pays a fee or provides other material benefits.

Prohibition on Offers of Funds for Private Loans

St. John’s College will not request or accept any agreement or offer of funds for private loans in exchange for concessions or promises of:

- A specific number of loans made, insured or guaranteed a specified loan volume.
- A preferred lender arrangement.

Ban on Staffing Assistance

St. John’s College will not request or accept from any lender any assistance with call center staffing or financial aid office staffing.

This does not include:

- Professional development training for financial aid administrators.
- Educational counseling materials, financial literacy materials or debt management materials to borrowers, provided that such materials disclose to borrowers the identification of any lender that assisted in preparing or providing such materials.
- Staffing services on a short-term, nonrecurring basis to assist the institution with financial aid-related functions during emergencies, including state declared or federally declared natural disasters.

Interaction with Borrowers

St. John's College participates in the Wm. D. Ford Direct Loan Program, and all student and parent borrowers are packaged under that program.

In respect to alternative loans:

- St. John's College will not, for any first-time borrower, assign, through award packaging or other methods, the borrower's loan to a particular lender.
- St. John's College will not refuse to certify or delay certification of, any alternative loan based on the borrower's selection.

Master's of Science in Nursing Program

Student Learning Outcomes

The end-of-program student learning outcomes for the graduate program are:

- Illustrates the application of major theories, research methods and approaches to scholarly inquiry to advancement of health (critical thinking).
- Uses advanced nursing role competencies to lead and partner with other health professions in design, coordination and evaluation of wholistic patient care (caring).
- Initiate effective interprofessional collaboration and communication to serve as an integrator within and across systems of care (communication).
- Integrates advanced knowledge of nursing science, system and organizational science to further professional practice and influence health care outcomes (professionalism).

Master's Program Courses and Course Descriptions

Core Courses

Course title: NSG 502 Informatics and Evidence-Based Practice

Time allotment: 3 credit hours

Course description: Provides a foundation to integrate nursing science and evidence-based practice with multiple information management systems and the analytical sciences to generate knowledge, lead practice inquiry and disseminate evidence to advance nursing practice. Social, ethical and legal issues in nursing and health care informatics are analyzed while managing and transforming health data to improve outcomes.

Prerequisites: None

Course title: NSG 504 Theoretical Foundations and Nursing Research

Time allotment: 3 credit hours

Course description: Examines current research and theoretical trends in healthcare to address the needs of diverse populations. The student will synthesize and

operationalize theoretical and research concepts in order to design and operationalize a methodologically sound research proposal.

Prerequisites: None

Course title: NSG 506 Healthcare Organization and Management

Time allotment: 3 credit hours

Course description: Focuses on the organization and governance of health care institutions, including how the roles of the governing board, management staff, physicians, nurses and other clinical and support staff interface to ensure the organization lives its mission within the context of its values.

Prerequisites: None

Course Title: NSG 508 Epidemiology and Population Health

Time allotment: 3 credit hours

Course description: Focuses on the distribution of disease in a community or population and examines globalization trends in relationship to population health. The course will prepare students to use epidemiological principles, to examine patterns of illness or injury in diverse populations. Applications of epidemiology for understanding of disease etiology are emphasized.

Prerequisites: NSG 502 and NSG 504

Course Title: NSG 510 Ethical, Legal Dimensions of Advanced Nursing Practice

Time allotment: 3 credit hours

Course description: Focuses on the current and emerging advanced practice role in health policy and the associated ethical, legal and values-based aspects of the role. Students explore the process for APN licensure and regulations that govern practice. Students analyze the social, cultural, political, ethical and economic forces as they relate to global health policy and social policy development in the context of Franciscan values and Catholic directives.

Prerequisites: None

Family Nurse Practitioner Courses

Course title: NSG 520 Advanced Pathophysiology

Time allotment: 4 credit hours

Course description: Prepares the advanced practice nurse to apply physiology at the cellular level to recognize the pathophysiological basis of common disease across the lifespan.

Prerequisites: Admission into the FNP program

Course title: NSG 522 Advanced Health Assessment

Time allotment: 4 credit hours (2T/1 lab (60 contact hours)/1 practicum (60 clinical hours))

Course description: Provides the foundation for the advanced practice role by extending and refining the nurse's practice skills in assessing and analyzing

physiological, psychosocial, culture and spiritual dimensions of assessment across the life span. Emphasis is placed on interpretation of data for the purpose of differentiating findings from variations from normal and recognizing actual and potential health problems.

Prerequisites: Admission into the FNP program

Course title: NSG 524 Advanced Pharmacology and Prescriptive Authority

Time allotment: 4 credit hours

Course description: Prepares the advance practice nurse for the clinical application of pharmacotherapies of pharmacology, pharmacodynamics, pharmacokinetics and complementary and alternative medicines across the lifespan. Legal and ethical considerations of prescription-writing privileges are discussed.

Prerequisites: Admission into the FNP program

Course title: NSG 526 Practicum I: Pediatric Health

Time allotment: 5 credit hours (3T/2 practicum (120 clinical hours))

Course description: Focuses on the integration of advanced assessment skills, nursing process, applied theory and evidence-based research in primary care management of the pediatric client population and family unit. The student will become increasingly independent in her/his clinical decision-making skills and ability to manage client health concerns in a practice setting.

Prerequisites: NSG 522

Course title: NSG 528 Practicum II: Women's Health

Time allotment: 2 credit hours (1T/1 practicum (60 clinical hours))

Course description: Focuses on the integration of advanced assessment skills, nursing process, applied theory and evidence-based research in primary care of women's health throughout the lifespan in diverse populations. The student will become increasingly independent in her/his clinical decision-making skills and ability to manage client health concerns in a practice setting.

Prerequisites: NSG 522

Course title: NSG 540 Practicum III: Adult/Gerontology Health

Time allotment: 7 credit hours (3T/4 practicum (240 clinical hours))

Course description: Focuses on the integration of advanced assessment skills, nursing process, applied theory and evidence based research in primary care of adult/gerontology clients throughout the lifespan. The student will become increasingly independent in their clinical decision-making skills and ability to manage client health concerns in a practice setting.

Prerequisites: NSG 522

Course title: NSG 542 Population Focused Practicum

Time allotment: 3 credit hours (3 practicum (180 clinical hours))

Course description: an immersion practicum in which the student focuses on a population of choice, personal interest and professional goals within a nurse practitioner population. Students apply critical reasoning and independence based on NONPF core competencies.

Prerequisites: NSG 522, NSG 526, NSG 528, NSG 540

Course title: NSG 544 Master's Capstone NP Project

Time allotment: 1 credit hour

Course description: Provides an opportunity for the student to self-identify, focus and match his/her personal talents and career aspirations to a capstone project that actively supports the continuous improvement of nursing, health care and health care systems and/or outcomes specific to the role of the nurse practitioner.

Prerequisites: NSG 522, NSG 526, NSG 528, NSG 540

Nursing Leadership and Administration Courses

Course title: NSG 531 Leadership in Nursing

Time allotment: 3 credit hours

Course description: Establishes the foundation for competency-based nursing administration. This course examines past, current and future issues and relevant research that impacts health organizations and the role of the nurse administrator in diverse settings.

Prerequisites: Admission to the graduate program

Course title: NSG 533 Program Planning and Outcomes Evaluation

Time allotment: 3 credit hours

Course description: Examines the processes of program development, planning, implementation and evaluation in health. Students will critically analyze and apply research and other current evidence for study design, methodological issues and evaluation of program outcomes.

Prerequisites: Admission to the graduate program

Course title: NSG 535 Financial Issues for Nurse Leaders

Time allotment: 3 credit hours

Course description: Focuses on financial and strategic management issues important to nurse leaders. Students focus on budgeting, staffing, forecasting and marketing and their impact on patient care decisions in collaboration with other healthcare leaders. This course also explores the principles and practices of finance and the impact of reimbursement models and regulation in health care related to client outcomes.

Prerequisites: Admission to the graduate program

Course title: NSG 537 Healthcare Human Resource Management

Time allotment: 3 credit hours

Course description: Examines and evaluates competency-

based and culturally competent nursing administrative practices in the management of human resources. ANA Scope and Standards for Nurse Administrators, Code of Ethics, national health care agency accreditation standards and statutory requirements are used to address human resource issues.

Prerequisites: Admission to the graduate program

Course title: NSG 539 Organizations and System Leadership

Time allotment: 3 credit hours

Course description: Applies theories and concepts to organizations and systems leadership within complex health care settings. Leadership skills necessary for promoting quality care delivery systems, improving outcomes and leading change are explored. The course focuses on the assessment of health care delivery systems and the organizational theories, structures and behavior involved in those systems.

Prerequisites: Admission into the graduate program

Course title: NSG 551 Systems Approach to Quality and Safety in Healthcare

Time allotment: 3 credit hours

Course description: Provides the nurse leaders with the foundational competencies necessary to improve quality of care and minimize risk to patients, providers and systems. Students will design strategies to build a culture of quality and safety.

Prerequisites: Admission to the graduate program

Course title: NSG 553 Nursing Leader Practicum

Time allotment: 2 credit hours (120 practicum hours)

Course description: An immersion practicum. The student is partnered with a nurse executive to engage in the integration and application of theories and concepts pertaining to leadership roles.

Prerequisites: Concurrent enrollment or completion of graduate leadership courses

Course title: NSG 555 Master's Capstone Project, Nurse Leader

Time allotment: 3 credit hours

Course description: Provides the opportunity for the student to self-identify, focus and match one's personal talents and aspirations to a leadership career path that actively supports the continuous improvement of nursing, health care and health care systems and/or outcome

Prerequisites: Concurrent enrollment or completion of graduate leadership courses

Nurse Administration/Leadership

Overview of Guidelines for Practicum Rotations

This information is provided as an elaboration for clarification of the graduate program handbook policies for the nursing administration/leadership students preparing for practicums. All graduate nursing students are responsible for reading and following all policies.

Practicum Rotations

Students are primarily responsible for the identification of practicum preceptors and sites. Assistance may be provided by the faculty. The college of nursing will provide a list of preceptors/sites that have been used by the program. There also is a list of sites with current contracts. Practicum preceptors should be a nurse administrator or leader with at least a MS or MSN and a minimum of three years of leadership experience. Practicum hours may be completed in the student's place of employment, but not in the area where the student is employed. If the student is currently working in a nursing administrator or leader role, the preceptor should be at least a level higher than the student.

Course faculty must approve the practicum preceptor. Once a preceptor and site have been identified, the following information should be sent to the course instructor: full name of the preceptor, the name of the practice site, full practice address, phone number and email address.

It is the responsibility of the student to contact the preceptor to discuss a mutually agreeable schedule and obtain directions to the site. Ideally, this will be arranged prior to the beginning of the semester. Students may need to complete facility-specific paperwork and/or attend an orientation at the facility prior to starting practicum hours.

The college requires a formal agreement with all practicum sites where students are placed. The college will work with St. John's Hospital's legal department to negotiate a contract between the site and the college. This process may take up to 60 days, and the student will not be permitted to work at the site until the formal contract has been approved. The college will inform the student and the course faculty once the contract has been approved. Students will be responsible for bringing all required paperwork to the preceptor. This will include:

- The preceptor agreement form (Appendix B)
- The preceptor evaluation of student performance (Appendix F)
- Course syllabus (These forms will be accessible to the student in the current course in Canvas or on the college website.)

The preceptor agreement form must be completed on or before the first practicum day and signed by the preceptor. The completed and signed form can be scanned and uploaded to your course in Typhon. A current CV or resume is required of each preceptor and should be scanned and uploaded to Typhon, as well. Students should bring all other preceptor paperwork to the preceptor at this time.

Faculty will discuss the student's progress with preceptors throughout the semester to validate hours and completion of course objectives. The course faculty is responsible for the student's clinical evaluation and for determining whether the student has completed course objectives in a satisfactory manner. Faculty will meet with students at midterm and at the end of the semester to evaluate clinical performance. This evaluation will include feedback from the preceptor which will be documented on the preceptor evaluation of student performance form.

All students must provide documentation of their current RN license, compliance with immunization requirements, CPR certification, malpractice insurance requirements and other required professional credentials. Additional requirements may be requested by the practicum site. All documents must be kept updated to continue practicum rotations throughout the academic year. This is a student responsibility. If any item expires, the student may not complete any practicum time until compliance is on file with the college. Students are required to upload these documents into Typhon in the appropriate section. They are encouraged to keep copies of these documents in a personal file so that they are available if requested by the practicum agency. When sharing documents at practicum sites, write "copy" on any forms dispersed. This is a safety measure for the protection of your professional identification.

Documentation of Practicum Hours

All practicum hours must be completed during the semester in which students are registered for the course, so it is important to plan accordingly. Completion and submission of this documentation is needed to complete requirements of each practicum course. The student is responsible for tracking the required practicum hours of the course. All practicum hours must be logged within 10 days of the experience date into Typhon.

During the semester, students must communicate their practicum schedule monthly to the course faculty member. This can best be done by emailing a monthly calendar that depicts the proposed schedule for the practicum hours for the coming month.

St. John's College of Nursing

Nursing Administration/Leadership Track Student, Preceptor and Faculty Responsibilities

Student Responsibilities:

Identify a practicum preceptor. Process should begin in the semester preceding your practicum course. Your practicum hours may be completed in your place of employment, but not in the area in which you are employed. If you are currently working in a nurse administrator/leader role, your preceptor should be at least a level higher than your level.

- Obtain approval of practicum preceptor from course faculty.
- Download and print the preceptor agreement form (Appendix A), the preceptor evaluation of student practicum experience (Appendix F) documents. Present copies of these documents to your practicum preceptor on the first day of your practicum. Practicum paperwork can be found within Canvas under resources in the appropriate course.
- Download and print a copy of the preceptor introduction letter from your Canvas course page and present it to your preceptor on the first day of your practicum rotation.
- Upload a scanned copy of your completed preceptor agreement form and a copy of your preceptor's CV or resume to Typhon.
- Identify individual objectives for each practicum rotation.
- Contact course faculty if scheduling, interpersonal difficulties or other problems arise associated with the practicum experience. If course faculty are not able to resolve the issue, contact the dean of academic affairs.
- Notify preceptor if unable to attend practicum due to illness or other emergency. Schedule make-up time.
- Maintain all compliances as described in the graduate student handbook.
- Schedule a mid-semester practicum evaluation with your course faculty member.
- Schedule an end of rotation evaluation with your preceptor and course faculty member.
- Be responsible for knowing provisions of agency contract with the college.

Preceptor Responsibilities:

- Hold appropriate credentials (a minimum of MS or MSN and at least three years of nursing leadership experience).
- Negotiate dates and times for practicum experiences with student.
- Be present at those times or arrange a substitute experience for the student.
- Review course and individual student objectives and assist the student to meet the objectives or modify them as needed.
- Contact course faculty if any problems arise.
- Complete the student evaluation and schedule an

evaluation meeting with the student at the completion of the practicum experience.

- Give feedback to faculty regarding learning experiences as appropriate.

Faculty Responsibilities:

- Verify receipt of preceptor agreement form and preceptor's CV or resume.
- Confirm appropriate credentials of preceptor.
- Monitor student progress and participate in evaluation.
- Monitor the student's practicum log and student logged hours.
- Complete a student clinical evaluation at mid-term and at the end of the semester.
- Review the preceptor end of rotation evaluation for each student.

Family Nurse Practitioner (FNP)

Overview of Guidelines for Practicum Rotations

This information is provided as an elaboration for clarification of the graduate program handbook policies for the family nurse practitioner students preparing for practicums. All graduate nursing students are responsible for reading and following all policies.

Documentation of Practicum Hours

All practicum hours must be completed during the semester in which students are registered for the course, so it is important to plan accordingly. Completion and submission of this documentation is needed to complete requirements of each practicum course. The student is responsible for tracking the required practicum hours of the course. All practicum hours must be logged within 10 days of the experience date.

Selection of Clinical Facilities and Clinical Preceptors

The role of FNP is developed through the blending of theoretical knowledge and diverse clinical placements. Following college guidelines, specific clinical experience and practice sites are selected based on client populations, available resources and student academic needs for professional role development and attainment of specific advanced nursing role competencies.

The director of the FNP sequence is the central contact for the placement of students at these selected sites and is responsible for contacting, coordinating and corresponding with preceptors and clinical sites during the placement process.

Students may decide to arrange for their own clinical experiences. The student must work with the director of the FNP sequence to ensure the clinical site is considered appropriate. The college requires a formal agreement with all practicum

sites where students are placed. The college of nursing will work with St. John's Hospital's legal department to negotiate a contract between the site and the college. This process may take up to 60 days, and the student will not be permitted to work at the site until the formal contract has been approved. The college will inform the student and the course faculty once the contract has been approved. Students will be responsible for bringing all required paperwork to the preceptor. This will include:

- The preceptor agreement form (Appendices A and B).
- The preceptor evaluation of student performance (Appendix F).
- Course syllabus (These forms will be accessible to the student in the current course in Canvas or on the college website).

Criteria Used for the Selection of Clinical Facilities

The following criteria have been developed and used by the faculty for the selection and evaluation of clinical facilities and preceptors:

- Educational background, professional competencies and experience of the preceptor (a minimum of one year of professional experience in the field/specialty required).
- Active status of the preceptor's professional licensure and national certification(s) for nurse practitioners.
- The philosophy of the facility and the preceptor supports graduate nursing education.
- Clinical administration of the agency is supportive of graduate nursing education.
- The standards of care within the agency meet the standards of its accrediting agency and/or reflect the regulatory requirements.
- Physical facilities of the agency support the students' educational needs, e.g., use of examination/consultation room, space for student and preceptor to meet.
- The contractual terms are mutually acceptable to both the college and the agency.
- By contract, the agency assumes responsibility for the continuity of care of all patients assigned to students.

Clinical Schedule and Attendance

It is customary for FNP students to complete their clinical practicum rotations in a variety of scheduled hours in the clinical setting. Students are expected to be flexible (e.g., time, location) in order to maximize their learning experience opportunities. Typically, most FNP students will be scheduled Monday through Friday during usual office hours for primary care placements. However, urgent care, retail clinics and other approved sites use the full available 24 hours, seven days a week with placements on nights and/or weekends included. Clinical practicum hours are to be

coordinated and scheduled at the convenience of the preceptor without interfering with the students' academic schedule and responsibilities (e.g., lectures, seminars, exams).

Students are *not* to ask preceptors to conform to a schedule that meets their personal and employment needs. Students are responsible for making the necessary adjustments in their personal and work-related schedules to meet the requirements and expectations of each of their academic and clinical rotation hours. The clinical rotation hours must be agreed on by the faculty and preceptor prior to the beginning of the practicum experience.

Students are expected to have 100 percent attendance for all clinical practicum hours. Students who will be absent or tardy in the clinical facility on assigned day(s) are expected to contact the clinical faculty and the preceptor prior to the assigned reporting time. Failure to notify the preceptor prior to the assigned reporting is unacceptable, considered unprofessional and may place the student in academic risk and potentially jeopardize continuation of the clinical placement at the site. Clinical absences and tardiness can impact fulfillment of the clinical course objective, completion of required clinical rotation hours, and consequently, overall clinical course performance.

Documentation of Clinical Encounter

Every clinical encounter performed by the FNP student must be documented in the client's record following the appropriate clinical site/agency documentation guidelines and standards of care. All clinical documentation by the FNP student must be reviewed, approved and co-signed by the clinical preceptor.

Students are required to record all clinical encounters in accordance with the Health Insurance Portability and Accountability Act (HIPAA) regulations in the college's electronic log (e.g., Typhon Group Healthcare Solutions NPST for Advance Practice Nursing system). This is an electronic student logging system used to document clinical hours and clinical experiences. Students are expected to document the extent and depth of each encounter. This log is used to track the clinical practicum hours of the student and to document the extent and depth of the student's clinical experiences. The student's clinical faculty member, program faculty and FNP program officials also use the information to evaluate the appropriateness of the clinical experience, at each placement site, in meeting required FNP core and population-focused competencies, as well as the progressive increment of the FNP role independence attained by the student's clinical performance. The Typhon electronic log meets all HIPAA compliance regulations.

It is the student's responsibility to keep their Typhon log current. All clinical preceptors will have electronic access to the log and the student's time sheets within Typhon. The time sheet will become a part of the student's official clinical record on file at the college.

Clinical faculty may contact preceptors at any time to discuss validation of clinical encounters and clinical time entries recorded by the student. Falsification of the documents or records constitutes an academic dishonesty and grounds for immediate dismissal from the program.

Clinical Objectives and Evaluation

Students are expected to achieve both the NP core competencies and the population-focused competencies during their educational preparation. Clinical performance and attainment of these competencies are evaluated during each course by course faculty and preceptors.

Clinical course-specific information, objectives and FNP specific competencies, evaluation forms, and clinical faculty contact information will be provided to the preceptor at the start of each semester.

It is the responsibility of the faculty and/or student to arrange for clinical performance evaluations, by preceptors, to occur at least twice during the rotation period. Clinical evaluation tools are designed to address course expectations and objectives.

Some typical clinical expectations include, but are not limited to:

- Safe, effective, ethical performance of NP practice skills.
- Problem solving.
- Use of appropriate judgement.
- Appropriate communication and interaction with others.
- The ability to apply evidence-based knowledge.

Clinical Site Visit by Clinical Faculty

Clinical site visits are to be arranged and completed by the student's clinical faculty throughout the student's clinical rotation experience(s) both at designated intervals and on as-needed basis for evaluation of the student's overall clinical performance. Clinical site visits are to be coordinated between the clinical faculty and the clinical preceptor based on the clinical practicum rotation hours.

Clinical site visits are intended to provide the clinical faculty with the opportunity to evaluate the student's clinical performance via direct observation of the student's clinical skills and provides the students with the opportunity to discuss clinical performance status and role development with the clinical faculty. Clinical site visits further provide clinical preceptors with the opportunity to pose any

questions and share their experiences regarding the student's performance and their role as a clinical preceptor.

Professional Behavior and Communication in the Clinical Setting

Graduate nursing students are expected to act in a manner consistent with the code of ethics. Failure to comply may result in action by administrators and/or faculty including, in appropriate cases, dismissal from the nursing program. Examples include but are not limited to:

- Negligence in patient care.
- Unprofessional behavior either at the laboratory or at the clinical agency.
- Substantiated act or acts of patient abuse, either physical or verbal.
- Unsatisfactory performance as judged by the clinical supervisor.
- Neglect of duty with actual cause or potential to cause patient harm.

Preceptor's Role and Responsibilities

Preceptors are encouraged to contact the clinical faculty immediately if conflict and/or concerns arise in relationship to the clinical experience, student's learning process, if student's clinical performance interferes with patient and/or student safety, or their ability to successfully adhere to the original clinical placement agreement and/or clinical rotation. Preceptor's basic role and responsibilities are to:

- Facilitate FNP student learning through clinical instruction, guidance, direct observation and timely feedback.
- Coordinate with the student to facilitate his or her learning experience and develop FNP core and population-focus competencies in the provision of safe patient care.
- Facilitate and/or assess the student's use of clinical inquiry and clinical reasoning in planning for and providing clinical care.
- Assess and promote the student's development and use of evidence-based practice.
- Actively engage in providing regular, objective feedback to the clinical faculty about student performance.
- Inform the clinical faculty and/or director if a student's performance compromises safety of patients or others on the unit or conflicts with unit/hospital/agencies policies and procedures.
- Collaborate with the student's clinical faculty in assigning learning activities across the continuum of care.
- Support development of the student's understanding and safe application of the FNP role, competencies, system of care delivery, procedures and client population served.
- Approve time and complete mid and end of rotation student performance evaluations.

Clinical Faculty Member's Role and Responsibilities

Each FNP student is assigned to a clinical faculty member for the duration of the semester. The role and responsibilities of the clinical faculty member are to:

- Facilitate the student's learning process via direct and indirect observation of the student's clinical skills and through clinical seminar debriefing, conferences, simulation and laboratory experiences.
- Be a resource to both the student and the assigned clinical preceptor(s).
- Complete student's clinical site visits, evaluate the student's overall clinical performance (i.e. clinical performance, clinical documentation, attainment of clinical objectives, progressive attainment of FNP core and population-focused competencies, professional communication skills, etc.).
- Communicate with the preceptor via telephone, emails and onsite visits throughout the duration of the student's clinical rotation experience.
- Communicate regularly with the respective program director regarding student progress and performance.
- Conduct midterm and final conferences with each student to review academic/clinical progress, set goals and remediation process, when necessary, for the remaining or upcoming semester.
- Provide the student with constructive feedback.
- Objectively grade the student's performance and accomplishment of all clinical course related objectives.
- Review and approve all clinical documents (i.e. encounters, time, etc.) in the Typhon electronic tracking system.

Student's Role and Responsibilities

In addition to the student's respective educational background and experience as a licensed RN, at graduate level of education, APN students are considered ready to initiate clinical practicum rotation(s) upon successful completion of specific core courses in their respective plan of study.

During each clinical rotation, FNP students are expected to meet basic academic and clinical performance requirements. Students are encouraged to be actively involved in their academic and clinical development.

Prior to enrolling in clinical rotation courses, students must meet the clinical education requirements (including background check and screening) and provide proof the following criteria are valid throughout the semester of each clinical rotation. All of these documents must be current and uploaded to Typhon.

- Current RN licensure in Illinois.
- Nurse practitioner student professional liability insurance.
- Immunization/health screening requirements as outlined by the college of nursing and clinical site (will be in student file only).

- CPR certification (American Heart Association Healthcare Provider Certification is required).

Student Preparation for Clinical Rotation

- Students **must** prepare for each clinical by reading course materials and professional journals and by making use of other available clinical learning resources, as necessary.
- Students **must** have their individual learning objectives readily available every day of clinical rotation for evaluation of the specific areas in relationship to that day's clinical experience with preceptor.
- Students are expected to review the common clinical problems relevant to the agency's specific population.
- Students are expected to complete follow-up reading of current reference material, as recommended by clinical preceptor, clinical faculty or identified during clinical experience, to increase the depth of scientific and clinical knowledge gained in the clinical rotation.

Preceptor, Clinical Site and Faculty Evaluation

Students must pass clinical to pass the course. A pass is considered satisfactory or above. An online evaluation from each of the student's preceptor(s) is required in Typhon (preferred). The student will complete an evaluation of their preceptor(s) (Appendix E) and clinical sites (Appendix D) in Typhon at the end of each semester.

Clinical Attendance

Students are required to attend all clinical experiences. Students are to be prompt, prepared, and appropriate attire. A student who is unable to attend a clinical experience must contact the clinical faculty personally prior to the beginning of the clinical experience. Leaving a message or email for the preceptor or faculty is not acceptable. Professional behavior is expected. Be mindful of each clinical site's standard operating hours and contact the office during appropriate times of the day, respecting the preceptor's work and personal time.

Practicum Course Policies and Procedures

Practicum clinical site: Students are encouraged to have a variety of clinical experiences that will encompass all aspects of their advanced practice role and expose them to a variety of patients within different clinical settings. Clinical experiences will primarily focus on hands-on patient care including, but not limited to, intake, assessment and the development and implementation of the appropriate plan of care under the supervision of the assigned preceptor. Students are encouraged to learn each site's charging and coding policies. Medical records will be requested but are not a guaranteed privilege.

Students may not have clinical preceptorship with a provider with whom they are a patient of that provider. Students may have a clinical preceptorship at a practice setting where he/she is currently employed, but it must be on a scheduled day off and he/she cannot be paid for clinical hours.

Dress code: Appropriate professional attire for all agency encounters is mandatory and includes lab coat, business casual dress, closed toe and a stethoscope. Clinical agencies may determine further dress code requirements at their discretion. Students in non-compliance with the dress code policy will be asked to leave the clinical environment. The college's approved picture-identification name badge which identifies the student by first and last name and includes the student's clinical role **must** be worn at all times during clinical rotation hours. Students are expected to identify themselves as a St. John's College of Nursing nurse practitioner student during all clinical-related encounters in the clinical setting (e.g., patients, staff, other professionals, family members).

Participation: The majority of clinical experiences during the clinical preceptorship must be at the participation level or higher. Total observation is not acceptable for more than one to two days. Student will need progress their level of participation throughout the course to achieve objectives. Students are expected to be seeing six to eight patients daily by the end of each clinical experience.

Accessing Electronic Health Records

Students may only access electronic health records of patients for which they are providing direct care. Students are prohibited from accessing the electronic health records of any patient not under their direct care, including his/herself, family members and friends. Unauthorized electronic health record access is a serious legal and academic violation with disciplinary consequences and can result in fines, as well as automatic dismissal from the nursing program. Health care facilities routinely audit caregiver health record access and will immediately notify the college if a student accesses a health record without proper authorization.

Confidentiality of Client/Patient Information

1. No client data may be taken from a clinical area without first removing all identifying data such as the client's name and room number and/or other data as specified by the clinical faculty.
2. Students may not access client information through computers unless they are involved in the direct care of the client.
3. These materials should be shredded prior to disposal.
4. Students are responsible for protecting any information they obtain while in a clinical setting.
5. Students will respect client confidentiality in regard to verbal communication both inside and outside the clinical facility.

Doctor of Nursing Practice Program Courses and Course Descriptions

Program Goals

- Prepare innovative nurse leaders who are skilled in the translation of evidence into culturally sensitive practice to improve health outcomes for diverse populations and to transform health care delivery systems.
- Facilitate personal and professional leadership development enabling the graduate to lead change within the community, health care systems and the global profession.
- Foster the development of ethical nurse scholars who advocate for clinical prevention, population health initiatives and evidence-based health policy through interprofessional and stakeholder collaboration and use of technology.

Student Learning Outcomes

The end-of-program student learning outcomes for the DNP program are:

- Develop ethical and culturally sensitive care delivery approaches that meet current and future needs of individuals and patient populations based on nursing and other clinical sciences, as well as organizational, political and economic sciences (caring).
- Lead interprofessional collaborative efforts focused on the analysis and improvement of complex practice and organizational issues (communication).
- Evaluate outcomes of practice, practice patterns and systems of care (critical reasoning).
- Impact health care outcomes by advancing the interface between research, evidence-based practice and policy development (professionalism).

Doctoral Program Courses and Course Descriptions

NSG 600: DNP Transitions: Program Planning, Ethics and Informatics

Time Allotment: 3 credit hours

Focuses on the knowledge and skills for the assessment, design, implementation and evaluation of effective health programs aimed to improve health outcomes and health systems through evidence-based practice. The course emphasizes the interface of health program planning, informatics, ethics, diversity and social determinants impacting individual and population health. As practice leaders, the student synthesizes implementation science theories, models and frameworks along with factors influencing the financial viability of change initiatives. Learners lead planned change to advance healthcare by leveraging their spirit of inquiry blended with knowledge of health informatics, information systems and technology and optimal extraction, synthesis and dissemination of data.

NSG 601: Scholarly Foundations for Advanced Practice

Time Allotment: 3 credit hours

Emphasizes the interrelationships among theory, research and practice as background knowledge needed to critically appraise the literature and effectively engage in evidence-based nursing practice. Focus is given to learning the appropriate application and interpretation of statistical analyses to guide critical appraisal. This is a writing-intensive course designed to refine students' scholarly writing skills through a variety of strategies.

NSG 603: Transforming Health Care Systems: Evidence Based Practice & Translational Research

Time Allotment: 3 credit hours

Expands students' understanding of clinical scholarship, analytic methods, evidence-based practice models and performance science within the context of advanced nursing practice. This course enables graduates to serve as leaders in synthesizing clinical nursing knowledge and translation of research findings into practice. Through the translation of knowledge and use of performance science methods, students will be able to evaluate outcomes of practice, reduce variation in care across settings and improving health outcomes.

NSG 605: Informatics for Health Care Delivery and Improvement

Time Allotment: 3 credit hours

Provides the foundation for integrating information systems and technology concepts into nursing science and evidence-based practice in order to support and improve patient care and health care systems.

NSG 607: Leadership and Interprofessional Collaboration in Health Care Systems

Time Allotment: 3 credit hours

Enhances the student's leadership development and interprofessional collaboration skills using principles of change and systems theory. Core competencies and strategies for leadership effectiveness are examined and evaluated. Linkages between theory, practice and research are analyzed with an emphasis on patient-centered care, populations, quality, access and cost.

NSG 609: Health Promotions Theories and Interventions for Clinical Populations

Time Allotment: 3 credit hours

Focuses on the DNP student's role in health promotion and illness prevention through population assessment, understanding cultural dynamics, applying principles of epidemiology and translational science. Advanced practice theories of health promotion and teaching learning are synthesized using an evidence-based practice approach.

NSG 611: Health Care Economics, Policy and Finance

Time Allotment: 3 credits

Provides an advanced perspective on socioeconomic, political, legal, ethical and global factors that influence health care policy development and care delivery. The interdependence of policy and practice will be evaluated with a focus on the challenges of influencing health policy locally, nationally and globally.

NSG 613: Program Planning and Evaluation

Time Allotment: 3 credit hours

Focuses on the acquisition of knowledge and skills necessary for assessment, design, implementation and evaluation of effective health programs. Emphasis is placed on the use of health programs to improve complex systems of care and health outcomes and the comprehensive, systematic evaluation of these initiatives. The course examines implementation science theories, models and frameworks along with factors influencing the financial viability of change initiatives.

NSG 615: Diversity, Ethics and Social Determinants Impacting Population Health

Time Allotment: 3 credit hours

Provides a critical overview of the historical and contemporary health and health disparities research, relevant literature and policies as essential context for understanding how to achieve health equity. The social and biological determinants of health and health disparities are also critically examined in light of political, economic, cultural, legal and ethical issues.

NSG 617: Independent Study

Time Allotment: 1 credit hour

Allows the student independence to design learning that will enhance their professional development through creative and innovative thinking. The student will collaborate with faculty and their academic advisor to design four measurable course objectives with coordinating assignments aligned with doctoral program goals and the mission of St. John's College along with the Essentials of Doctoral Education for Advanced Nursing Practice.

NSG 619: Independent Study

Time Allotment: 2 credit hours

Allows the student independence to design learning that will enhance their professional development through creative and innovative thinking. The student will collaborate with faculty and their academic advisor to design four measurable course objectives with coordinating assignments aligned with doctoral program goals and the mission of St. John's College along with the Essentials of Doctoral Education for Advanced Nursing Practice.

NSG 621: Independent Study

Time Allotment: 3 credit hours

Allows the student independence to design learning that will enhance their professional development through creative and innovative thinking. The student will collaborate with faculty and their academic advisor to design four measurable course objectives with coordinating assignments aligned with doctoral program goals and the mission of St. John's College along with the Essentials of Doctoral Education for Advanced Nursing Practice.

NSG 623: DNP Project Practicum A: Project Proposal

Time Allotment: 2 credit hours (60 practicum hours)

Focuses on the development of the DNP project proposal including selection of the project team. Upon completion of this course, the student will have developed and received the required approvals on a written project proposal and an oral presentation and will have submitted necessary Institutional Review Board requirements.

NSG 625: DNP Project Practicum B: Project Development and Implementation

Time Allotment: 4 credit hours

Focuses on the planning and implementation of the DNP project. Upon completion of this course, the student will have implemented the planned change intervention.

NSG 627: DNP Project Practicum C: Project Evaluation and Dissemination

Time Allotment: 4 credit hours (240 practicum hours)

Focuses on data analysis and the evaluation of the DNP project. The student will also develop a plan for sustainability and dissemination of findings. Upon completion of this course, the student will have presented evaluation findings to peers and faculty and submitted the final written paper.

APPENDIX A

Agreement to Precept

Welcome Letter

Dear Preceptor:

Thank you for your willingness to serve as a preceptor for the nurse practitioner (NP) students at St. John's College of Nursing. As a clinical preceptor, you are critical to our students' achievements in clinical practice and their academic success. We at the college greatly appreciate your willingness to contribute towards the development of the next generation of healthcare providers through sharing your clinical expertise and knowledge with our nurse practitioner students. As your clinical partners in education, we are committed to ensuring that our students are adequately prepared with advanced practice knowledge and skills to contribute to your practice; while they are learning how to apply evidence-based knowledge and skills in the delivery of high-quality care with you.

Our goal is to work in partnership with you to develop the best possible clinical practicum experience for our NP students. With that in mind, the purpose of this handbook is to provide you with information about our program, the clinical experience goals, expected practicum behaviors of students and the criteria upon which their performance is to be evaluated by you and the supervising clinical faculty member.

We would like to reinforce our desire to communicate with you and encourage you to contact us directly with any questions or concerns you may have. We are also open to discuss any ideas you might have in order to enhance partnership and delivery of clinical education excellence.

Sincerely,

Melissa Ashley, DNP, FNP
St. John's College of Nursing
729 E. Carpenter Street
Springfield, IL 62701
217.525-5628

APPENDIX B

Family Nurse Practitioner Program

Confirmation of Agreement to Precept

I, _____ (print name of preceptor) have met with the graduate student regarding a preceptorship at this agency. I have reviewed the preceptorship agreement, and we have discussed the course objectives, clinical requirements and the FNP student evaluation document for the course _____ (course and number) and agree to act as a clinical preceptor to _____ (printed name of graduate student) as a part of his/her enrollment in the St. John's College Graduate Nursing Program clinical course. I am aware I will need to confer with the clinical instructor during and at the end of the semester to provide any information I believe is necessary regarding the student's progress in the clinical practicum. An evaluation of the student within Typhon should be submitted at the end of the semester. I meet the following minimum qualifications to precept this student:

- Possession of a current Illinois license to practice as a nurse practitioner, physician or physician assistant
- A copy of my Illinois license to practice is available at my facility
- At least one year of clinical experience as a provider
- In a group practice, any other provider participating in supervision of the student must also meet the same qualifications with regard to education and clinical experience.

I am willing to serve as be available as a preceptor for this student enrolled in the above named course during the period of _____ (semester) in _____ (year).

I am also aware I must complete the FNP student evaluation document prior to the end of the semester in which the student is enrolled.

Preceptor name: _____

Agency _____

Address _____ State _____ ZIP _____

Telephone _____ Fax: _____

Email _____

Preceptor's Signature

Date

St. John's College, Department of Nursing APN Program Clinical Preceptor Experience Documentation Form

DATE	CLINICAL HOURS	PRECEPTOR'S SIGNATURE	STUDENT'S INITIALS
TOTAL			

Date _____

APPENDIX D

Family Nurse Practitioner Student Evaluation of Clinical Site St. John's College of Nursing

Purpose: To evaluate appropriateness and effectiveness of the clinical site for student learning at the end of each semester.

Course number (please check one)

- ☐ NSG 520 Advanced Health Assessment
- ☐ NSG 526 Practicum I: Pediatric Health
- ☐ NSG 528 Practicum II: Women's Health
- ☐ NSG 540 Practicum III: Adult/Gerontology Health
- ☐ NSG 542 Population Focused Practicum

Semester/year: _____ **Name of preceptor:** _____

Agency/location: _____

Completed by: _____ **Date:** _____

Instructions: Please evaluate your clinical practicum site for this semester. Check appropriate column and provide comments and/or examples if needed.

1= strongly disagree 2= disagree 3=neither disagree or agree, or not applicable 4= agree 5=strongly agree

		5	4	3	2	1
1.	The clinical site provided adequate practice opportunities for growth as an advanced practice nurse.					
2.	There were sufficient numbers of clients/patients with varied ages, types and diagnoses (appropriate for the course).					
3.	The clinical site has resources to support a student practicum.					
4.	The clinical site allowed the student to select clients/patients according to their individual learning needs.					
5.	The clinical site allowed the student to participate in all levels of the client/patient care as an advanced practice nurse (appropriate for the clinical course).					
6.	The staff was helpful to the student and accepting of the student role.					
7.	Opportunities were readily available for my participation in the management of care for patients.					
8.	I would recommend this site to my peers for practicum experience.					
17.	My overall evaluation of this clinical practicum site is: (Indicate as follows) Excellent (5) Good(4) Fair(3) Poor (2) Would not recommend in future placements(1).					
	Additional comments					

APPENDIX E

Family Nurse Practitioner Student Evaluation of Preceptor St. John's College of Nursing

Purpose: To evaluate appropriateness and effectiveness of the preceptor for student learning at the end of each semester.

Course number (please check one)

- ☐ NSG 520 Advanced Health Assessment
- ☐ NSG 526 Practicum I: Pediatric Health
- ☐ NSG 528 Practicum II: Women's Health
- ☐ NSG 540 Practicum III: Adult/Gerontology Health
- ☐ NSG 542 Population Focused Practicum

Semester/year: _____ **Name of preceptor:** _____

Agency/location: _____

Completed by: _____ **Date:** _____

Instructions: Please evaluate your clinical practicum site for this semester. Check appropriate column and provide comments and/or examples if needed

1= strongly disagree 2= disagree 3=neither disagree or agree, or not applicable 4= agree 5=strongly agree

		5	4	3	2	1
1.	Was the preceptor available to the student?					
2.	Did the preceptor demonstrate an understanding of the advanced practice nurse role?					
3.	Did the preceptor serve as a good role model?					
4.	Did the preceptor demonstrate effective rapport with clients/patients?					
5.	Did the preceptor consider student's limitations according to level of training?					
6.	Provide constructive feedback on student's performance throughout the day?					
7.	Did the preceptor offer constructive comments on student's progress?					
8.	Did the preceptor encourage questions from the student?					
9.	Did the preceptor thoughtfully reviews diagnosis and differential diagnoses with the student?					
10.	Did the preceptor discuss alternative management of patient treatment plan with the student?					
11.	Did the preceptor allow the student opportunities to suggest drug of choice, labs, radiology or alternative testing to be ordered?					
12.	Did the preceptor communicate clinical knowledge well with the student?					
13.	I would recommend this preceptor to my peers for practicum experience.					

Comments or examples: _____

APPENDIX F

Clinical Evaluation Tool

Course:	Faculty:
Student name:	Preceptor:

Directions: Please complete this evaluation of the St. John's College of Nursing FNP student in their approved clinical setting. Please identify specific clinical/educational areas that were addressed with the student within the comment sections provided. Once all the competency domains are completed, the students score will be calculated at the end of the sheet. Competencies that the student did not perform will also be at the end of the sheet. Please rate the student's current level in the FNP program.

Definitions of Grading Terms:

Unsatisfactory – student does not meet the minimum standards to successfully pass the FNP competency.

- 1 – Inadequate achievement
- 2 – Poor achievement
- 3 – Minimal achievement

Satisfactory – student meets the standards to successfully pass the FNP competency

- 4 – Marginal achievement
- 5 – Average achievement
- 6 – Above average achievement

Superior – student has consistently and substantially mastered the standards to successfully pass the FNP competency.

- 7 – Exceeding achievement
- 8 – Excellent achievement
- 9 – Mastered achievement

Uses advanced nursing role competencies to lead and partner with other health professionals in the design, coordination and evaluation of wholistic patient care. (CARING)	Unsatisfactory 1-2-3	Satisfactory 4-5-6	Superior 7-8-9	Total
Creates a climate of mutual trust and establishes partnerships with client/patients.				
Incorporates cultural preferences, health beliefs and behaviors in to plan of care.				
Respects the inherent worth and dignity of each person.				
Includes appropriate client/patient support system (ie. family) in decision making.				
Total points for caring				____/45
Faculty comments related to caring				

Initiate effective inter-professional collaboration and communications to serve as an integrator within and across systems of care. (COMMUNICATION)	Unsatisfactory	Satisfactory	Superior	Total
Uses appropriate styles and levels of communication. (Communication)				
Responds to verbal and non-verbal cues from clients, patients, and families. (Communication)				
Uses instruction, guidance and counseling to meet the needs of the client/patient. (Communication)				
Maintains confidentiality while communicating data, plans and results. (Communication)				
Provides anticipatory guidance and counseling to promote health, reduce risk factors, and prevent disease. (Communication)				
Initiates appropriate and timely consultation or referral when required. (Communication)				

Routinely seeks additional knowledge or clarification from appropriate resources. (Communication)				
Patient information is presented accurately, succinctly, using appropriate terminology, format, and technology. (Communication)				
Documentation is complete using appropriate terminology, format and technology. (Communication)				
Total points for communication				_____/81
Faculty comments related to this competency				

Illustrates the application of major theories, research methods and approaches to advancement of health. (CRITICAL REASONING)	Unsatisfactory	Satisfactory	Superior	Total
Applies scientific theories and research to implement the advanced practice role. (Critical Reasoning)				
Utilizes evidenced based resources to facilitate decision making and development in the plan of care. (Critical Reasoning)				
Evaluates client/patient response, care management and outcomes. (Critical Reasoning)				
Differentiates between normal, variations of normal and abnormal findings. (Critical Reasoning)				
Recognizes health promotion and disease prevention needs in both healthy and ill clients/patients across the lifespan. (Critical Reasoning)				
Adequately assesses and intervenes to assist the client/patient in complex, urgent, or emergency situations. (Critical Reasoning)				
Demonstrates critical thinking and diagnostic reasoning skills in clinical decision making. (Critical Reasoning)				

Demonstrates knowledge of pathophysiology of acute and chronic diseases and conditions commonly seen in practice. (Critical Reasoning)				
Integrates and evaluates use of complementary and non-pharmacological therapies of care. (Critical Reasoning)				
Analyzes and interprets history, presenting symptoms, physical findings, and diagnostic information to develop appropriate differential diagnosis. (Critical Reasoning)				
Formulates plan of care based on scientific rationale, evidence-based standards of care, and practice guidelines. (Critical Reasoning)				
Total point for critical reasoning competency.				____/108
Faculty comments related to this competency.				

Integrates advanced knowledge of nursing science. (PROFESSIONALISM)	Unsatisfactory	Satisfactory	Superior	Total
Considers access, quality, cost, safety and efficacy when making care decisions. (Professionalism)				
Demonstrates knowledge of relevant legal regulations for the advanced practice role. (Professionalism)				
Demonstrates knowledge of the role of the advanced practice nurse as a member of the interdisciplinary healthcare team. (Professionalism)				
Interprets own professional strengths, role and scope of ability to peers, clients, patients and colleagues. (Professionalism)				
Assumes accountability for practice and self-improvement. (Professionalism)				
Acts ethically to meet the needs of the client/patient. (Professionalism)				
Engages in self-evaluation concerning practice. (Professionalism)				

Obtains comprehensive and/or problem focused health history from client/patient in a timely manner. (Professionalism)				
Prioritizes health problems and intervenes appropriately. (Professionalism)				
Demonstrates promptness and preparation for the clinical experience by having clearly defined goals and/or learning objectives and all necessary equipment. (Professionalism)				
Utilizes clinical experience time appropriately to facilitate learning. (Professionalism)				
Respects the preceptor's time and experience. (Professionalism)				
Presents an appropriate professional demeanor for the clinical setting: appearance, dress, behavior and language. (Professionalism)				
Shows respect for diverse opinions when working collaboratively. (Professionalism)				
Total points for professionalism competency.				____/126
Faculty comments related to this competency.				

Comments:		
Place totals of each competency here to calculate:	Caring Communication Professionalism Critical Thinking	_____/45 _____/81 _____/108 _____126
	Total	_____360

Student Signature: _____ Date of Signature: _____

Faculty Signature: _____ Date of Signature: _____

APPENDIX G

Nursing Administration/Leadership Clinical Evaluation Tool

Course: NSG 555 Capstone	Faculty:
Student name:	Midterm date of evaluation:
	Final date of evaluation:
Clinical practice site:	Preceptor:

Directions: Please evaluate the student's performance for each item according to the following scale:

NA	Unsatisfactory	Satisfactory	Superior
NA = Not Applicable or Not Observed	1 2 3	4 5 6	7 8 9

Definition of Grading Terms:

Unsatisfactory: Student does not meet the minimum standards to successfully pass the MSN competency

- 1-Inadequate Achievement
- 2-Poor Achievement
- 3-Minimal Achievement

Satisfactory: Student meets the standards to successfully pass the MSN competency

- 4-Marginal Achievement
- 5-Average Achievement
- 6-Above Average Achievement

Superior: Student has consistently and substantially mastered the standards to successfully pass the MSN competency

- 7-Exceeding Achievement
- 8-Excellent Achievement
- 9-Mastered Achievement

Students will perform a self-assessment at both midterm and end of course using the 1-9 rating scale above; faculty will use this same scale in evaluating student performance on each of the AONE competencies.

Uses advanced nursing role competencies to lead and partner with other health professionals in the design, coordination and evaluation of wholistic patient care. (CARING)	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score
CLINICAL PRACTICE KNOWLEDGE COMPETENCY:				

care delivery systems across the continuum -Describe various delivery systems and age appropriate patient care models and the advantages/disadvantages of each -Assess the effectiveness of delivery models -Develop new delivery models - Participate in the design of facilities				
Faculty Comments:				
Uses advanced nursing role competencies to lead and partner with other health professionals in the design, coordination and evaluation of wholistic patient care. (CARING)	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
GOVERNANCE COMPETENCY: -Use knowledge of the role of the governing body of the organization in the following areas: »» Fiduciary responsibilities »» Credentialing »» Performance management -Represent patient care issues to the governing body -Participate in strategic planning and quality initiatives with the governing body -Interact with and educate the organization's board members regarding health care and the value of nursing care -Represent nursing at the organization's board meetings				

Faculty Comments:				
Uses advanced nursing role competencies to lead and partner with other health professionals in the design, coordination and evaluation of wholistic patient care. (CARING)	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
PATIENT SAFETY COMPETENCY: -Support the development of an organization-wide patient safety program -Use knowledge of patient safety science (e.g., human factors, complex adaptive systems, LEAN and Six Sigma) -Monitor clinical activities to identify both expected and unexpected risks -Support a Just Culture (non-punitive) reporting environment, supporting a reward system for identifying unsafe practices -Support safety surveys, responding and acting on safety recommendations -Lead/facilitate performance improvement teams to improve systems/processes that enhance patient safety				
Faculty Comments:				

Uses advanced nursing role competencies to lead and partner with other health professionals in the design, coordination and evaluation of wholistic patient care. (CARING)	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
RISK MANAGEMENT COMPETENCY: -Identify areas of risk/liability -Facilitate staff education on risk management and compliance issues -Develop systems that result in prompt reporting of potential liability by staff at all levels -Identify early warning predictability indications for errors -Correct areas of potential liability -Ensure compliance by staff with all required standards				
Faculty Comments: 				
Uses advanced nursing role competencies to lead and partner with other health professionals in the design, coordination and evaluation of wholistic patient care. (CARING)	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
ETHICS COMPETENCY: -Uphold ethical principles and corporate compliance standards -Hold self and staff accountable to comply with ethical standards of practice -Discuss, resolve and learn from ethical dilemmas				

Faculty Comments:

Uses advanced nursing role competencies to lead and partner with other health professionals in the design, coordination and evaluation of wholistic patient care. (CARING)	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
ADVOCACY COMPETENCY: -Promote clinical perspective in organizational decisions -Involve nurses and other staff in decisions that affect their practice -Represent the perspective of patients and families -Advocate for optimal health care in the community				
Faculty Comments:				
	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
FINANCIAL MANAGEMENT COMPETENCY: -Develop and manage an annual operating budget and long-term capital expenditure plan -Use business models for health care organizations and apply fundamental concepts of economics -Interpret financial statements -Manage financial resources -Ensure the use of accurate charging mechanisms -Educate patient care team members on financial implications of patient care decisions -Participate in the negotiation and monitoring of contract compliance (e.g., physicians,				

service providers)				
Faculty Comments:				
Uses advanced nursing role competencies to lead and partner with other health professionals in the design, coordination and evaluation of wholistic patient care. (CARING)	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
INFORMATION MANAGEMENT AND TECHNOLOGY COMPETENCY -Use technology to support improvement of clinical and financial performance -Collaborate to prioritize for the establishment of information technology resources -Participate in evaluation of enabling technology in practice settings -Use data management systems for decision making -Identify technological trends, issues and new developments as they apply to patient care -Demonstrate skills in assessing data integrity and quality -Provide leadership for the adoption and implementation of information systems				
Faculty Comments :				

Initiate effective inter-professional collaboration and communications to serve as an integrator within and across systems of care. (COMMUNICATION)	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score
EFFECTIVE COMMUNICATION COMPETENCY: -Make oral presentations to diverse audiences on: Nursing, Health care topics, and organizational issues -Facilitate group discussions -Produce written materials for diverse audiences on: Nursing, Health care topics, organizational issues -Demonstrate skill in interpersonal communication				
Faculty Comments:				
	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score
RELATIONSHIP MANAGEMENT COMPETENCY: -Build collaborative relationships -Exhibit effective conflict resolution skills -Create a trusting environment by: »» Following through on promises and concerns »» Establishing mechanisms to follow-up on commitments »» Balancing the concerns of individuals with organizational goals and objectives »» Engaging staff and others in decision making »» Communicating in a way as to maintain credibility and relationships				
Faculty Comments:				

	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score
INFLUENCING BEHAVIORS COMPETENCY: -Assert views in non-threatening, nonjudgmental ways -Create a shared vision -Facilitate consensus building -Inspire desired behaviors and manage undesired behaviors -Achieve outcomes through engagement of stakeholders -Promote decisions that are patient-centered -Apply situational leadership skills				
Faculty Comments: 				
	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score
DIVERSITY COMPETENCY: -Establish an environment that values diversity (e.g. age, gender, race, religion, ethnicity, sexual orientation, culture) -Establish cultural competency in the workforce -Incorporate cultural beliefs into care delivery				

-Provide an environment conducive to opinion sharing, exploration of ideas and achievement of outcomes				
Faculty Comments:				
	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
COMMUNITY INVOLVEMENT COMPETENCY: -Represent the organization to non-health care constituents within the community -Serve as a resource to community and business leaders regarding nursing and health care -Represent the community perspective in the decision-making process within the organization/system -Represent nursing to the media -Serve on community-based boards, advisory groups, and task forces				
Faculty Comments:				

	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score
MEDICAL/STAFF RELATIONSHIPS: -Build credibility with physicians as a champion for patient care, quality and the professional practice of nursing -Confront and address inappropriate or disruptive behavior towards patients and staff -Represent nursing at medical executive committee and other department/medical staff committees -Collaborate with medical staff leaders and other disciplines in determining needed patient care service lines -Collaborate with physicians and other disciplines to develop patient care protocols, policies and procedures -Collaborate to determine patient care equipment and facility needs -Use medical staff mechanisms to address physician clinical performance issues -Address and model appropriate conflict resolution -Create opportunities for physicians and nurses to engage in professional dialogue				
Faculty Comments: 				
	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score
CHANGE MANAGEMENT COMPETENCY:				

-Adapt leadership style to situation needs - Serve as a change leader -Use change theory to implement change -Promote clinical perspective in organizational decisions -Involve nurses and other staff in decisions that affect their practice				
Faculty Comments:				
	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
HUMAN RESOURCE MANAGEMENT COMPETENCY: -Ensure development of educational programs to foster workforce competencies and development goals -Participate in workforce planning and employment decisions -Use corrective discipline to mitigate workplace behavior problems -Evaluate the results of employee satisfaction/quality of work environment surveys -Support reward and recognition programs to enhance performance -Formulate programs to enhance work-life balance -Interpret and ensure compliance with legal and regulatory guidelines -Provide education regarding components of collective bargaining -Promote healthful work environments -Address sexual harassment, workplace violence, verbal and physical abuse -Implement ergonomically sound work				

environments to prevent worker injury and fatigue -Develop and implement emergency preparedness plans -Analyze market data in relation to supply and demand -Contribute to the development of compensation programs -Develop and evaluate recruitment, onboarding, and retention strategies -Develop and implement an outcome-based performance management program -Develop and implement programs to reeducate the workforce for new roles				
Faculty Comments:				

Elucidates major theories, research methods & approaches to scholarly inquiry and illustrates the application and relationship to advancement of health. (CRITICAL REASONING)				
	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
HEALTH CARE ECONOMICS/POLICY COMPETENCY: -Understand regulation and payment issues that affect an organization's finances -Describe individual organization's payer mix, CMI and benchmark database -Align care delivery models and staff performance with key safety and economic drivers (e.g., value-based purchasing, bundled payment) -Take action when opportunities exist to adjust operations to respond effectively to environmental changes in economic elements -Use knowledge of federal and state laws and regulations that affect the provision of patient care (e.g., tort reform, malpractice/negligence, reimbursement) -Participate in legislative process on health care issues through such mechanisms as membership in professional organization and personal contact with officials -Educate patient care team members on the legislative process, the regulatory process and methods for influencing both -Interpret impact of legislation at the state and federal level on nursing and health care organizations				

Faculty Comments:				
	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score
EVIDENCE-BASED PRACTICE/OUTCOME MEASUREMENT AND RESEARCH COMPETENCY: -Use data and other sources of evidence to inform decision making -Use evidence for establishment of standards, practices and patient care models in the organization -Design feedback mechanisms by which to adapt practice based upon outcomes from current processes -Design and interpret outcome measures -Disseminate research findings to patient care team members -Allocate nursing resources based on measurement of patient acuity/care needed -Monitor and address nurse sensitive outcomes and satisfaction indicators				
Faculty Comments:				
	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score

PERFORMANCE IMPROVEMENT/METRICS COMPETENCY Articulate the organization's performance improvement program and goals Use evidence-based metrics to align patient outcomes with the organization's goals and objectives Apply high reliability concepts for the organization Establish quality metrics by »» Identifying the problem/process »» Measuring success at improving specific areas of patient care »» Analyzing the root causes or variation from quality standards »» Improving the process with the evidence »» Controlling solutions and sustaining success				
Faculty Comments:				
STRATEGIC MANAGEMENT COMPETENCY	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
Create the operational objectives, goals and specific strategies required to achieve the strategic outcome				
Conduct SWOT and Gap analyses				
Defend the business case for nursing				
Utilize the balanced scorecard analysis to manage change				
Evaluate achievement of operational objectives and goals				
Identify marketing opportunities				

Develop marketing strategies in collaboration with marketing experts				
Promote the image of nursing and the organization through effective media relations				
Faculty Comments :				

Applies & integrates advanced knowledge of nursing science. (PROFESSIONALISM)				
	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
ACADEMIC RELATIONSHIPS COMPETENCY: -Determine current and future supply and demand for nurses to meet the care delivery needs -Identify educational needs of existing and potential nursing staff -Collaborate with nursing programs to provide required resources -Collaborate with nursing programs in evaluating quality of graduating clinicians and develop mechanisms to enhance this quality -Serve on academic advisory councils -Create academic partnerships to ensure a qualified workforce for the future -Collaborate in nursing research and translate evidence into practice -Collaborate to investigate care delivery models across the continuum				
Faculty Comments:				
	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
FOUNDATIONAL THINKING SKILLS COMPETENCY:				

-Address ideas, beliefs or viewpoints that should be given serious consideration -Recognize one's own method of decision making and the role of beliefs, values and inferences -Apply critical analysis to organizational issues after a review of the evidence -Maintain curiosity and an eagerness to explore new knowledge and ideas -Promote nursing leadership as both a science and an art -Demonstrate reflective practice and an understanding that all leadership begins from within -Provide visionary thinking on issues that impact the health care organization				
Faculty Comments:				
	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score
PERSONAL JOURNEY DISCIPLINES COMPETENCY: Learn from setbacks and failures as well as successes				
Faculty Comments:				
	Midterm Self- Assessment Score	Midterm Faculty Assessment Score	Final Self- Assessment Score	Final Faculty Assessment Score
SYSTEMS THINKING COMPETENCY: -Use knowledge of classic and contemporary systems thinking in problem solving and decision making -Provide visionary thinking on issues that				

impact the healthcare organization -Recognize the contribution of mental models on behavior -Promote systems thinking as an expectation of leaders and staff -Consider the impact of nursing decisions on the healthcare organization as a whole -Systems thinking: Use resources from other paradigms				
Faculty Comments:				
	Midterm Self-Assessment Score	Midterm Faculty Assessment Score	Final Self-Assessment Score	Final Faculty Assessment Score
SUCCESSION PLANNING COMPETENCY: -Develop a leadership succession plan -Promote nursing leadership as a desirable specialty -Mentor current and future nurse leaders -Establish mechanisms that provide for early identification and mentoring of staff with leadership potential -Develop a workforce analysis plan and implement strategies to ensure an adequate and qualified workforce				
Faculty Comments:				
	Midterm Self-	Midterm Faculty	Final Self-	Final Faculty

-Solicit feedback about personal strengths and weaknesses -Act on feedback about personal strengths and weaknesses				
Faculty Comments:				

Faculty Summary Comments:

Student Signature: _____

Date of Signature:

Faculty Signature: _____

Date of Signature: _____

St. John's College Board of Directors

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Traci Krause, DNP, MPH, RN, RYT

Chancellor

traci.krause@sjcs.edu

AAS North Iowa Area Community

BA University of Northern Iowa

MPH John Hopkins University

DNP Augsburg University

Elaine Hardy, PhD, RN

Dean of academic affairs

elaine.hardy@sjcs.edu

BSN Indiana University Northwestern

MS Purdue University

PhD University of Illinois at Chicago

Melissa Adams, PhD, MSN, RN

Associate professor

melissa.adams@sjcs.edu

LPN Capital Area School of Practical Nursing

AA Chamberlain College of Nursing

BSN Chamberlain College of Nursing

MSN Chamberlain College of Nursing

PhD Capella University

Melissa Ashley, DNP, FNP-BC

Associate professor, FNP track coordinator

melissa.ashley@sjcs.edu

BSN St. John's College of Nursing

Springfield, Illinois

MSN, FNP Southern Illinois University

DNP, FNP Southern Illinois University

Mary Baker, DNP, MS, RN

Associate professor

mary.baker@sjcs.edu

Diploma St. John's Hospital School of Nursing

BSN Sangamon State University, Springfield, Illinois

MS University of Illinois at Chicago

Mary Barnes, MS, RN, CCRN

Assistant professor

mary.barnes@sjcs.edu

BSN Delaware State College, Dover, Delaware

MS University of Illinois at Chicago

Cynthia Bednarchik, DNP, FNP-BC

Adjunct faculty

cynthia.bednarchik@sjcs.edu

AA Lincoln Land Community College

BSN Southern Illinois University, Edwardsville

MSN, FNP Southern Illinois University, Edwardsville

DNP, FNP Southern Illinois University, Edwardsville

Linda Blakley, MSN, RNC-OB

Associate professor

linda.blakley@sjcs.edu

Diploma St. John's Hospital School of Nursing

Springfield, Illinois

BSN McKendree College, Lebanon, Illinois

MSN St. Louis University, St. Louis

Gloria Brummer, DNP, RN, CNE, CEN

Professor

gloria.brummer@sjcs.edu

Diploma St. John's Hospital School of Nursing

AA Springfield College in Illinois

BSN Sangamon State University, Springfield, Illinois

MS Southern Illinois University Edwardsville

DNP Rush University, Chicago, Illinois

Meagan Burton, MSN, RN

Assistant professor

meagan.hood@sjcs.edu

ADN Spoon River College

BS Western Illinois University

MSN Walden University

Gina Canny, PhD, RN

Associate professor

gina.canny@sjcs.edu

BSN St. John's College of Nursing

MSN Millikin University

PhD NOVA Southeastern University

Bettianne Casper, MSN, RN

Assistant professor

bettianne.casper@sjcs.edu

BSN Millikin University, Decatur, Illinois

MSN Kaplan University, Des Moines, Iowa

Ife Muiyiwa-Ojo, DNP, APRN-BC

Associate professor

ifeolu.muiyiwa-ojo@sjcs.edu

BSN Western Governor's University

MSN Western Governor's University

AGPCNA Maryville University

DNP Grand Canyon University

Cheryl Pope, MSN, PHRN

Assistant professor

cheryl.pope@sjcs.edu

ADN Heartland Community College

BSN Benedictine University

MSN Benedictine University

Stacy Roher, APRN, CNP

Adjunct faculty stacy.roher@sjcs.edu

BSN St. John's College of Nursing

MSN, NP University of Cincinnati

Nancy Semenza, PhD, RN

Associate professor

nancy.semenza@sjcs.edu

ADN Lincoln Land Community College

BSN Sangamon State University

MSN University of Illinois at Chicago

PhD St. Louis University

Judy Skelton, MSN, RN, RNC-OB

Assistant professor

judy.skelton@sjcs.edu

BSN Mennonite-College of Nursing

MSN Benedictine University

Malissa Talbert, MSN, RN, CMSRN

Adjunct faculty

malissa.talbert@sjcs.edu

ADN Lewis and Clark Community College

Godfrey, Illinois

BSN Southern Illinois University, Edwardsville

MSN Benedictine University, Lisle, Illinois

Julie Varns, PhD, RN

Associate professor

julie.varns@sjcs.edu

Diploma St. John's Hospital School of Nursing

Springfield, Illinois

AA Springfield College in Illinois

MSN University of Missouri

PhD University of Missouri

Carrie West, DNP, FNP-BC

Faculty

carrie.west@sjcs.edu

BSN St. John's College of Nursing

MSN-FNP Southern Illinois University, Edwardsville

DNP Southern Illinois University, Edwardsville

Professional Staff

Madison Jeffers, BA

Student services coordinator

madison.jeffers@sjcs.edu

BA Blackburn College

Hannah Jugan, MS

Dean of students

hannah.jugan@sjcs.edu

MS Benedictine University

Tim Marten, MS Ed

Financial aid administrator

timothy.marten@sjcs.edu

BS Illinois State University, Normal

MS Ed Illinois State University, Normal

Mary Werries, M.Ed.

Registrar and admissions administrator

mary.werries@sjcs.edu

BS Illinois State University, Normal

Alisha Williams, BS

Recruiter

alisha.williams@sjcs.edu

BA Blackburn University





St. John's College of Nursing

729 E. Carpenter Street
Springfield, IL 62702

217-525-5628

sjcs.edu