## Table of Contents

I. PROGRAM PHILOSOPHY AND PURPOSE  
II. STUDENT LEARNING OUTCOMES  
III. PROGRAM OBJECTIVE  
IV. POLICIES  
   A. Attendance  
   B. Code of Conduct  
   C. Nursing Academic Progress  
   D. Student Governance  
   D. Grievance Procedure and Appeals Process  
   E. Uniform Policy Standards  
   F. Clinical Guidelines  
   G. Emergencies and First Aid  
   H. Liability Insurance  
   I. Competencies  
   J. Accreditation and Licensure  
   K. ATI Policy  
VI. FORMS  
   A. Associate of Science Degree in Nursing Student Handbook Acknowledgement  
   B. Accreditation and Transfer of Credit Acknowledgement Form  
   C. Essential Functions and Technical Standards  
   D. Indiana Code –Licensure Eligibility  
   E. Student Acknowledgement Statement  
   F. Medical Form
Overview of the School of Nursing

Program Philosophy and Purpose of Nursing Education

Harrison College Nursing Program Philosophy and Mission

Faculty believe in the importance of incorporating professional standards, guidelines, and competencies as the basis for the nursing curriculum. Nursing program curricula must reflect current nursing practice and be based on current nursing and healthcare initiatives to ensure safe, quality patient care. A curriculum built in this manner provides an evidence-based curriculum to meet today’s standards of the Accreditation Commission for Education in Nursing (ACEN).

The mission of the nursing program is to deliver a curriculum to meet the healthcare needs of the diverse patient populations for whom the graduates will care. It is the mission of Harrison College to prepare students for careers that positively impact society, both locally and globally. The nursing program’s mission aligns with that of the college by preparing nurses to positively impact the lives of their patients and the patients’ support network.

To this end, a rigorous and thorough examination of the current literature on nursing practice and nursing education was conducted. The results of this literature search guided the development of knowledge, skills, and attitudes of the graduates of Harrison College’s Associate Degree Nursing program preparing graduates as registered nurses.

In keeping with sound curriculum design principles, the program student learning outcomes were used to organize the course student learning outcomes. These student learning outcomes will be the basis for all activities related to the teaching/learning process, including delivery of instruction and evaluation of student progress. They are also the basis of evaluating program outcomes such as graduate and employer satisfaction.

The terms used in developing this curriculum include:

- Program student learning outcomes: Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of the nursing program; characteristics of the student at the completion of the program. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice. (ACEN glossary)
- Course student learning outcomes: statements of expectation written in measurable terms that express what a student will know, do, or think at the end of the nursing program; characteristic of the student at the completing of a course. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice. (ACEN glossary)
• Competencies: Competency statements used to evaluate students’ achievement of the course/program outcomes. The competencies (expectations) that demonstrate the students have attained the student learning outcomes. These are the knowledge, skills, and attitudes that students need to achieve the course outcomes that build to achieve the program student learning outcomes. The IOM’s 2011 publication *The Future of Nursing* notes the importance of competencies on pages 4-31: “A competency-based approach to education strives to make the competencies for a particular course explicit to students and require them to demonstrate mastery of those competencies. Performance-based assessment then shows whether students have both a theoretical grasp of what they have learned and the ability to apply that knowledge in a real-world or realistically simulated situation”.

• Objective: Specific expectations of a learning unit

• Program outcomes: Performance indicators that reflect the extent to which the purposes of the nursing education program are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. Includes program completions rates, job placement rates, licensure pass rates, and program satisfaction. (ACEN glossary)

Harrison College Nursing Program Philosophy and Mission

Faculty believe in the importance of incorporating professional standards, guidelines, and competencies as the basis for the nursing curriculum. Nursing program curricula must reflect current nursing practice and be based on current nursing and healthcare initiatives to ensure safe, quality patient care. A curriculum built in this manner provides an evidence – based curriculum to meet today’s standards of the Accreditation Commission for Education in Nursing (ACEN).

The mission of the nursing program is to deliver a curriculum to meet the healthcare needs of the diverse patient populations for whom the graduates will care. It is the mission of Harrison College to prepare students for careers that positively impact society, both locally and globally. The nursing program’s mission aligns with that of the college by preparing nurses to positively impact the lives of their patients and the patients’ support network.

To this end, a rigorous and thorough examination of the current literature on nursing practice and nursing education was conducted. The results of this literature search guided the development of knowledge, skills, and attitudes of the graduates of Harrison College’s Associate Degree Nursing program preparing graduates as registered nurses.

In keeping with sound curriculum design principles, the program student learning outcomes were used to organize the course student learning outcomes. These student
learning outcomes will be the basis for all activities related to the teaching/learning process, including delivery of instruction and evaluation of student progress. They are also the basis of evaluating program outcomes such as graduate and employer satisfaction.

The terms used in developing this curriculum include:

- **Program student learning outcomes**: Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of the nursing program; characteristics of the student at the completion of the program. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice. (ACEN glossary)

- **Course student learning outcomes**: statements of expectation written in measurable terms that express what a student will know, do, or think at the end of the nursing program; characteristic of the student at the completing of a course. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice. (ACEN glossary)

- **Competencies**: Competency statements used to evaluate students' achievement of the course/program outcomes. The competencies (expectations) that demonstrate the students have attained the student learning outcomes. These are the knowledge, skills, and attitudes that students need to achieve the course outcomes that build to achieve the program student learning outcomes. The IOM’s 2011 publication *The Future of Nursing* notes the importance of competencies on pages 4-31: “A competency-based approach to education strives to make the competencies for a particular course explicit to students and require them to demonstrate mastery of those competencies. Performance-based assessment then shows whether students have both a theoretical grasp of what they have learned and the ability to apply that knowledge in a real-world or realistically simulated situation”.

- **Objective**: Specific expectations of a learning unit

- **Program outcomes**: Performance indicators that reflect the extent to which the purposes of the nursing education program are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. Includes program completions rates, job placement rates, licensure pass rates, and program satisfaction. (ACEN glossary)
Student Learning Outcomes

Upon graduation a student will:

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patients across the lifespan.
2. Promote a culture of caring to provide compassionate, culturally-competent care.
3. Engage in critical thinking when making nursing judgments to provide and improve quality patient care.
4. Communicate and collaborate with members of the interdisciplinary team, the patient, and the patient’s support persons.
5. Use information management principles, techniques, and systems and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Provide leadership in a variety of healthcare setting for diverse patient populations.
7. Assimilate professional, legal and ethical guidelines in practice as a professional nurse.

Policies

Students are responsible for all guidelines and expectations set forth in the Harrison College Student Handbook, unless superseded by those set forth in the Nursing Program Student Handbook. The Harrison College Student Handbook and Catalog are available online at:

http://www.harrison.edu/Academics/AcademicAffairs/CatalogandHandbook.aspx

Attendance

Classroom

All students are expected to attend all classes. The College does not distinguish between excused and unexcused absence. Regular attendance is critical to your success as a student. Students are expected to arrive on time to all classes, laboratory and clinical experiences, and observational experiences. Attendance will be taken during all courses; theory, laboratory and clinical experiences. It is the student’s
responsibility to notify the school immediately in the event they are unable to attend. A student who is unable to attend due to extenuating circumstances will be placed on probation upon missing 10% of the total theory and laboratory hours for the nursing core courses for the quarter and dismissed from the program upon missing 15% of the total theory and laboratory hours. Not all students will be taking the same amount of classes due to transfer of credit and re-entry. Please refer to your quarter schedule to determine how many hours you are taking and what percentage of hours you can miss. Hours missed in one quarter are not carried over to the next quarter.

Students will not be allowed to complete exams prior to the scheduled date. Any student who misses an exam due to absenteeism will have 5 days from the original test date to contact the instructor to schedule and complete a make-up exam. Students taking a make-up exam will receive a 10% deduction from their exam grade.

Clinical

Clinical experiences are a critical component of the learning process. Students are expected to attend all assigned clinical hours for the course. Students are responsible for notifying the clinical instructor at least 20 minutes prior to the clinical start time if they cannot attend. This notification cannot be done through a classmate or by any electronic means; you must verbally talk to your instructor by phone. It is professional behavior to contact your instructor as soon as possible as to not interrupt the patient care assignments. Any student who does not notify their instructor of a clinical absence prior to the clinical start time will be considered a no call-no show and may be dismissed from the program.

Any student, who leaves or is asked to leave by the clinical instructor before the end of the clinical day, will be counted absent for the entire day. Any student who incurs a first clinical absence will be required to perform a service learning makeup assignment. This assignment must be completed within 14 days of the missed clinical or the Friday of finals week; whichever comes first. Any student who is required to attend a clinical make-up day will be required to pay a fee of $150 prior to the scheduled date of the clinical make-up. Failure to pay the required fee for the make-up clinical will result in a clinical absence. Attending a required make-up day does not take away the original
clinical absence. Make-up days will be arranged by the Dean or Associate Dean of Nursing. All make-up days must be completed prior to the start of the next quarter.

It is recommended that students do not work between the hours of 11 p.m. – 7 a.m. the night before class. Students absolutely cannot work between the above hours the night before clinical.

If a student becomes ill in the clinical setting, the instructor must be notified right away. DO NOT leave the clinical area without your instructor’s permission. The instructor will evaluate the situation and take appropriate action. A student who is unable to attend clinical under extenuating circumstances must notify the clinical instructor prior to the clinical start time and will be held to the following standards:

<table>
<thead>
<tr>
<th>Clinical Hours</th>
<th>1 absence</th>
<th>2 absences</th>
<th>3 absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-90 hrs or less</td>
<td>(Probation) Service Learning Make-up assignment</td>
<td>(Clinical failure)</td>
<td></td>
</tr>
<tr>
<td>91-120 hours</td>
<td>Service Learning Make-up assignment</td>
<td>(Probation) Make-up clinical day $150 Fee</td>
<td>Clinical failure</td>
</tr>
</tbody>
</table>

**Code of Conduct**

Students are expected to behave in a professional manner that is conducive to the learning environment. Any behavior that is detrimental to the learning environment or that compromises the safety of the individual, other students, staff, faculty or that of clients or other healthcare workers in the clinical setting may result in immediate suspension or dismissal from the program. The decision for suspension or dismissal
shall be determined by the Dean of Nursing and the Executive Director of the campus. Any student who causes a disturbance in class, (eats, drinks beverages other than water, sleeps, reads material other than what is studied in current class, uses electronic equipment) or causes any other disturbance that offends classmates or the instructor, will be dismissed from class and counted absent. The Dean of Nursing will be notified of such occurrences and the student will not be permitted to return to class until having met with the Dean of Nursing.

Respect for the classroom and clinical environment is necessary to cultivate an environment conducive to teaching and learning. Therefore, cellular and other mobile electronic devices should not be used in the classroom setting. Usage includes talking, texting, video recording, and photographing. All devices should be kept on silent, without vibration in the classroom setting. Students are not permitted to carry any electronic devices in the clinical area. Clinical settings include all environments utilized in any of the clinical courses: skills laboratory, acute care facilities, sub-acute care and rehabilitation facilities, long-term care facilities, clinics and physician offices, and community resources. Bluetooth devices should be removed prior to entering the classroom and when in ANY clinical setting. It is also prohibited to use any electronic device to photograph any parts of the clinical and/or classroom environment without prior approval from the Dean of Nursing.

Honesty regarding all work completed for all courses is expected. Dishonesty is not tolerated. Academic dishonesty includes cheating, copying another student’s work, plagiarism, or other dishonest acts. Plagiarism means to steal and use the ideas or writings of another person’s as your own. If you do not document that is not your own, you will be using someone else’s work as your own. Whether you borrow a single idea, a sentence, or an essay, it is plagiarism. Any student caught cheating on any material will be subject to immediate disciplinary action. Disciplinary actions that may be taken include, but are not limited to:

- An “F” or zero grade on material in question.
- Dismissal from class.
- Dismissal from school.
A student who wishes to appeal the decision can follow the appeals process as outlined in the Course Catalog.

**Nursing Academic Progress**

Students in the nursing program must obtain an 80% or better in each core course in order to progress. Please refer to catalog for a list of the core courses in the program. A student who obtains a grade below an 80% in any core course will be suspended from the program and placed on inactive status. Students must pass all non-core courses with a 73% or higher. **Students must successfully complete all courses within one quarter before proceeding to the next quarter.**

**Satisfactory Progress**

Students will be evaluated and receive grades on a quarterly basis. Grades will be based on assignments, tests, and nursing abilities throughout the quarter. Some quarters include a clinical rotation. Clinical rotations are graded on a Pass/Fail basis and a student must pass clinical to be eligible to proceed to the next quarter.

**Unsatisfactory Progress**

If a final grade on a core course is below an “80%” in theory or a “Fail” in clinical, students will be required to repeat the course. If a final grade on a non-core course is below 73%, student will be required to repeat the course.

**Re-entry**

If a student withdraws from the program or is dismissed due to unsatisfactory attendance or academic standing, unprofessional behavior, attitude, or judgment and would like to re-enter, the following steps must be followed:

- A written request must be submitted to the Dean of Nursing. Information included in the request should include name, and the class (es) needing to be repeated. The student should include a detailed description of what happened and how a second attempt in the program may be more successful.
• The request for re-entry will be evaluated by the Re-Entry Committee. Re-entry is not guaranteed.

• The student will be notified of the decision by the College. The decision of the Re-entry Committee is final, and the Appeals Policy does not apply to this situation.

• In the event the student withdraws, is suspended, or fails to meet academic criteria after being granted a re-entry, the student will be terminated from the nursing program. A student is allowed only one re-entry.

• Students who have outstanding financial obligations to the college or whose discontinuance was due to violation of school policy may not be accepted for re-entry.

• Students requesting re-entry, may be asked by the re-entry committee to comply with certain conditions for re-entry, for example, auditing other classes or clinical.

• **All re-entries are contingent on space availability. If a student is approved for re-entry and space is not available, the student will not be allowed to re-enter. Student selection for re-entry spaces are filled by the earliest date of application for re-entry.**

• Any student who has sat out for more than 24 months will not be allowed re-entry.

**Repeating a Class**

If a student fails, depending upon the circumstances, he or she may be allowed to re-enter into the program. **Under no circumstances is a student allowed to repeat any class more than (1) time.**

**Auditing a course**

• Re-entry students who are required to audit a course have to meet all course requirements.

• **All** course objectives, assignments, tests and other requirements need to be satisfactorily met to proceed to the next quarter.
• Attendance in audited courses will be calculated per policy in the nursing student handbook.

• Students are required to attend audited courses and meet attendance requirement.

• There is no posted grade for auditing a course.

• If requirements are not met the student will be withdrawn from the nursing program.

Transfer of Credit

• Harrison College considers credits for transfer from accredited colleges. Harrison does not accept credit transfers for experiential or life learning. College credits are considered for transfer provided that: 1) The courses are similar in objectives and content to those courses offered by the College; 2) The courses can be applied toward graduation requirements; 3) The letter grade (or equivalent) for the course is “C” or better (provided the “C” grade is defined as “average” or higher) and the official transcript is on file showing the completed grade and, if requested, the course description; and 4) The credits have been earned within the last ten years. Any special circumstances will be submitted to the Registrar or Dean for consideration. All decisions rendered by the Registrar or Dean will be final.

• Credits accepted for transfer will be indicated by a grade of “CR T” on the student’s transcript and will not be included in the student’s GPA.

• A student whose previous credits do not meet the above qualifications may attempt to earn credit by examination. The total credits transferred and credits earned by examination may be no more than 50 percent of the total credits for the program in which the student is enrolled.

• For the A.S.N Nursing Degree Program, beginning with Cohort 3, start date of September 2009, Harrison College will consider transfer of credit for non-core courses with a grade of B- or above.
Student Governance

All students are eligible for membership in the National Student Nurses’ Association (NSNA) for a nominal fee. The purpose of the organization is to aid in the preparation of students for the assumption of professional responsibilities. The Student Nurse Association of Harrison College, the local chapter of the NSNA, is involved in community outreach efforts to promote the nursing profession. It offers students a platform from which they can voice concerns or needs to the faculty, as well as enhancing camaraderie among the students and between the cohorts.

The Student Nurse Association of Harrison College is lead by class officers comprised of a president, vice-president, secretary, treasurer and one faculty advisor. Students are also encouraged to attend the bi-annual Health Science Advisory meeting to offer feedback to program chairs.

Students may also join Student Ambassador led by SRS (Student Resource Services). These students assist with both service and social campus activities.

Grievance Procedure and Appeals Process

Students who wish to appeal determination that they are not making satisfactory academic process, or are failing to meet standards as determined by the college due to extenuating circumstances, may submit a written appeal to the Campus President for review and resolution.

A student who wishes to file a grievance to address concerns or questions may do so following the grievance procedure as outlined in the Harrison College Catalog.

Uniform Policy

The Dean of Nursing is responsible for the decisions regarding the professional dress for nursing students, and approved colors. Nursing program students are to wear the
designated scrubs every day during clinical experiences, and to all classes. A short lab coat may be worn.

Students may be asked to leave class and be counted absent if out of compliance with the HARRISON COLLEGE Professional Dress Code.

1. Scrubs/short lab jacket are to be spotless, wrinkle free, and neat. They are not to be worn at another job before or after classes where they can be stained or damaged.
2. Scrubs should fit well, not too tight or too loose and must not drag the floor.
3. HARRISON COLLEGE scrub tops are to have the monogram on them. The color of the scrubs will be determined by the Dean of Nursing.
4. Clean, plain, white shirts may be worn under the scrub or a short lab coat for warmth.
5. Name badges are to be worn on scrubs. Analog watches with a second hand are to be worn.
6. Clean, white, practical (not clogs or canvas) shoes and white socks are to be worn with scrubs.
7. Proper and modest undergarments are to be worn under scrubs.
8. Hair is to be clean, neat, off the collar, and out of the face, & a natural color.
9. Nails are to be short, clean, natural, and only clear polish is to be used. No artificial nails are allowed.
10. Personal hygiene is to be maintained, including daily bath or shower, brushing and flossing of teeth, and use of deodorant.
11. Make up, when used, should be used in moderation.
12. Wedding rings may be worn. One simple post earring may be worn in each ear lobe. No other jewelry is acceptable.
13. Visible tattoos are unacceptable.

**Clinical Guidelines**

Clinical experiences are designed to assist the student to meet the course objectives, and include a variety of healthcare institutions or organizations. It is the student responsibility to make arrangements to be at the assigned clinical site on time.
Guidelines

Students are permitted in the clinical area only at assigned times and for the purpose of preparation for clinical. Students are expected to be present and to arrive on time for every clinical experience. To ensure client safety, a student must be prepared prior to providing direct client care. If the instructor feels that the student is not prepared for clinical or if the student arrives more than 15 minutes past the clinical start time, the student will be dismissed from the clinical area and counted absent for the day. A student who arrives after the designated clinical start time but less than 15 minutes late will be counted tardy. **Three tardies in one clinical rotation will equal an absence and the student will be sent to the school to meet with the Dean of Nursing.**

Health Records

All nursing students must satisfy clinical requirements (immunizations, health status, insurance, criminal background, drug screen, etc.) for a particular institution before the first day of clinical. The student is responsible for keeping immunizations, TB skin test or Chest X-ray, and CPR current and ensuring that these records are uploaded to [www.certifiedbackground.com](http://www.certifiedbackground.com). Any student whose file does not contain current records may not attend clinical and will be counted absent.

Absence

A student who must be absent from clinical for an extenuating circumstance must follow the procedure outlined in the attendance section.

Dress Code

Any student considered to be unprofessional in appearance will be asked to leave the clinical setting and will be counted absent. Nursing instructors may make adjustments to the uniform policy according to the clinical site. If a student is employed by a health care agency, she/he may not wear the College name pin, patch, lab coat or uniform during employment hours.
Pre-clinical Dress

When the student is preparing for the assignment for the next clinical day, the student must be dressed in a professional manner (designated scrubs) and wear a lab coat that is approved by the program.

Clinical Uniform

Students are expected to wear the school uniform that is neat, clean, not wrinkled and be an appropriate fit. If a sweater or short lab coat is worn to the clinical area, it must be white. Street clothes will be acceptable in certain clinical facilities, as directed by the instructor. The HARRISON COLLEGE student ID badge and a facility ID, if required by the facility, must be visible when in the clinical setting.

Shoes

Clean, white shoes that are nursing shoes or athletic shoes (no clogs, slides, crocs, sling backs, sandals, or street shoes) must be worn. Shoes must have closed toes and should be clean and polished.

Hosiery & Socks

Students are to wear white hose or white socks.

Jewelry

Jewelry permissible in the clinical area includes a wristwatch with second hand (mandatory) and plain band-type ring.

Piercings

No visible body or tongue piercing are allowed except for pierced ears. Post-type earrings (maximum number of earrings per ear is one; no dangling or large earrings allowed).
Tattoos

Tattoos must be covered.

Personal Hygiene and Habits

Fingernails are not to extend beyond the fingertip and must be clean. No artificial nails or nail polish is allowed in the clinical area. Nail jewelry and appliques are not permitted. Hair must be clean, styled, away from the face, and kept off the shoulders. No decorative hair ornaments are permitted to be worn. Extreme hair colors are not permitted. Beards, sideburns, and mustaches must be clean and trimmed (no stubble). No perfume or perfumed body lotions are to be worn and student should not smell like smoke. Make up should be used in moderation.

Cell phone/beepers

Students are not permitted to carry cell phones or beepers in the clinical area. They may be stored with the student’s belongings in the designated area.

Chewing gum and Smoking

Chewing gum, eating or drinking is not permitted in the clinical area while providing care to clients. Smoking is prohibited in the clinical facility.

Equipment Needed

The following equipment is needed in most clinical facilities: black ballpoint pen, small note pad, wristwatch with second hand, and own stethoscope. The student might want to bring a penlight, small calculator, CPR shield, and protective eye wear.

Evaluation of Clinical Performance

The evaluation of clinical performance is a shared responsibility of the student and the clinical instructor, however, the instructor has the main responsibility of determining whether the student met the established clinical student learning outcomes. Specific incidences will be cited to support evaluations since the instructor maintains anecdotal notes on each student’s clinical performance.

In addition, a mid-term and final conference will be conducted with the student for each clinical course. The faculty's written clinical evaluation is reviewed with the student and
should be signed by the student to indicate that it has been seen. Students are encouraged to comment on the form.

The clinical grading will be Pass (P) or Fail (F). A clinical grade of “F” results in a clinical failure which is equivalent to a course grade of “F”. All individual areas on the clinical evaluation form must “Pass.” In order to achieve a passing grade, all areas on the evaluation form must receive a rating of “P.” The student cannot progress in the program if s/he receives a failing grade on the clinical evaluation during any quarter since there may be several different clinical rotations in one quarter. An unsatisfactory grade in the clinical area will result in failure for the whole course. Therefore, a student who does not achieve a passing clinical evaluation at the end of a quarter will be suspended from the program and placed on inactive status. The student must submit a letter to the Dean of Nursing requesting to repeat the course (see Re-entry section).

**Student Behavior**

If any student demonstrates negligent or unsafe behavior in the clinical area, attends the clinical experience under the influence of alcohol or illegal drugs, demonstrates signs of a physical or mental condition that interferes with the ability to perform safe nursing care, demonstrates disrespect, violence or harassment, or does not comply with nursing program/College policies, the student will be dismissed from the clinical area.

The clinical agency has the right to recommend to the school that a student not be allowed in the clinical area if the student’s performance is unsatisfactory or if s/he violates any rules/regulations or policies or procedures of the agency or the school.

**Emergencies and First Aid**

Routine and emergency medical care is the responsibility of the student and their personal physician. Any associated costs of such medical care are the student’s responsibility. **HARRISON COLLEGE staff and faculty are to call 911 for urgent and emergency treatment.** Medical faculty will perform first aid in an emergency situation, as trained.
**Liability Insurance**

Blanket Liability Insurance is provided for all students in programs which require students to perform invasive procedures. The liability insurance fee is automatically attached to a specific class, depending on program. Liability insurance covers students in malpractice claims. **HARRISON COLLEGE does not provide personal health insurance.**

**Competencies**

Students must satisfactorily complete and pass each clinical skill evaluation. Failure to complete or pass ONE OR MORE required skill evaluation will result in a competency score of zero (0) for the ‘Competencies’ portion of the course final grade average. Students earning a ‘B-’ or below in any core course in the nursing program will be required to retake the course. A grade of below a ‘B-‘ does not indicate successful completion of a core-course in the nursing program.

**Accreditation and Licensure**

All campuses are accredited by the Accrediting Council for Independent Colleges & Schools (ACICS), an accrediting agency nationally recognized by the United States Department of Education. Additional information on accreditation can be found in the Harrison College Catalog.

http://www.harrison.edu/AboutHarrison/HarrisonataGlance/AccreditationsandMembership.aspx

**Eligibility for the National Council Licensure Examination Registered Nurse (NCLEX-RN)**

An individual who successfully completes the program is eligible to take the national licensure examination. One must pass the NCLEX-RN in order to receive a license to practice as a registered nurse. For more information please visit the Indiana Board of Nursing at [www.in.gov/pla/bandc/isbn](http://www.in.gov/pla/bandc/isbn) and the National Council for State Boards of Nursing (NCSBN) at [www.ncsbn.org](http://www.ncsbn.org)

Harrison College Nursing program at the Indianapolis East Campus is accredited by the Accreditation Commission for Education in Nursing (ACEN).
**ATI Policy**

**ATI Competency Policy**

Harrison College utilizes standardized competency testing during the course of the curriculum. The competency tests are one way to evaluate student progress and assess the ability to pass the NCLEX-RN. Harrison College uses Assessment Technologies Institute (ATI) testing program for this competency testing. ATI’s nursing assessments follow the most current NCLEX® Detailed Test Plans and are similar in content and in format to the licensure examination (Source: <http://www.atitesting.com/global/generalInfoContainer.aspx?view=4>).

ATI competency tests utilized are divided into three categories: Content Mastery, Focused Assessment and Comprehensive Predictor.

**Content Mastery Competencies**

Harrison College benchmark for Content Mastery proctored exams is Level 2. There are 2 versions of the proctored exam for each Content Mastery area. First attempt is Version B and second attempt is Version A. Two attempts will be provided for students to obtain the benchmark for the Content Mastery proctored competencies. Students that obtain the school benchmark (Level 2) on the first attempt may choose to retake the test the second time to improve their score. The score will be the higher of the two tests. The ATI Content Mastery test will be worth no more than 10% of any course grade; specifics will be on each course syllabus.

Content Mastery testing topics are part of course requirements as follows:

<table>
<thead>
<tr>
<th>ATI Content Mastery Exam Proctored testing</th>
<th>At the end of Quarter</th>
<th>ATI Content Mastery Exam Non-Proctored testing</th>
<th>During Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals</td>
<td>2</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>3</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Maternal-Newborn</td>
<td>4</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Nursing Care of Children</td>
<td>4</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Mental Health</td>
<td>5</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Adult Medical-Surgical</td>
<td>6</td>
<td>Nutrition **</td>
<td>7</td>
</tr>
<tr>
<td>Comprehensive Predictor</td>
<td>7</td>
<td>Leadership**</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Health**</td>
<td></td>
</tr>
</tbody>
</table>

** Community Health, Nutrition and Leadership will be completed as part of course requirements; see Syllabus for specific information on scoring needs.

Statement from ATI related to the Proficiency Levels for RN Content Mastery Series follows:

** RN Content Mastery Series 2010 Proficiency Level Definitions from ATI **

A student meeting the criterion for:

**Proficiency Level 1:**
- is expected to just meet NCLEX-RN® standards in this content area.
- should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
- should meet the absolute minimum expectations for performance in this content area.

**Proficiency Level 2:**
- is expected to readily meet NCLEX-RN® standards in this content area.
- should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
- should exceed minimum expectations for performance in this content area.

**Proficiency Level 3:**
- is expected to exceed NCLEX-RN® standards in this content area.
- should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
□ should exceed most expectations for performance in this content area.

Note that these definitions were based on expertise of the nurse educators who participated in the cut score study. No empirical study was conducted relating NCLEX-RN performance to performance on the Content Mastery Series, nor was any study conducted demonstrating a statistical relationship between Content Mastery Series performance and actual job performance. These Proficiency Level definitions were used by cut score study participants for the purpose of making their empirical ratings of item difficulty.

(Source: RN Content Mastery Series 2010 Standard Setting Study)

Test, Retakes, and Grades:
Grade: Level 3 = 100%; Level 2 = 90%; Level 1 and below = Zero.
Students will be expected to complete Content Mastery Practice Tests in most of their courses. You must show proof that you have done Version A at least once and Version B at least once in order to take the proctored exam. The transcripts showing that you have taken each version at least once will be due no later than the scheduled time and date of the exam. At that time, if you have not provided sufficient evidence that you have taken each version at least once, you will not be permitted to take the proctored exam. It is recommended that a score of 90% or higher be achieved on the practice exams.
If the student does not obtain the benchmark (Level 2) on the initial Content Mastery Proctored Exam, they will complete a remediation, and will be required to retake the test, which may not be scheduled during class time.

Remediation is mandatory if student does not obtain the score indicated for each individual test. The remediation process is a student self-directed activity. The importance of remediation cannot be stressed enough. Student success depends on each individual student’s accountability for this step of learning. Remediation involves reviewing the information that you did not fully understand, and includes the following steps:
☐ Print your ATI results from the test you must remediate on.

☐ Use the list of items/topics missed to create a “self-study guide”.

☐ Locate information on each topic. ATI, textbooks, NCLEX review books, or other reference/resource materials may be used.

☐ Develop a study guide that you are able to use as a tool to improve your skills and knowledge.

☐ Study this information to improve performance on the proctored exam.

If an instructor has specific remediation requirements this will be on the course addendum given out at the start of the course.

**Focused Medical Surgical Assessments**
Focused Medical Surgical Assessments consist of 30 higher-order questions that are required course material. They will be assigned during Adult Health and Illness I, II, III, and Health Promotion and Management of Care as appropriate.

Tests include the following Medical Surgical topics:

☐ Cardiovascular

☐ Endocrine

☐ Fluid, Electrolyte and Acid-Base Imbalances

☐ Gastrointestinal

☐ Immune System

☐ Neurosensory and Musculoskeletal

☐ Perioperative

☐ Renal and urinary

☐ Respiratory

Instructors will assign these and specify on the syllabi how these will be used in each individual course. They will be required course material. Focused Medical
Surgical Assessments will be assigned during the Medical Surgical Nursing courses, see the Syllabi for specific instructions.

**Comprehensive Predictor**

Students in Quarter 7 are required to take an exit exam to determine readiness to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). This exam gives a prediction of passing NCLEX-RN by the % of correct responses to the questions.

Students will be required to complete versions A and B of the Comprehensive Predictor Practice exams to be allowed to sit for the Comprehensive Predictor Proctored Exam. If the student does not obtain a 95% probability of passing NCLEX-RN on the initial Comprehensive Predictor Exam, they will complete a remediation (see previous remediation components) and will be required to retake the test. Retake of this test may be scheduled outside of class time. When a student does not obtain a 95% predictability of passing NCLEX-RN on the second attempt of the Comprehensive Predictor Proctored Exam they will meet with the Dean of Nursing. Grading of the Comprehensive Predictor Proctored Exam:

<table>
<thead>
<tr>
<th>% Predictability of passing NCLEX-RN</th>
<th>Grade achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>98%-100%</td>
<td>100%</td>
</tr>
<tr>
<td>95% - 97.9%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Requirements for Graduation**

1. Successfully pass the nursing program.

2. Attend the Clinical Review offered by Harrison College.

3. Complete an NCLEX review course, provided by Harrison College.

The above 3 graduation requirements need to be complete to be considered a graduate of Harrison College Nursing Program.
Associate of Science Degree in Nursing Program

Student Handbook Acknowledgement

I have received, read, and understand the Associate of Science Degree in Nursing Program Student Handbook and all attached forms. By my signature, I agree to follow all HARRISON COLLEGE policies and comply with completion of all appropriate forms to be signed and returned to the Program Coordinator/Director:

A. Associate of Science Degree in Nursing Program Student Handbook Acknowledgement

Student Name (please print): ________________________________________________

Student Signature: _________________________________________________________

Date: ____________________________

Director of Nursing Education Signature

Date: ____________________________
All campuses are accredited through the Accrediting Council for Independent Colleges and Schools (ACICS), an accrediting agency nationally recognized by the United States Department of Education.

Harrison College Indianapolis East Campus ASN Program has ACEN accreditation.

The Associate of Science Degree in Nursing program has received final approval from the Indiana State Board of Nursing. The board of nursing provides specific regulations regarding the administration of the nursing program.

All graduates from the Associate Degree Nursing program are eligible to sit for the National Council of Licensure Examination-Registered Nurse (NCLEX-RN).

The transfer of credits earned in the nursing program to another institution is determined by the institution granting the transfer of credits. There is no guarantee that credits from will be accepted by other educational institutions.

I have read and understand the above information.

Student Name (please print):

______________________________   ____________

Student Signature   Date
HARRISON COLLEGE
Student Acknowledgement Statement
Associate of Science Degree in Nursing Program

I understand that I am responsible for reading all guidelines and expectations set forth
in the Harrison College Student Handbook. I also understand that I am responsible for
following these guidelines unless they are superseded by the Nursing Program Student
Handbook guidelines.

I have been provided with an internet link to access and download the Harrison College
Student Handbook.

__________________________  ______________________________
Printed Name                              Signature

XXX-XX-___ ___ ___ ___

Last 4 digits of Social Security #         Date