OVERVIEW AND APPLICATION PROCESS BOOKLET
NON-DISCRIMINATION AND EQUAL OPPORTUNITY POLICY

Ivy Tech Community College provides open admission, degree credit programs, courses and community service offerings, and student support services for all persons regardless of race, color, creed, national origin, religion, sex, physical or mental disability, age or veteran status. The College also provides opportunities to students on the same non-discriminatory opportunity basis. Persons who believe they may have been discriminated against should contact the campus affirmative action officer, Director of Human Resources, or Dean of Student Affairs.

BOOKLET DISCLAIMER

This booklet is intended to supply accurate information to the reader. The College reserves the right to change the Program and course requirements; however, every effort will be made to inform students of any program changes. This handout and its provisions are not in any way a contract between an applicant and the College.

Revised June 2009

Revised December 2006
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INTRODUCTION

This packet introduces you to the Nursing Programs at Ivy Tech Community College
LAFAYETTE

HISTORY

The Lafayette Practical Nursing Program (PN) has provided individuals the opportunity to study
practical nurse education since 1969. Region 4 of the parent institution was then known as
Tippewa Technical Institute. The program is a one-year course of study leading to a Technical
Certificate in Practical Nursing. The program is designed for students to gain knowledge and
technical skills necessary to care for patients in a variety of health care settings.

Several local hospitals have been supportive of the development of an associate degree
nursing program to help meet the need for registered nurses in the community. Approximately
40 hospitals and nursing homes were surveyed in 1981 to determine their interest in a nursing
program, and to obtain information regarding the type of associate degree nursing
program desired.

The first class began in March of 1985. The ASN program expanded in 1988 to provide
associate degree nursing education for the non-nurse as well as career mobility for the LPN.

The College is accredited by the North Central Association of Colleges and Schools. The
nursing programs are approved by the Indiana State Board of Nursing and is accredited by the
National League for Nursing Accreditation Commission.

ACCREDITING ORGANIZATIONS

North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Phone: 312-263-0456

Indiana State Board of Nursing
Indiana Professional Licensing Agency
402 W. Washington Street, Room W072
Indianapolis, IN 46204
Phone: 317-232-2690

National League for Nursing Accrediting Commission
3343 Peachtree Road NE, Suite 500
Atlanta, GA 30326
Phone: 404-975-5000
Fax: 404-975-5020
www.nlnac.org

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PURPOSE

The purpose of the programs is to provide education leading to a Technical Certificate in practical nursing or an Associate of Science in Nursing degree, including career mobility for paramedics and licensed practical nurses. Upon successful completion of the program, the graduates of the Practical Nursing Program are eligible to apply to take the NCLEX-PN examination, which is required to obtain state licensure as a licensed practical nurse, and graduates of the Associate of Science in Nursing Program are eligible to apply to take the NCLEX-RN examination, which is required to obtain state licensure as a registered nurse.

While the theoretical component of nursing education takes place at the College, clinical practice, an essential part of nursing education, takes place in the health care setting under the supervision and direction of professional nurse educators. Nursing students have the educational opportunities and auxiliary services of the college offered to all members of the student body.

PHILOSOPHY

The nursing programs of Ivy Tech Community College utilize the metaparadigm of individual, environment, health, and nursing to organize and unify the curricula. The concepts of student, educator, and nursing education are defined by our beliefs about the interrelationships between these overriding themes.

Individual
Individuals are unique and complex organisms, with integrated physiological, psychosocial, cultural, intellectual, and spiritual dimensions, all of which are in a continuous state of change. Individuals are endowed with dignity, rights, responsibility and power of choice, which facilitate self-awareness and interactions with others, and the environment. The individual’s ability to meet needs is enhanced by awareness, perception, decision-making, and motivation for learning and applying knowledge.

Environment
The external environment is all that exists physically external to the individual, including other individuals. The internal environment is all that is within the complex individual and is influenced by individual genetic makeup and response to changes that occur as a result of both internal and external factors. The individual and the environment are in constant, dynamic interaction. The individual interaction in the environment should be guided by principles of ethical conduct.

Nursing
Nursing is an art and science focused on the ethical, culturally competent and holistic care of the individual. Prevention of illness and the maintenance, promotion and restoration of health, as well as the support of death with dignity, are integral to nursing care. The nurse-patient interaction is a purposeful collaboration that requires critical thinking, interpersonal involvement and communication skills central to the establishment of a caring, therapeutic relationship. The patient is defined as an individual, family, group or community that is in need of nursing care.

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The nursing process provides a methodology of progressive scientific problem solving and critical thinking by which the nurse can provide care. Nursing care is delivered in accordance with the role differentiation of the licensed practical nurse and the registered nurse in accordance with the Indiana Nurse Practice Act.

Health
Health is a dynamic state, unique to each individual, relative to the wellness-illness continuum. Health is more than the absence of illness; it is the optimal functioning of the individual physiologically, psychosocially, culturally, intellectually and spiritually. The individual response to internal and external environmental factors influences awareness, perception, decision-making and motivation for health-seeking behaviors.

Student
The student learner is an individual with integrated physiological, psychosocial, cultural, intellectual and spiritual dimensions. The student brings to the educational process lifelong learning that has occurred as a result of environmental diversity and life experiences. Each student enters the learning process with unique strengths, learning needs and learning styles. Student learning is influenced by both the internal and external environments.

Through active participation in the educational process, the student will assimilate the knowledge necessary to apply the art and science of nursing to provide collaborative, safe, ethical, culturally competent, and holistic care. This includes the development of interpersonal skills, communication skills, caring therapeutic relationships, critical thinking and the use of scientific principles to guide nursing practice. The student is empowered to engage in health promotion through the enhancement of awareness, perception, decision-making and motivation for learning and the application of knowledge. The student is accountable for self-direction, independent study and self-evaluation.

Educator
The educator is an individual with integrated physiological, psychosocial, cultural, intellectual and spiritual dimensions. Embracing the values that shape the art and science of nursing, the educator models the caring attitudes and behaviors necessary to provide collaborative, safe, ethical, culturally competent and holistic care. The educator reinforces the principles of health promoting behaviors.

The educator creates a learning environment, based upon diverse professional and educational experiences, which provides for differences in individual learning needs. As a facilitator of learning, the educator utilizes a multi-sensory approach in presenting content, encouraging critical thinking and problem solving, promoting independence and self-directed learning.
Nursing Education Process
The nursing curricula at Ivy Tech Community College are built on the foundation that learning is a dynamic lifelong growth process and that education is ongoing and continuous. Nursing education is a systematic endeavor to facilitate change through knowledge, practice and experiences proceeding from simple to complex. Furthermore, there must be collaboration among the student, the educator, the College and the community at large. Learning is facilitated when concepts are presented sequentially to provide continuity and to express coherent relationships. Correlation between theory and practice promotes an optimal learning environment by combining cognitive, affective and psychomotor components of the desired behavior.

The nursing curricula allow the student to determine the career track, which meets his/her individual needs, and provide a seamless transition between paramedic, practical nursing and associate degree nursing. Nursing education assists the student to grow personally and to demonstrate the attributes of professional responsibility and accountability.

Curricular experiences assist students to define the role of both the practical nurse and the associate degree nurse, and provide opportunities for students to acquire and broaden their knowledge base in nursing and interdisciplinary health promotion. The curricula incorporate concepts directed toward promoting, maintaining and restoring health and supporting death with dignity. The nursing process is included throughout the curricula as the foundation for critical thinking and decision making.

The curricula will prepare graduates for entry level positions. Role differentiation will be defined throughout the curricula. Complexity of coursework and the expected outcomes will increase sequentially to provide knowledge essential to the specific roles of the licensed practical nurse and the registered nurse as determined by the Indiana Nurse Practice Act.

The College is responsible for providing an academic environment and services, which enhance student life and promote personal as well as professional growth. The nursing faculty strives to create an educational culture of respect for dignity, rights, responsibility and power of choice which facilitates caring interactions between students, educators, the health care team, patients and significant others. Systematic evaluation of the programs provides a measure of accountability to the student, the College and the community (approved April, 2006).
Nursing Education

- Individual Environment
- Health

Nursing Curriculum
Cognitive, Psychomotor, Affective Components

Nursing Content
Correlation Between Theory and Practice

Role Development
Professional Accountability, Clinical Decision-Making, Caring

Least Complex
Most Complex
PRACTICAL NURSING TERMINAL PROGRAM OBJECTIVES

Upon completion of the program, the graduate will be able to:

1. Function within the role of the practical nurse to provide collaborative, safe, ethical, culturally competent and holistic care.

2. Analyze the relationships of the biological, psychosocial, cultural and spiritual components of patient needs.

3. Utilize the nursing process to contribute to the patient’s plan of care in order to prevent illness; maintain, promote and restoration of health; or provide support of death with dignity.

4. Utilize individualized teaching plans collaboratively with patients(s) and their support persons to meet health needs.

5. Demonstrate appropriate communication techniques in interacting with patients, their support persons and members of the health care delivery system.

6. Maintain safe, effective, collaborative nursing care for groups of assigned patients to meet identified patient needs.

7. Evaluate personal effectiveness in fulfilling the role of the practical nurse, demonstrating responsibility and accountability for professional growth, personal growth and nursing actions.

PRACTICAL NURSING TERMINAL PROGRAM OUTCOME STATEMENTS

1. Graduation rate: 70% within two (2) years of admission.

2. Pass rate: 85% of graduates will pass NCLEX-PN first writing.

3. Employment rate: 85% will be employed in nursing within six (6) months as indicated in self or agency report six month after graduation.
ASSOCIATE OF SCIENCE IN NURSING TERMINAL PROGRAM OBJECTIVES

Upon completion of the program, the graduate will be able to:

1. Function within the role of the associate degree nurse to provide collaborative, safe, ethical, culturally competent and holistic care.

2. Analyze the relationships of the biological, psychosocial, cultural and spiritual components of patient needs.

3. Utilize the nursing process to develop the patient’s plan of care in order to prevent illness; maintain, promote and restoration of health; or provide support of death with dignity.

4. Design individualized teaching plans collaboratively with patient(s) and their support persons to meet health needs.

5. Employ advanced communication techniques in interacting appropriately with patients, their support persons and members of the health care delivery system.

6. Manage care collaboratively for groups of assigned patients to meet identified patient needs.

7. Evaluate personal effectiveness in fulfilling the role of the associate degree nurse, demonstrating responsibility and accountability for professional growth, personal growth and nursing actions.

ASSOCIATE OF SCIENCE IN NURSING TERMINAL PROGRAM OUTCOME STATEMENTS

1. Graduation rate: 70% within four (4) years of admission for traditional students or within two (2) years of admission for transitional students.

2. Pass rate: 85% of graduates will pass NCLEX-RN first writing.

3. Employment rate: 85% will be employed in nursing within six (6) months as indicated in self or agency report six month after graduation.

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TEACHING FACILITIES

All facilities and resources of the Ivy Tech Community College LAFAYETTE, are available to nursing students. All facilities and resources of the Ivy Tech Community College of Indiana, in Lafayette, are available to nursing students. Students make use of the college library, the open computer lab, the Learning Resource Center, Student Services and other academic services. Courses are taught by faculty with advanced degrees in the appropriate fields of study.

All theory courses are taught in Ivy Hall or Griffin Hall which houses classrooms, laboratories, an auditorium, a student lounge, the Learning Resource Center, the open computer lab, student services, a book store and faculty offices. The joint Ivy Tech and Tippecanoe County library is located on campus.

CLINICAL FACILITIES

Clinical experience is an integral part of the educational experience for all nursing students. The nursing programs have affiliation agreements with a wide range of healthcare agencies to provide student-learning experiences. Agencies utilized include but not limited to Clarian Arnett Hospital, Home Hospital, Inc., Lafayette; St. Elizabeth Hospital Medical Center, Lafayette; Logansport State Hospital, Logansport; St. Clare Hospital, Crawfordsville; Regency Place, Lafayette; Camelot Care Center, Logansport; Rosewalk Village, St. Mary’s Healthcare, St. Anthony’s Healthcare, Indiana Veterans’ Home, St Vincent’s, Frankfort and St. Elizabeth Healthcare, Delphi. Other facilities may be utilized for observational experiences.

STUDENT SUPPORT SERVICES

Advising

Ivy Tech Community College uses a faculty advisor system. On admission, each degree student is assigned a program advisor whose purpose is to:

• Assist the student in course selection and program planning.
• Guide the student in meeting the requirements for graduation as prescribed by the College.
• Ensure that appropriate technical and general education courses are included in the chosen course of study.

Students in the Nursing Program may meet with their program advisor during a designated registration session and as need during each semester.

Health Services

For students registered in credit courses, the College provides accident insurance in a designated amount for injuries sustained while participating in College-sponsored activities. The activity must take place on College premises or on any premises designated by the College. Students are also covered while traveling to and from College-sponsored activities as a member of a group under College supervision. It is the student’s responsibility to report injuries or accidents occurring on campus promptly to the instructor or to the Office of Student Affairs so that proper
medical treatment may be administered. If the College officials deem necessary, emergency medical technicians may be requested. If a student has a seizure or black out while on campus emergency medical technicians will be notified. Ivy Tech Community College does not provide on-campus medical or mental health services. Medical and mental health services are available at local hospitals and clinics. (SAPPM section 12.1)

**Career and Employment Services**
The Office of Career and Employment Services is available to assist the student in a number of ways:

- Employment Referral
- Career Assessment
- Labor Market Information
- Occupational Reports
- Work-Study Positions
- Resume/Cover Letter Assistance
- Job Shadowing
- Practice Interviews
- Community Employer Portfolios
- Co-op Education Opportunities

**Housing**
Ivy Tech Community College is a commuter college and does not operate residence halls. However, the Office of Student Affairs may be able to respond to questions concerning housing in the community. Ivy Tech accepts no responsibility for locating, approving or supervising local student housing.

**Transportation**
All necessary transportation to clinical experience is the student’s responsibility and is not provided by the school. Students are expected to comply with parking designations. Handicapped parking spaces and visitors areas are reserved for those purposes, and vehicles improperly parked in those areas may be ticketed or towed at the owner’s expense.

**Disability Services:**
Reasonable accommodations for persons with disabilities will be made to ensure access to academic programs, services, and employment in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. College programs and facilities are designed to be accessible to students with disabilities. Each campus has designated parking and special restroom facilities for these students. Support services also will aid students with disabilities with career planning, financial aid and placement. The College staff works with the Department of Vocational Rehabilitation and other service agencies to assist students with disabilities through available local community resources.

It is the student’s responsibility to contact the campus Disability Services representative to request accommodations. Any information shared will be kept confidential unless the student authorizes release and exchange of specified information. Students who request accommodations are expected to participate in an intake interview with Disability Services if requesting specific services, academic adjustments or other accommodations for a disability. Perspective students should schedule an intake interview prior to attempting any part of the admission process if accommodations will be required for the information session, academic

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assessment, completing forms or scheduling classes. The intake process, including intake interview and documentation on file, should be completed at least one month prior to the need for accommodations. Documentation of the disability must be on file with the Disability Services office prior to services being provided. Late requests may delay accommodations. In accordance with the above procedure, federal guidelines and respect for individual privacy, no action will be taken without a specific request.

If you would like more information about the Disabled Student Development program at Ivy Tech Community College LAFAYETTE or would like to schedule an appointment for an intake interview, please contact Tony Criswell in the Learning Resource Center.

All students are expected to meet entry requirements. Essential elements of courses and programs and licensing requirements relevant to a program curriculum cannot be waived, although they may be reasonably accommodated.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.

FINANCIAL INFORMATION

Ivy Tech Community College offers various types of financial aid to students who need assistance to continue their education. Students are encouraged to carefully survey the available financial aid options. Students must be accepted for admission to the college in an eligible program to receive financial aid.

Some financial aid programs are administered by the College Financial Aid Office under policies and guidelines established by the state and federal governments. Other programs are administered directly by a state or federal agency or outside organization. Eligibility for most financial aid at Ivy Tech Community College is based upon demonstrated financial need. To qualify for any form of financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) and meet permanent resident status, draft compliance and satisfactory academic progress requirements. Additional information concerning federal, state and college financial aid is available in the campus Financial Aid Office.

To be eligible for all aid programs, you must submit your application prior to March 1. To insure that your application is completed prior to the start of classes, you should apply as early as possible.

Many individual hospitals now sponsor financial aid programs for nursing students. Hospitals concerned with retaining nursing staff and providing employees the opportunity for career mobility offer tuition reimbursement as a benefit of employment. In some areas, hospitals fund low interest loans for local nursing programs which are canceled in return for working at the hospital for a given time after graduation. The pattern is different among hospitals and localities. Inquiries should be directed to the local hospitals.

The Business Office is responsible for the collection of any outstanding obligations to the

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College. A person with an outstanding account will be denied certain College services. For example, official transcripts may not be obtained, registration forms will not be processed and diplomas will not be issued.

**LIABILITY STATEMENT**

Malpractice insurance coverage is provided to all students enrolled in clinical nursing courses. The limits of liability for the Institutional Professional Liability coverage are $1,000,000 for each medical incident and $3,000,000 aggregate. This coverage extends to clinical experience at an institution other than the College when it is a part of the College training program. Each student may obtain additional individual liability insurance. This coverage does not apply to employment situations such as externships and summer employment.

**ADMISSION, PROGRESSION, AND GRADUATION POLICIES**

**COLLEGE-WIDE NURSING HHS TEMPLATE**

I. Admission / Selection
   A. Admission to the College and the program follow statewide policy. (1.1SAP-Admissions)
      Consistent with Indiana State Board of Nursing requirements, an official high school transcript from a state-approved high school or its equivalent, or original GED test scores must be on file.
B. Assessment testing or substitution

C. New student orientation and registration

D. Mandatory Nursing Information Session

E. Nursing Program Application
   A completed application must be submitted to each program and region for which application is being made.
   Copies of college transcripts, including Ivy Tech must be attached to each completed application.

F. Required pre-requisite courses (ANP 101; ANP 102; ENG 111, PSY 101)
   (1) Points will be assigned for grades earned in the prerequisite courses completed. (Per ISBN 848 IAC 1-2-22, all courses in the curriculum must be completed with a grade of “C” or better)
      A = 30 points
      B= 20 points
      C= 10 points
   (2) Points will NOT be awarded for courses taken in the semester immediately preceding the program start.
   (3) Points for verified credit received for advanced placement testing scores (CLEP, DANTES, etc.) that meet or exceed passing standard level will be awarded at the “C” grade equivalent.
   (4) Points for verified credit from High School AP placement courses will be determined from the grade on the high school transcript for the course(s) that allowed advance placement credit. It is the student’s responsibility to include a copy of the high school transcript in the nursing application packet; otherwise points will be awarded at the “C” equivalent.
   (5) Statewide equivalency for all prerequisite courses will be established for public and private colleges and universities within Indiana and in contiguous states.

G. TEAS test completion: Applicants must complete the TEAS exam.
   (1) The TEAS may be taken up to 3 (three) times in a two year period regardless of the testing location. Only the first three scores will be considered.
   (2) There must be at least 30 (thirty) days between the test dates.
   (3) The student must pay the approved testing fee each time.
   (4) Exam scores will be valid for 2 (two) years from the date of the initial TEAS test.
   (5) TEAS tests will include all four test components listed below.
   (6) All components must meet the passing standards. Scores from multiple tests will not be combined to meet the standard.
   (7) Applicants must meet or exceed the following scores:
      a.  Reading – 80%
b. Math – 60%
c. Science – 60%
d. English – 70%

(8) “Adjusted Composite Score” will be used for determination of points for the selection process.

(9) The individual sections scores and “composite score” will be rounded using standard rounding practices (.1-.4 rounded down and .5-.9 rounded up).

H. Region of residence: Three (3) points will be awarded to residents applying to their own region.

I. Rank order of applicants

(1) Applicants will be rank ordered (highest to lowest score) by summing the following scores:
   a. The TEAS “Adjusted Composite Score”
   b. Points allotted to the grades of the completed general education prerequisite courses
   c. Points for region of residence
   d. In the event of a tie score, one (1) point for each ITCC completed general education prerequisite course will be added to the total score
   e. If #d does not break the tie, the absolute TEAS scores (not rounded) will be used and if necessary the date of program application will be used.

(2) Applicants having the highest scores will be offered admission to the program according to the number of clinical spots available.

J. Students have the opportunity to apply to each program. Class selection will be made separately. The ASN program will be selected first and the mail notifications sent. The PN program selection process will follow with a new set of applications. This process will assure that the most qualified individuals are chosen for each program.

K. PN-to-ASN Transition student selection:
   The PN to ASN transition student must complete the steps listed above. In addition, the following must also be completed:
   (1) Applicant must hold a current, unencumbered license or eligibility for LPN status in the state of Indiana. A copy of the license must be provided to the nursing program with application submission. A current out-of-state license will be accepted with the application; however, if the applicant is admitted to the program, a current unencumbered Indiana license must be submitted by the first day of the program.
   (2) The same selection scoring process listed above will be utilized to rank-order candidates.
   (3) Students who have graduated from the ITCC Practical Nursing program on the previous curriculum, those who graduated ITCC Practical Nursing program on the current curriculum but are more than two years post-graduation, and those
students who have graduated from an external institution will be required to take the NSG 120 Transition to ASN for LPN course.
(4) Students who have not had a separate equivalent Pharmacology in their Practical Nursing curriculum will be required to take NSG 106 Pharmacology as a pre-requisite.

L. Paramedic to ASN Transition Student Selection: (This option is not offered in Lafayette)
(1) The Paramedic to ASN transition student must complete the steps listed above.
(2) In addition, the following must also be completed:
(3) Applicant must hold current, unencumbered Indiana PMT certification or registration. A copy must be provided to the nursing program by the first day of the Transition course.
(4) The same Selection Decision scoring process listed above will be utilized to rank-order candidates

M. CNA advanced placement for NSG 101
(1) Applicant must hold a current certification. A copy must be provided to the nursing program with application submission.
(2) Applicant must also submit documentation of CNA employment within the last two years with the application to the program. Documentation must be on the employing agency’s letterhead.
N. Acceptance Timeline
   (1) Letters of acceptance will be sent to students utilizing the following timeframe:

<table>
<thead>
<tr>
<th>Start of nursing program</th>
<th>Application Deadline RN</th>
<th>Letters Sent on or before RN</th>
<th>Application Deadline LPN</th>
<th>Letters Sent on or before PN</th>
</tr>
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<tbody>
<tr>
<td>Fall</td>
<td>April 1</td>
<td>May 30</td>
<td>June 15</td>
<td>July 1</td>
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<tr>
<td>Spring</td>
<td>September 1</td>
<td>September 30</td>
<td>September 1</td>
<td>September 30</td>
</tr>
<tr>
<td>Summer</td>
<td>February 1</td>
<td>February 28</td>
<td>March 15</td>
<td>March 30</td>
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<td></td>
<td>Not in Lafayette</td>
<td>Not in Lafayette</td>
<td>Not in Lafayette</td>
<td>Not in Lafayette</td>
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   (2) Applications are due by 4 PM on the deadline date.
   (3) If application date falls on a Saturday or Sunday, the application will be due the Monday immediately following the application date listed.

O. Reapplication Process
   (1) Students who are not selected for the program may reapply for the next class.
   (2) The entire application packet must be resubmitted with each new application.

P. A physical examination is required prior to enrollment in the program to identify health status and accommodation needs. Record of current immunization status is required by the affiliating clinical institutions and the Indiana State Department of Health.
INSTRUCTIONS FOR APPLICATION TO THE NURSING PROGRAMS
AT IVY TECH COMMUNITY COLLEGE LAFAYETTE

Applications to either the practical nursing or the associate degree nursing program are available during the information sessions. They can also be obtained at the School of Health Sciences office, Room 2144, Ivy Hall. The completed applications are to be turned in to the School of Health Sciences office according to the following schedule.

For fall starts, submit the completed application during the spring semester, but prior to the application deadline. For spring starts, the completed applications may be submitted during the summer months up to the application deadline.
II. Attendance

A. College

Students are expected to attend class meetings or other activities assigned as a part of a course of instruction, on a regular basis. Instructors are responsible for maintaining attendance records. A statement regarding the College’s expectations for class attendance will be included in the Student Catalog/Handbook. Instructors will also supply students with a written statement at the beginning of the term, which identifies attendance expectations. These expectations will be further delineated in the individual course syllabi.

Students should confer with instructors in advance if absences are anticipated. If the option for making up work exists (for anticipated or unexpected absences), the student is responsible for consulting with instructors immediately upon return in order to make necessary arrangements. Instructors will complete Student Status Reports when classes/activities are missed a sufficient number of times to jeopardize successful course completion, and will forward forms to appropriate personnel for follow-up. (4.4APPM-DEGREE REQUIREMENTS/GRADUATION).

B. Nursing Classroom, Lab, and Clinical

(1) Classroom and Lab Attendance Policy
   a. Students are expected to attend all lecture and lab sessions. Attendance is necessary to maximize student-learning opportunities. Students who are absent are responsible for missed material. Attendance will be kept for the purpose of financial aid qualification. Specific expectations will be found in each course syllabus.

(2) Clinical Attendance Policy
   a. Clinical courses require the presence of the student for evaluation of having met course objectives and clinical course objectives cannot be accomplished or evaluated outside the clinical setting. Furthermore, it is not possible to provide make up for clinical experiences. Therefore, regular clinical attendance is mandatory for successful clinical course completion. Clinical attendance policies for nursing programs are defined in the Nursing Programs Handbook given to students upon admission to the nursing program.

III. Progression

Prerequisites and co-requisites must be followed. As required by the Indiana State Board of Nursing, students must pass all required courses with a grade of “C” or better. (ISBN 848 IAC 1-2-21)

Only with special permission from the Chief Academic Officer may a student repeat a course more than once. (4.3 APPM – DEGREE REQUIREMENTS/GRADUATION)
W – WITHDRAWAL (A status assigned for student or instructor-initiated withdrawals after the first week of the term through completion of 75% of the course).

A. The student must provide formal notification to the Registrar by completing a course change request form to initiate withdrawal. (The form should be signed by the student’s advisor).

B. A grade of “F” will be assigned to a student who discontinues attendance without formally withdrawing from the course(s) involved.

C. Withdrawals with a “W” may not be submitted after 75% of the course has been completed unless extenuating circumstances, documented by the student in writing, have been approved by the Chief Academic Officer.

D. Instructors may initiate a withdrawal request for non-attendance or disciplinary reasons, with final approval from the Chief Academic Officer (4.2 APPM-DEGREE REQUIREMENTS/GRADUATION)

Progression in Nursing Courses

A. Students who withdraw or do not successfully complete a course with a minimum grade of “C” in a required program course will not be allowed to progress to any subsequent courses for which that course is a prerequisite until the course is successfully completed with a grade of “C” or better. (ISBN 848 IAC 1-2-21)

B. The maximum time frame for completion of the Practical Nursing program is two years plus 1 semester from the date of admission to the nursing program.

C. The maximum time frame for completion of the traditional ASN track is four years from the date of admission to the nursing program.

D. The maximum time frame for the completion of the LPN-to-ASN and the PMT-to-ASN Transition tracks is two years from the original date of admission.

IV. Readmission to the Program

If a student is dismissed from any campus/region of Ivy Tech Community College of Indiana, that individual is dismissed from the College.

A. For violations of the College Rules of Conduct: The year starts at the time/date of the official notification to the student by the Chief Administrative Officer. After one calendar year, the individual under suspension may apply for reinstatement. If the student is dismissed, the student may appeal for reinstatement after five years.

The individual must begin the reinstatement appeal process by informing the Chief Student Affairs Officer at the campus where the dismissal took place of her/his intentions. The appeal for reinstatement may be applied for at any campus/region of Ivy Tech where the individual hopes to attend. The campus/region Student Status Committee will act on the appeal within thirty (30)
days of its receipt. The recommendation of the Student Status Committee will be forwarded to Chief Administrative Officer of the campus/region. That individual will render a judgment on the appeal. That judgment will be final. (9.ISAP – STUDENT RIGHTS AND RESPONSIBILITIES)

B. For failure to meet and maintain academic standards:
   (1) A student who has declared a degree or certificate objective and has 15 or more cumulative quality hours must maintain a 2.00 minimum cumulative GPA to be considered in satisfactory academic standing.
   (2) A student who fails to maintain satisfactory academic progress will be subject to a series of intervention activities and related restrictions until such time as he/she restores satisfactory progress or is dismissed as a degree/certificate seeking student due to repeated unsatisfactory progress.
   (3) A student who is dismissed for unsatisfactory academic progress faces one term of non-enrollment as a certificate or degree/declared student prior to resuming progress toward that certificate or degree, at which time re-enrollment is allowed on a probationary status.
   (4) A student who is dismissed twice for unsatisfactory academic progress will be terminated for up to five years as a degree or certificate-declared student unless he/she chooses to participate in an extensive Basic Skills Advancement program to correct academic deficiencies.
   (5) Dismissal from one campus constitutes dismissal from the College. Petition for readmission must be initiated at the site where dismissal occurred via the Academic Status Committee. (4.3APPM-DEGREE REQUIREMENTS/GRADUATION)
   (6) The following criteria will be utilized for re-admission to the nursing program following dismissal for unsatisfactory progress, as defined in the Academic Standards Policy:
      a. There must be space available.
      b. If the number of applicants for readmission exceeds clinical space availability, selection will be based on the earliest date of written application for readmission.
      c. A readmitted student is subject to the curriculum guidelines and program policies in effect at the time of readmission.
   (7) Satisfactory academic progress is restored when a student successfully earns at least six credit hours and re-establishes a 2.00 cumulative grade point average.
   (8) Intervention strategies and related restrictions for any student who does not maintain satisfactory academic progress are initiated in accordance with the following procedures:
      a. A student who has a GPA under 2.00 after attempting six or more credit hours is selected for Academic Monitoring for the
following term and is referred to his/her academic advisor to select classes for that term. If the student does not achieve a 2.00 cumulative GPA by the time he/she completes fifteen (15) credit hours, he/she will be placed on Academic Probation.

b. A student who does not achieve the minimum cumulative GPA of 2.00 for 15 or more semester quality hours earned at the end of each term will be placed on Academic Probation for the following term. The student will be able to enroll for the first term on Academic Probation with the understanding that he/she must raise the minimum cumulative GPA by the end of that term.

c. A student on Academic Probation who does not meet Standards of Progress and does not improve by the end of the first term on Academic Probation will not be allowed to register as a degree or certificate seeking student for the following term, and (if applicable) financial aid will be denied. (No improvement means that the student has not achieved the applicable minimum cumulative GPA required in accordance with the Academic Standards Policy or has not successfully earned at least six quality credit hours and attained a minimum 2.00 GPA for the probationary term.)

d. Intervention procedures which may be initiated for students who are on Academic Monitoring or Academic Probation may include one or more of the following:

1. Restriction of enrollment to a probation registration period
2. Course load limited to 12 semester hours of new credit and no more than a maximum total of 15 semester hours during any probationary term with the College. (If taking more than 12 credit hours, the balance will be limited to repeated courses in which grades of D or F were received.)
3. Required attendance at special counseling sessions
4. Enrollment in Basic Skills Advancement classes
5. Disqualification for graduation

A student determined not to be making academic satisfactory progress in accordance with guidelines may appeal to the Chief Academic Officer/Student Status Committee for review of that determination based upon the possibility of administrative error or due to extenuating circumstances.

(10) The College may elect to address individual mitigating circumstances administratively, with appropriate documentation to justify continuation of academic eligibility. The student may always exercise his/her right of due process.

C. For reasons of illness: If a student who is otherwise in good standing has to drop out of a program for one semester because of well-documented health reasons, that student will be allowed to repeat the course(s) without penalty and that
V. Transfer

The College encourages articulation between programs offered at each campus and similar programs offered at secondary or post-secondary levels. To ensure that articulation between programs at the high school level and Ivy Tech and between Ivy Tech and four-year institutions is established on a permanent and educationally sound foundation, formal written articulation agreements with secondary and/or post-secondary institutions must be developed.

Local articulation agreements between Ivy Tech campuses and post-secondary institutions and statewide post-secondary articulation agreements should include a statement listing all conditions under which the courses or degree programs transfer. (6.3APPM – CREDIT TRANSFER/AWARDING)

The Registrar will accept in transfer any course appearing on the SIS+ transfer list. For courses not appearing on SIS+, recommendations for transfer of credit are made by the Department/Program head. Credits to be considered for transfer must have been earned at a post-secondary institution accredited by a regional accrediting board, and the student must have earned a grade of “C” or better in the course(s) involved. Grades below “C-“ do not transfer. Transferred credit is included in earned hours, but does not affect the grade point average. Final authority for transfer credit rests with the Chief Academic Officer. Credits taken more than 10 years prior must be reviewed by the Chief Academic Officer if applied to a degree or certificate objective.

This policy applies to credits accepted in transfer from another institution and to credits taken at Ivy Tech prior to declaring the new degree or certificate objective to which the credits may apply. (4.2APPM – GRADING POLICIES)
Transfer of Nursing Courses

A. Transfer of a non-Ivy Tech Community College student occurs on a space available basis, only in the 2nd semester of the program. Positions are not held in advance for possible transfers. Returning Ivy Tech Community College students will have priority admission for available student positions.

B. Transfer candidates must provide documentation of transferable prerequisite general education courses: ANP 101, ANP 102, PSY 101, ENG 111.

C. The student must submit course syllabi from the prior nursing and pharmacology courses for evaluation of content and contact hour equivalency to Ivy Tech NSG 100, NSG 101, NSG 102, NSG 103, NSG 105, and NSG 106. Equivalency and transferability of courses will be determined by the Nursing Program Chair on a case-by-case basis.

D. Transfer candidates must have completed comparable nursing course-work covering fundamentals of nursing, nursing assessment, and pathophysiology of health disorders at the school previously attended with a grade of C or higher and a three credit Pharmacology course with a grade of C or better prior to admission. Those nursing courses may not be older than 10 years. Enrollment in and successful completion of the pharmacology course does not imply or guarantee admission into either of the nursing programs.

E. To be considered for admission by transfer, the candidate must complete the following steps at least 2 months prior to the semester requested for admission.

1. Complete an Application for Admission to Ivy Tech Community College
2. Have on file in the Ivy Tech Community College's Office of the Registrar, an official copy of the College transcript from the College(s) or University(ies) where prior work was completed.
3. Complete the required entrance test for the nursing program with scores that meet the established standards. Note: admission requirements for the nursing program are subject to change.
4. The following competencies must be completed:
   a. Comprehensive written exams which cover material presented in NSG 100, NSG 101, NSG 102, NSG 106. The applicant must score a 75% or better on each exam.
   b. Satisfactorily demonstrate competence of nursing skills as covered in NSG 101 and NSG 103.
   c. Math competency examination as covered in NSG 102 at 80% or better.
5. Any applicable College Test Out fees per credit hour must be paid prior to the test out attempts.
F. Transfer admission to the program will be determined by rank order of the nursing entrance test scores and prerequisite general education grades. However, space availability may not be known until the end of the semester. In the event of equal rank order scores, applicants with the earliest application date will be awarded the available space.

Movement with the Ivy Tech System

A. Movement within the Ivy Tech system is based on the following:
   1. Clinical space availability
   2. Written request by the student indicating the desire to complete the studies at another Ivy Tech campus
   3. Good academic standing with a cumulative GPA of 2.0 or higher
   4. The student is held harmless in the transfer of co-requisite credit of the General Education courses required region-to-region.

B. Movement within in a region between the ASN and PN programs is based upon the following:
   1. Transfer between PN and ASN programs may occur on a space available basis up to the end of the last combined course.
   2. Crossover students will be rank-ordered by the original selection decision score.
   3. If a tie-breaker is necessitated, the date of the written request for crossover status will be utilized.
   4. Certificates of Completion and NCLEX results for students moving within the Ivy Tech System:
      a. If a student is required to complete only one semester at the receiving campus, the originating campus will be responsible for the Certificate of Completion for the Indiana State Board of Nursing and that campus' code will be used for NCLEX registration.
      b. If a student's tenure at the receiving campus exceeds a single semester, the receiving campus will be responsible for the Certificate of Completion for the Indiana State Board of Nursing and that campus' code will be used for NCLEX registration.
      c. If the student has attended multiple campuses, while admitted to the nursing program, the campus where the majority of nursing core classes were taken is responsible for the Certificate of Completion for the Indiana State Board of Nursing and that campus' code will be used for NCLEX registration.
VI. Graduation

Certification requirements for students seeking a degree include:

A. Successful completion of all courses within program certification requirements at a minimum cumulative grade point average of 2.00.
B. Successful completion of the required number of credits.
C. Completion of at least 15 degree credits as a regular student at Ivy Tech, and not through test-out or other means of advanced placement.
D. Satisfaction of all financial obligations due the College.
E. Satisfaction of program accreditation standards that may have additional requirements. (4.1 APPM – DEGREE REQUIREMENTS/GRADUATION)

The Indiana State Board of Nursing regulations require that all courses in the nursing curriculum must be passed with a minimum grade of “C”. (ISBN 848 IAC 1-2-21)

VIII. Grievance Process

The student grievance process provides the College an appropriate mechanism to deal with violations of student rules of conduct and conversely allows a student with a disagreement to grieve against a College employee’s decision affecting that student. The College encourages students to resolve their complaints informally.

The informal grievance procedures are designed to accomplish a quick resolution that is most expeditious and effective. Whenever the informal process does not result in a satisfactory resolution, the College formal grievance procedure is also available. A full description of the informal and formal grievance procedures can be found in pages 10-13 of 9.1SAP – STUDENT RIGHTS AND RESPONSIBILITIES.

IX. Student Disciplinary System/Student Code of Conduct

Students enrolled at the College are expected to conduct themselves in a mature, dignified and honorable manner. Students are entitled to a learning atmosphere free from discrimination, harassment, sexual harassment and intimidation. This applies to the conduct between faculty and staff to student, student to student, and student to faculty and staff.

Students are subject to College jurisdiction while enrolled at Ivy Tech. The College reserves the right to take disciplinary action against any student whose conduct, in the opinion of Ivy Tech representatives, is not in the best interests of the student, other students, or the College. All Ivy Tech students are expected to abide by the College rules of conduct listed in pages 3-8 of 9.1SAP – STUDENT RIGHTS AND RESPONSIBILITIES.

Revised December 2006
Anyone found in violation of College regulations shall be subject to disciplinary action by the College through due process procedures for student conduct violations. Cases of student misconduct and/or lack of academic integrity are to be referred to the Chief Academic Officer or Chief Student Affairs Officer. A student who violates the rules and regulations of the College may be subject to disciplinary actions, which may include, but not limited to the following:

A. Verbal reprimand;
B. Restitution for damages;
C. Restriction of privileges;
D. Failure of the assignment or course;
E. Withdrawal from a course, program or the College for the remainder of the semester or term;
F. Suspension from the College (one calendar year);
G. Dismissal from the College (five years; student may appeal for reinstatement).

In addition, the College representative will be responsible to review all initial disciplinary procedures and may suspend a student for a period of time until the Student Status Committee can meet.

Students are provided an opportunity to appeal any disciplinary decision and are required to sign a waiver if they choose to waive the right to appeal. The basic process in discipline cases is as follows: to notice of charges, notice of possible penalty, and opportunity to explain a defense to some authority.

The Student Status Committee hears all appeals relating to disciplinary actions. (9.1SAP – STUDENT RIGHTS AND RESPONSIBILITIES).

Guidelines for Professional Conduct in Clinical Settings
Expectations for student behavior in clinical settings are governed by clinical agency affiliation agreements, the American Nurses Association Code of Ethics, and the Indiana Nurse Practice Act and are outlined in the Nursing Program Handbook, given to students upon admission to the nursing program. These guidelines are consistent with Ivy Tech State College policies for student conduct and are subject to the Student Disciplinary System as described above.

Academic Honesty Statement
The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

X. Grading Practices

The Nursing Program will use the following grading scale:

- 92-100   A
- 83-91    B
- 75-82    C
- 70-74    D
- 0 – 69   F

XI. Charges to Students

In 1998, an NCA self-study committee identified the issue of charges for consumables was identified as a concern, particularly in light of inconsistent practices among the regions for the provision of such materials. There was renewed interest in this subject when the Indiana Commission for Higher Education conducted a survey on fees and other charges in public institutions.

A Fees Committee was formed and issued a final report in the Fall of 1999 with the recommendations about how and what fees should be charged. Their recommendations follow:

1. In order to achieve consistency in regard to the selling of instructional supplies, a list of specific items must be identified for which charges can be made. Other instructional consumables not on that list must be provided in the classroom without additional charge. Charges were set by course, are the same in each region and include, e.g., materials in some of the welding, drafting, science, and visual communications courses.
2. Course kits may still be sold in the bookstore that include miscellaneous disposable practicum items, such as gloves, masks, safety glasses, tape, etc.
3. It is appropriate and allowable to charge students for tests, uniforms, and other similar charges either through the bookstore or the bursar’s office.

XII. Affiliation Agreements

Revised December 2006
Agreements should state the responsibilities and privileges of both parties. Affiliation agreements should be obtained for internships, externships, practicum’s, co-ops, clinical experiences, or other types of off-campus educational experiences required of students in the course of fulfilling their educational objectives. Observational experiences do not require written agreements, but they are recommended.

Affiliation agreements should follow the procedures documented in 7.7APPM – OPERATONS.

In an off-campus setting, it is the policy of the College that faculty and students shall conform to the health policies of the affiliating agency. (7.8APPM – STUDENT AND FACULTY HEALTH REQUIREMENTS)
ESSENTIAL FUNCTIONS OF NURSING STUDENTS

Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential functions. Students with documented need for accommodations are to meet with the campus Disabilities Support Services Representative, Tony Criswell, in the Learning Resource Center.

<table>
<thead>
<tr>
<th>FUNCTION ABILITY CATEGORY</th>
<th>REPRESENTATIVE ACTIVITY/ATTRIBUTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROSS MOTOR SKILLS</td>
<td>Move within confined spaces</td>
</tr>
<tr>
<td></td>
<td>Sit and maintain balance</td>
</tr>
<tr>
<td></td>
<td>Stand and maintain balance</td>
</tr>
<tr>
<td></td>
<td>Reach above shoulders (e.g., IV poles)</td>
</tr>
<tr>
<td></td>
<td>Reach below waist (e.g., plug electrical appliance into wall outlets)</td>
</tr>
<tr>
<td>FINE MOTOR SKILLS</td>
<td>Pick up objects with hands</td>
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<tr>
<td></td>
<td>Grasp small objects with hands (e.g., IV tubing, pencil)</td>
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<tr>
<td></td>
<td>Write with pen or pencil</td>
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<td></td>
<td>Key/type (e.g., use a computer)</td>
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<td></td>
<td>Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)</td>
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<tr>
<td></td>
<td>Twist (e.g., turn objects/knobs using hands)</td>
</tr>
<tr>
<td></td>
<td>Squeeze with finger (e.g., eye dropper)</td>
</tr>
<tr>
<td>PHYSICAL ENDURANCE</td>
<td>Stand (e.g., at client side during surgical or therapeutic procedure)</td>
</tr>
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<td></td>
<td>Sustain repetitive movements (e.g., CPR)</td>
</tr>
<tr>
<td></td>
<td>Maintain physical tolerance (e.g., work entire shift)</td>
</tr>
<tr>
<td>PHYSICAL STRENGTH</td>
<td>Push and pull 25 pounds (e.g., position clients)</td>
</tr>
<tr>
<td></td>
<td>Support 25 pounds (e.g., ambulate client)</td>
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<tr>
<td></td>
<td>Lift 25 pounds (e.g., pick up a child, transfer client)</td>
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<tr>
<td></td>
<td>Move light object weighing up to 10 pounds (e.g., IV poles)</td>
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<tr>
<td></td>
<td>Move heavy objects weighing from 11 to 50 pounds</td>
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<tr>
<td></td>
<td>Defend self against combative client.</td>
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<td></td>
<td>Carry equipment/supplies</td>
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<td>Use upper body strength (e.g., perform CPR, physically restrain a client)</td>
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<td></td>
<td>Squeeze with hands (e.g., operate fire extinguisher)</td>
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<tr>
<td>MOBILITY</td>
<td>Twist</td>
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<tr>
<td></td>
<td>Bend</td>
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<tr>
<td></td>
<td>Stoop/squat</td>
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<tr>
<td></td>
<td>Move quickly (e.g., response to an emergency)</td>
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<tr>
<td></td>
<td>Climb (e.g., ladders/stools/stairs)</td>
</tr>
<tr>
<td></td>
<td>Walk</td>
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</tbody>
</table>

Revised December 2006
| HEARING | Hear normal speaking level sounds (e.g., person-to-person report)  
|         | Hear faint voices  
|         | Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)  
|         | Hear in situations when not able to see lips (e.g., when masks are used)  
|         | Hear auditory alarms (e.g., monitors, fire alarms, call bells) |
| VISUAL | See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)  
|         | See objects up to 20 feet away (e.g., client in a room)  
|         | See object more than 20 feet away (e.g., client at end of hall)  
|         | Use depth perception  
|         | Use peripheral vision  
|         | Distinguish color (e.g., color codes on supplies, charts, bed)  
|         | Distinguish color intensity (e.g., flushed skin, skin paleness) |
| TACTILE | Feel vibrations (e.g., palpate pulses)  
|         | Detect temperature (e.g., skin solutions)  
|         | Feel differences in surface characteristics (e.g., skin turgor, rashes)  
|         | Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)  
|         | Detect environment temperature (e.g., check for drafts) |
| SMELL | Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.)  
|         | Detect smoke  
|         | Detect gases or noxious smells |
| READING | Read and understand written documents (e.g., policies, protocols)  
|         | Read and understand columns of writing (flow sheet, charts)  
|         | Read digital displays  
|         | Read graphic printouts (e.g., EKG)  
|         | Calibrate equipment  
|         | Convert numbers to and/or from the Metric System  
|         | Read graphs (e.g., vital sign sheets)  
|         | Tell time  
|         | Measure time (e.g., count duration of contractions, etc.)  
|         | Count rates (e.g., drips/minute, pulse)  
|         | Use measuring tools (e.g., thermometer)  
|         | Read measurement marks (e.g., measurement tapes) |
| **EMOTIONAL STABILITY** | Establish therapeutic boundaries  
| | Provide client with emotional support  
| | Adapt to changing environment/stress  
| | Deal with the unexpected (e.g., client going bad, crisis)  
| | Focus attention on task  
| | Monitor own emotions  
| | Perform multiple responsibilities concurrently  
| | Handle strong emotions (e.g., grief)  

| **ANALYTICAL THINKING** | Transfer knowledge from one situation to another  
| | Process information  
| | Evaluate outcomes  
| | Problem solve  
| | Prioritize tasks  
| | Use long term memory  
| | Use short term memory  

| **CRITICAL THINKING** | Identify cause-effect relationships  
| | Plan/control activities for others  
| | Synthesize knowledge and skills  
| | Sequence information  

| **INTERPERSONAL SKILLS** | Negotiate interpersonal conflict  
| | Respect differences in clients  
| | Establish rapport with clients  
| | Establish rapport with co-workers  

| **COMMUNICATION SKILLS** | Teach (e.g., client/family about health care)  
| | Explain procedures  
| | Give oral reports (e.g., report on client’s condition to others)  
| | Interact with others (e.g., health care workers)  
| | Speak on the telephone  
| | Influence people  
| | Direct activities of others  
| | Convey information through writing (e.g., progress notes)  

*Adapted from Validation Study: “Functional Abilities Essential for Nursing Practice, National*
Council of State Boards of Nursing, Inc. 1996.
Successful completion of the nursing program, as described in the Admission, Progression, and Graduation policy, provides eligibility for a student to apply to a state board of nursing to take the licensure examination. The following questions are asked by the Indiana State Board of Nursing (ISBN) in the application to take the examination. Similar questions are found on other state board of nursing applications. If you answer YES to any of these questions, the State Board of Nursing may deny you to sit for the licensing examination, even if you satisfactorily complete on of Ivy Tech Community College’s nursing programs. It is the student’s responsibility to resolve those issues with the Board of Nursing at the time of initial application to the Board of Nursing following program completion.

1. Has disciplinary action ever been taken regarding any health license, certificate, registration or permit that you hold or have held?
   Yes_____  No_____  

2. Have you ever been denied a license, certificate, registration or permit to practice as a nurse or any regulated health occupation in any state (including Indiana) or country?
   Yes_____  No_____  

3. Are there charges pending against you regarding a violation of any Federal, State or local law relating to the use, manufacturing, distribution or dispensing of controlled substances, alcohol or other drugs?
   Yes_____  No_____  

4. Have you ever been convicted of, pled guilty or nolo contendre to:
   A. A violation of any Federal, State or local law relating to the use, manufacturing, distribution or dispensing of controlled substances, alcohol or other drugs?
      Yes_____  No_____  
   B. To any offense, misdemeanor or felony in any state? (Except for minor violations of traffic laws resulting in fines)
      Yes_____  No_____  

5. Have you ever been denied staff membership or privileges in any hospital or health care facility or had such membership or privilege revoked, suspended or subjected to any restrictions, probation or other type of discipline or limitations?
   Yes_____  No_____  

6. Have you ever had a malpractice judgment against you or settled any malpractice action?
   Yes_____  No_____  

7. Are you now being or have you ever been treated for a drug abuse or alcohol problem?
   Yes_____  No_____  

Indiana Code 25-23-1-25.1
# NURSING CURRICULA

<table>
<thead>
<tr>
<th>GEN-ED PRE-REQS:</th>
<th>PRACTICAL NURSING PROGRAM</th>
<th>CREDITS</th>
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<tr>
<td></td>
<td>ENG 111 English Composition</td>
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<td>PSY 101 Introduction to Psychology</td>
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<tr>
<td></td>
<td>ANP 101 Anatomy and Physiology I</td>
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<tr>
<td></td>
<td>ANP 102 Anatomy and Physiology II</td>
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| GEN-ED CO-REQS: | IVY XXX Life Skills                                               | 1       |

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<thead>
<tr>
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<th>CREDITS</th>
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<tr>
<td>1</td>
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<tr>
<td></td>
<td>NSG 100 Fundamentals of Nursing</td>
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<tr>
<td></td>
<td>NSG 102 Medical Surgical Nursing I</td>
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<tr>
<td></td>
<td>NSG 103 Medical Surgical Nursing I Lab</td>
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<tr>
<td></td>
<td>NSG 105 Medical Surgical Nursing I Clinical</td>
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<td>NSG 106 Pharmacology for Nursing</td>
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<td>NSG 114 Healthcare Concepts in Nursing</td>
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<td>2 OR 3</td>
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<td>NSG 112 Maternal Child Nursing</td>
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<td>NSG 113 Maternal Child Nursing Clinical</td>
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<td>NSG 116 Geriatric/Complex Medical Surgical Nursing for the Practical Nurse</td>
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<tr>
<td></td>
<td>NSG 117 Geriatric/Complex Medical Surgical Nursing for the Practical Nurse Clinical</td>
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Total Credits: 43
### ASN TRADITIONAL PROGRAM

<table>
<thead>
<tr>
<th>SEM</th>
<th>CREDITS</th>
<th>COURSE DESCRIPTION</th>
<th>CREDITS</th>
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<tr>
<td></td>
<td></td>
<td>ENG 111 English Composition</td>
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**Total credits: 69**

### ASN TRANSITIONAL PROGRAM FOR LPNs

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>COURSE DESCRIPTION</th>
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<tbody>
<tr>
<td>3</td>
<td>ENG 111 English Composition</td>
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Revised December 2006
| ED PRE-REQS: | PSY 101 Introduction to Psychology | 3 |
| | ANP 101 Anatomy and Physiology I | 3 |
| | ANP 102 Anatomy and Physiology II | 3 |
| GEN-ED CO-REQS: | IVY XXX Life Skills | 1 |
| | English: ENG 112 or ENG 211 | 1 |
| | Social Science: SOC 111, SOC 164, PSY 201, or PSY 205 | 3 |
| | Math: MAT 111, MAT 112, MAT 117, MAT 118 | 3 |
| | Natural Science: ANP 201, CHM 101 or 111, BIO 201 or 211, or PHY 101 | 6 |
| | Communication: COM 101 or COM 102 | 3 |
| TOTAL | | 31 |
| SEM | ITCC PN Graduate Within 2 years of Graduation Who Has Taken NSG 100, 101, 102, 103, 105, 106, 110, 111, 112, 113, 114, 116, 117 | CREDITS |
| 1 or 2 | NSG 200 Complex Medical Surgical Nursing for the ASN | 3 |
| | NSG 201 Complex Medical Surgical Nursing for the ASN Clinical | 4 |
| 1 or 2 | NSG 202 Nursing Care of the Complex Family | 2 |
| | NSG 203 Nursing Care of the Complex Family Clinical | 2 |
| 1 or 2 | NSG 204 Psychiatric Nursing | 2 |
| | NSG 205 Psychiatric Nursing Clinical | 1 |

Total Credits: 33 (excluding 12 cr gen. ed. Prereq. completed in PN program)

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<tr>
<th>SEM</th>
<th>LPN &gt; 2 YEARS POST GRADUATION; PN GRAD ON OLD CURRICULUM; PN GRAD EXTERNAL PN PROGRAM</th>
<th>CREDITS</th>
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<tr>
<td>Prereq</td>
<td>NSG 106 Pharmacology for Nursing (If not taken in PN Program)</td>
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<td>NSG 120 Transition to ASN for LPNS</td>
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Total credits: 40/43

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<tr>
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<td>PSY 101</td>
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Revised December 2006
### REQS:
- **ANP 102**
- **ENG 112 or ENG 211**
- **SOC 111, SOC 164, PSY 201, or PSY 205**
- **MAT 111, MAT 112, MAT 117, MAT 118**
- **ANP 201, CHM 101 or 111, BIO 201 or 211, or PHY 101**
- **COM 101 or COM 102**

### GEN-ED CO-REQS:
- **Life Skills**
- **Engl.**
- **Social Science:**
- **Math**
- **Natural Science:**
- **Communication:**

### SEM | CREDITS
--- | ---
1 | NSG 106 Pharmacology 3
1 | NSG 108 Transition to ASN for Paramedics 5
 | NSG 109 Transition to ASN for Paramedics Lab/Clinical 3
1 | NSG 112 Maternal Child Nursing 3
 | NSG 113 Maternal Child Nursing Clinical 2
2 or 3 | NSG 200 Complex Medical Surgical Nursing for the ASN 3
 | NSG 201 Complex Medical Surgical Nursing for the ASN Clinical 4
2 or 3 | NSG 202 Nursing Care of the Complex Family 2
 | NSG 203 Nursing Care of the Complex Family Clinical 2
2 or 3 | NSG 204 Psychiatric Nursing 2
 | NSG 205 Psychiatric Nursing Clinical 1

**Total Credits: 59 (including all required general education course work)**

**THIS OPTION IS NOT OFFERED AT THE LAFAYETTE CAMPUS**
# NURSING COURSE CONTACT HOURS

Lecture: 1 credit = 1 contact hour  
Lab: 1 credit = 2 contact hours  
Clinical: 1 credit = 3 contact hours

## Practical Nursing Course Hours

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
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<tbody>
<tr>
<td>NSG 100</td>
<td>Fundamentals of Nursing</td>
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<tr>
<td>NSG 101</td>
<td>Fundamentals of Nursing Lab</td>
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<td>NSG 102</td>
<td>Medical Surgical Nursing I</td>
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<td>NSG 103</td>
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<td>NSG 106</td>
<td>Pharmacology</td>
<td>3</td>
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<tr>
<td>NSG 110</td>
<td>Medical Surgical Nursing II</td>
<td>3</td>
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<td>NSG 111</td>
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<td>NSG 112</td>
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<td>NSG 113</td>
<td>Maternal Child Nursing Clinical</td>
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<td>Healthcare Concepts in Nursing</td>
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| Total Hrs  | 30       | 304     | 96      | 384   |
## Traditional Associate of Science in Nursing Course Hours

<table>
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<th>Course Name</th>
<th>Credits</th>
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<td>Lecture</td>
<td>Lab</td>
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<td>NSG 100</td>
<td>Fundamentals of Nursing</td>
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<tr>
<td>NSG 101</td>
<td>Fundamentals of Nursing Lab</td>
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<tr>
<td>NSG 102</td>
<td>Medical Surgical Nursing I</td>
<td>2</td>
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<tr>
<td>NSG 103</td>
<td>Medical Surgical Nursing I Lab</td>
<td>2</td>
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<tr>
<td>NSG 105</td>
<td>Medical Surgical Nursing I Clinical</td>
<td>2</td>
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<tr>
<td>NSG 106</td>
<td>Pharmacology</td>
<td>3</td>
<td>48</td>
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<td>Medical Surgical Nursing II</td>
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<td>Medical Surgical Nursing II Clinical</td>
<td>2</td>
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<td>NSG 112</td>
<td>Maternal Child Nursing</td>
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<td>NSG 113</td>
<td>Maternal Child Nursing Clinical</td>
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<td>NSG 114</td>
<td>Healthcare Concepts in Nursing</td>
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<td>NSG 203</td>
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<td>NSG 205</td>
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<td>Pharmacology (Taken as prerequisite if 3 credit separate pharmacology class was not taken in PN program)</td>
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<td>NSG 201</td>
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<td>NSG 202</td>
<td>Nursing Care of the Complex Family</td>
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<td>NSG 203</td>
<td>Nursing Care of the Complex Family Clinical</td>
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<tr>
<td>NSG 204</td>
<td>Psychiatric Nursing</td>
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<td>NSG 205</td>
<td>Psychiatric Nursing clinical</td>
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<td><strong>Total Hrs (hours without NUR 106 &amp; NUR 120)</strong></td>
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### Paramedic to ASN Transitional Associate of Science in Nursing Course Hours

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<td>Pharmacology</td>
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<td>NSG 108</td>
<td>Transition to ASN for the Paramedic</td>
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<td>NSG 112</td>
<td>Maternal Child Nursing</td>
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<tr>
<td>NSG 113</td>
<td>Maternal Child Nursing Clinical</td>
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<td>NSG 200</td>
<td>Complex Medical Surgical Nursing for the ASN</td>
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<td>48</td>
</tr>
<tr>
<td>NSG 201</td>
<td>Complex Medical Surgical Nursing for the ASN</td>
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<tr>
<td>NSG 202</td>
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<tr>
<td>NSG 203</td>
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<td>NSG 204</td>
<td>Psychiatric Nursing</td>
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<tr>
<td>NSG 205</td>
<td>Psychiatric Nursing Clinical</td>
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<td><strong>Total Hrs</strong></td>
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**THIS OPTION IS NOT OFFERED IN LAFAYETTE**
# NURSING CURRICULUM
## NURSING ASN

### First Year

**Semester 1**
- ANP 101 Anatomy & Physiology 1  
  3 cr
- ENG 111 English Composition  
  3 cr
- MATH 118 Concepts in Mathematics  
  3 cr
- PSY 101 Introduction to Psychology  
  3 cr

**Semester 2**
- ANP 102 Anatomy & Physiology 2  
  3 cr
- Communications Course  
  See advisor  (COM 101 or COM 102)  
  3 cr
- Social Science Course  
  See advisor  (SOC 111, PSY 201, PSY 205)  
  3 cr
- Physical Science Course  
  See Advisor  (ANP 201, CHM 101, PHY 101)  
  3 cr

### Second Year

**Semester 1**
- NSG 100 Fundamentals of Nursing  
  3 cr
- NSG 101 Fundamentals of Nursing Lab  
  1 cr
- NSG 102 Medical-Surgical Nursing 1  
  2 cr
- NSG 103 Medical-Surgical Nursing 1 Lab  
  2 cr
- NSG 105 Medical-Surgical Nursing Clinical  
  2 cr
- NSG 106 Pharmacology for Nursing  
  3 cr

**Semester 2**
- NSG 110 Medical Surgical Nursing II  
  3 cr
- NSG 111 Medical Surgical Nursing II clinical  
  2 cr
- NSG 112 Maternal-Child Nursing  
  3 cr
- NSG 113 Maternal-Child  
  2 cr
- NSG 114 Health Care Concepts in Nursing  
  1 cr
- ENG course  
  See advisor (ENG 112, ENG 211)  
  3 cr

### Third Year

**Semester 1**
- NSG 200 Complex Medical-Surgical Nursing for the ASN  
  3 cr
- NSG 201 Complex Medical-Surgical Nursing for the ASN  
  4 cr
  |  
  | Clinical  
- Physical Science  
  (See advisor same courses as above)  
  3 cr

**Semester 2**
- NSG 202 Nursing Care of the Complex Family  
  2 cr
- NSG 203 Nursing Care of the Complex Family  
  2 cr
  |  
  | Clinical  
- NSG 204 Psychiatric Nursing  
  2 cr
- NSG 205 Psychiatric Nursing Clinical  
  1 cr
- Life Skills course  
  See advisor  
  1 cr
NURSING ASN
MOBILITY OPTION

For ITCC PN graduate within 2 years of graduation who has taken NSG 100, NSG 101, NSG 102, NSG 103, NSG 105, NSG 106, NSG 110, NSG 111, NSG 112, NSG 113, NSG 114, NSG 116, NSG 117

First year

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<td><strong>MATH 118</strong> Concepts in Mathematics</td>
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<td>Social Science Course See advisor (SOC 111, PSY 201, PSY 205)</td>
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<td>Physical Science Course See advisor (ANP 201, CHM 101, PHY 101)</td>
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Second Year

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<tr>
<td>NSG 201 Complex Medical-Surgical Nursing for the ASN Clinical</td>
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<td>NSG 203 Nursing Care of the Complex Family Clinical</td>
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<tr>
<td>NSG 204 Psychiatric Nursing</td>
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<td>NSG 205 Psychiatric Nursing Clinical</td>
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<tr>
<td>Life Skills course See advisor</td>
<td>1 cr</td>
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<tr>
<td>ENG course See advisor (ENG 112, ENG 211)</td>
<td>3 cr</td>
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NURSING CURRICULUM
NURSING ASN
MOBILITY OPTION

LPN MORE THAN 2 YEARS POST GRADUATION; LPN GRAD ON OLD CURRICULUM; LPN GRAD EXTERNAL PRACTICAL NURSING PROGRAM

First year
Semester 1
  ANP 101  Anatomy & Physiology 1  3 cr
  ENG 111  English Composition  3 cr
  MATH 118  Concepts in Mathematics  3 cr
  PSY 101  Introduction to Psychology  3 cr

Semester 2
  ANP 102  Anatomy & Physiology 2  3 cr
  Communications course  See advisor (COM 101 or COM 102)  3 cr
  Social Science Course  See advisor (SOC 111, PSY 201, PSY 205)  3 cr
  Physical Science Course  See Advisor (ANP 201, CHM 101, PHY 101)  3 cr
  BIO 211

Second year
Semester 1
  NSG 120  Transition to ASN for LPNs  5 cr
  NSG 106  Pharmacology for Nursing  3 cr
  (If not taken in PN Program)
  ENG course  See advisor (ENG 112, ENG 211)  3 cr

Semester 2
  NSG 200  Complex Medical-Surgical Nursing for the ASN  3 cr
  NSG 201  Complex Medical-Surgical Nursing for the ASN  4 cr
  Clinical
  Physical Science (See advisor same courses as above)  3 cr

Semester 3
  NSG 202  Nursing Care of the Complex Family  2 cr
  NSG 203  Nursing Care of the Complex Family  2 cr
  Clinical
  NSG 204  Psychiatric Nursing  2 cr
  NSG 205  Psychiatric Nursing Clinical  1 cr
  Life Skills course  See advisor  1 cr

Revised December 2006
NURSING CURRICULUM
PRACTICAL NURSING

GEN ED Pre-requisites
ANP 101 Anatomy & Physiology I 3 cr
ANP 102 Anatomy & Physiology II 3 cr
ENG 111 English Composition 3 cr
PSY 101 Introduction to Psychology 3 cr

First Year
Semester 1
NSG 100 Fundamentals of Nursing 3 cr
NSG 101 Fundamentals of Nursing Lab 1 cr
NSG 102 Medical-Surgical Nursing I 2 cr
NSG 103 Medical-Surgical Nursing I Lab 2 cr
NSG 105 Medical-Surgical Nursing Clinical 2 cr
NSG 106 Pharmacology for Nursing 3 cr

Semester 2
NSG 110 Medical Surgical Nursing II 3 cr
NSG 111 Medical Surgical Nursing II clinical 2 cr
NSG 116 Geriatric/Complex Medical Surgical Nursing for
The Practical Nurse 4 cr
NSG 117 Geriatric/Complex Medical Surgical Nursing
For the Practical Nurse 2 cr
NSG 114 Health Care Concepts in Nursing 1 cr

Semester 3
NSG 112 Maternal-Child Nursing 3 cr
NSG 113 Maternal-Child 2 cr
IVY Life Skills 1 cr
NURSING COURSE DESCRIPTIONS

NSG 100 Fundamentals of Nursing
Credits: 3  Contact hours: 48 lecture
Prerequisites: Admission to the program
Corequisites: NSG 101

Examines the roles of the licensed practical nurse and the registered nurse as members of the health care team. Provides an overview of the five components of the nursing process. Explores the nurse’s role in providing for basic physiological, psychosocial, cultural, intellectual, and spiritual needs of patients. Introduces fundamental principles of therapeutic communication and teaching/learning.

NSG 101 Fundamentals of Nursing Lab
Credits: 1  Contact hours: 32 lab
Prerequisites: Admission to the program
Corequisites: NSG 100

Simulated patient care provides an opportunity to develop the psychomotor skills necessary to provide nursing care to meet basic patient needs. Emphasis is placed on the use of standard precautions, provision of a safe care environment, and maintenance of patient privacy. Through simulation, basic principles of documentation are practiced.

NSG 102 Medical-Surgical Nursing I
Credits: 2  Contact hours: 32 lecture
Prerequisites: NSG 100, NSG 101
Corequisites: NSG 103, NSG 105

Emphasizes the assessment component of the nursing process. Introduces data analysis and nursing diagnosis. Examines the etiology, pathophysiology, clinical manifestations, and diagnostic testing of common alterations in health within the context of all body systems. Introduces mental health concepts and therapeutic communications/milieu management.

NSG 103 Medical-Surgical Nursing I Lab
Credits: 2  Contact hours: 64 lab
Prerequisites: NSG 100, NSG 101
Corequisites: NSG 102, NSG 105

Simulated patient care provides an opportunity to develop progressively complex nursing skills. Emphasis is placed on sterile technique, airway maintenance, nutritional and fluid support, elimination devices, specimen collection, medication administration, and drug dosage calculations.
**NSG 105 Medical-Surgical Nursing I Clinical**  
Credits: 2  Contact hours: 94 clinical  
Prerequisites: NSG 100, NSG 101  
Corequisites: NSG 102, NSG 103

Provides the opportunity to apply nursing skills in diverse patient care situations. Emphasizes assessment skills in determining patient health status. Applies knowledge of etiology, pathophysiology, diagnostic tests, and assessment findings to identify patient needs.

**NSG 106 Pharmacology for Nursing**  
Credits: 3  Contact hours: 48 lecture  
Prerequisites: Admission to a Nursing Program or Program Chair Approval  
Corequisites: None

Introduces principles of pharmacotherapeutics, pharmacodynamics, and pharmacokinetics in relation to the major drug classifications. Utilizes the nursing process to explore pharmacologic aspects of patient care.

**NSG 108 Transition for the Paramedic to the Associate of Science in Nursing**  
Credits: 5  Contact hours: 80 lecture  
Prerequisites: Admission to the Associate of Science in Nursing Program  
Corequisites: NSG 109

Examines the transition to the role of the registered nurse. Identifies components of the nursing program philosophy. Provides an overview of the five components of the nursing process, emphasizes the assessment component. Introduces data analysis and nursing diagnoses. Reviews etiology, pathophysiology, clinical manifestations, and the diagnostic testing of common alterations in health within the context of all body systems. Introduces mental health concepts and therapeutic communications / milieu management.

**NSG 109 Transition for the Paramedic to the Associate of Science in Nursing Lab/Clinical**  
Credits: 3  Contact hours: 32 lab, 96 clinical  
Prerequisites: Admission to the Associate of Science in Nursing Program  
Corequisites: NSG 108

Provides the paramedic the opportunity to transition into the role of the associate degree nurse. Allows the opportunity to apply theoretical knowledge to provide ethical, culturally competent, and holistic care for adults experiencing non-complex alterations in health. Emphasis is placed on the prevention of illness and the maintenance, promotion and restoration of health, as well as the support of death with dignity and implementation of the ordered treatment plan. The nursing process provides the framework for problem solving and critical thinking in providing nursing care. Laboratory and clinical experiences are provided to assist the student in identifying appropriate nursing interventions for health needs.

**NSG 110 Medical Surgical Nursing II**  
Credits: 3  Contact hours: 48 lecture  

Revised December 2006
Prerequisites: NSG 102, NSG 103, NSG 105, NSG 106
Corequisites: NSG 111

Provides an understanding of the health care needs of adults experiencing non-complex alterations in health within the context of all body systems. Examines the roles of the licensed practical nurse and the registered nurse in applying the nursing process and implementing the ordered plan of treatment.

**NSG 111 Medical Surgical Nursing II Clinical**
Credits: 2  Contact hours: 96 clinical
Prerequisites: NSG 102, NSG 103, NSG 105, NSG 106
Corequisites: NSG 110

Allows the opportunity to apply theoretical knowledge to provide ethical, culturally competent, and holistic care for adults experiencing non-complex alterations in health. Emphasis is placed on the prevention of illness and the maintenance, promotion and restoration of health, as well as the support of death with dignity and implementation of the ordered treatment plan. The nursing process provides the framework for problem solving and critical thinking in providing nursing care.

**NSG 112 Maternal-Child Nursing**
Credits: 3  Contact hours: 48 lecture
Prerequisites: NSG 102, NSG 103, NSG 105, NSG 106
Corequisites: NSG 113

Applies knowledge of etiology and pathophysiology to provide an understanding of the health care needs of children and childbearing families. Examines the roles of the licensed practical nurse and the registered nurse in applying the nursing process and implementing the ordered plan of treatment for childbearing and childrearing families. Introduces growth and development components and how they impact therapeutic communication, therapeutic interventions, and teaching-learning techniques when providing nursing care to children and child-rearing families.

**NSG 113 Maternal-Child Nursing Clinical**
Credits: 2  Contact hours: 96 clinical
Prerequisites: NSG 102, NSG 103, NSG 105, NSG 106
Corequisites: NSG 112

Allows the opportunity to apply theoretical knowledge to provide ethical, culturally competent, and holistic care for children and childbearing families. Emphasis is placed on the prevention of illness and the maintenance, promotion, and restoration of health as well as the support of death with dignity and implementation of the ordered plan of treatment. Knowledge of principles of growth and development are utilized to adapt therapeutic communication, therapeutic intervention, and teaching-learning techniques to provide nursing care to children and childrearing families. The nursing process provides the framework for problem solving and critical thinking in providing nursing care

Revised December 2006
NSG 114 Health Care Concepts in Nursing
Credits: 1  Contact hours: 16 lecture
Prerequisites: NSG 102, NSG 103, NSG 105
Corequisites: None

Explores strategies utilized to promote lifelong personal and professional development. Analyzes the roles of the licensed practical nurse and the registered nurses within the context of the larger healthcare environment. Examines internal and external influences on nursing practice. Explores basic concepts of nursing leadership and management. Analyzes legal and ethical issues in healthcare.

NSG 116 Geriatric/Complex Medical Surgical Nursing III for the Practical Nurse
Credits: 4  Contact hours: 64 lecture
Prerequisites: Admission to Practical Nursing Program NSG 110, NSG 111
Corequisites: NSG 117

Applies previous knowledge of etiology and pathophysiology to provide an understanding of the health care needs of adults experiencing complex alterations in health within the context of all body systems. Examines the role of the practical nurse in the acute care and long-term care setting. Relates principles of growth and development to the needs of geriatric patients. Examines leadership skills in the geriatric setting.

NSG 117 Geriatric/Complex Medical Surgical Nursing III Clinical for the Practical Nurse
Credits: 2  Contact hours: 96 clinical
Prerequisites: Admission to Practical Nursing Program NSG 110, NSG 111
Corequisites: NSG 116

Allows the opportunity to apply theoretical knowledge to provide ethical, culturally competent, and holistic care for adults within the context of all body systems. Emphasis is placed on the prevention of illness and the maintenance, promotion and restoration of health, as well as the support of death with dignity and implementation of the ordered plan of treatment. The nursing process provides the framework for problem solving and critical thinking in providing nursing care. Leadership activities for practical nurses in the long term care setting are explored.
NSG 120 Transition to Associate of Science Nursing for the LPN
Credits: 5   Contact hours: 64 lecture, 32 lab
Prerequisites: Admission to the ASN Program, NSG 106
Corequisites: None

Examines the role of the registered nurse. Identifies components of the nursing program philosophy. Reviews etiology, pathophysiology, clinical manifestations, and the diagnostic testing of common alterations in health within the context of all body systems. The nursing process will guide the student in analyzing the care of the adult and maternal child patients with noncomplex health disorders. Emphasis will be placed on assessment skills. Laboratory experience is provided to perform basic nursing skills and assist the student in identifying appropriate nursing responses to health needs.

NSG 200 Complex Medical-Surgical Nursing for the ASN
Credits: 3   Contact hours: 48 lecture
Prerequisites: Admission to ASN Program, NSG 110, NSG 111, NSG 112, NSG 113
OR Admission to ASN Program, NSG 108, NSG 109, NSG 112, NSG 113
OR Admission to ASN Program, NSG 120
Corequisites: NSG 201

Applies previous knowledge of the etiology and pathophysiology of complex alterations in health in understanding the patient's health care needs within the context of all body systems. Examines the role of the registered nurse in applying the nursing process and implementing the ordered plan of treatment in acute care settings. Examines leadership skills in a variety of healthcare settings.

NSG 201 Complex Medical-Surgical Nursing for the ASN Clinical
Credits: 4   Contact hours: 192 clinical
Prerequisites: Admission to ASN Program, NSG 110, NSG 111, NSG 112, NSG 113
OR Admission to ASN Program, NSG 108, NSG 109, NSG 112, NSG 113
OR Admission to ASN Program, NSG 120
Corequisites: NSG 200

Allows the opportunity to apply theoretical knowledge to provide ethical, culturally competent, and holistic care for adults experiencing complex alterations in health within the context of all body systems. Emphasis is placed on the prevention of illness and the maintenance, promotion and restoration of health, as well as the support of death with dignity and implementation of the ordered plan of treatment. The nursing process provides the framework for problem solving and critical thinking in providing nursing care. Leadership concepts utilized in the management of direct patient care are explored.
NSG 202 Nursing Care of the Complex Family
Credits: 2  Contact hours: 32 lecture
Prerequisites:  Admission to ASN Program, NSG 110, NSG 111, NSG 112, NSG 113
OR  Admission to ASN Program, NSG 108, NSG 109, NSG 112, NSG 113
OR  Admission to ASN Program, NSG 120
Corequisites: NSG 203

Explores the theoretical concepts of growth and development, family nursing, and health promotion across the lifespan. Examines the role of the registered nurse in applying the nursing process and in implementing the ordered plan of treatment for families experiencing complex health problems. Identifies community health resources. Discusses the issues of obstetrical and high-risk neonatal emergencies, family violence, acute life threatening illnesses, and chronic debilitating illnesses. Analyzes the needs of the geriatric patient.

NSG 203 Nursing Care of the Complex Family Clinical
Credits: 2  Contact hours: 96 clinical
Prerequisites:  Admission to ASN Program, NSG 110, NSG 111, NSG 112, NSG 113
OR  Admission to ASN Program, NSG 108, NSG 109, NSG 112, NSG 113
OR  Admission to ASN Program, NSG 120
Corequisites: NSG 202

Allows the opportunity to apply theoretical knowledge to provide ethical, culturally competent, and holistic care with the focus on family coping and adaptation across the lifespan. Emphasis is placed on the prevention of illness and the maintenance, promotion, and restoration of health as well as the support of death with dignity, and implementation of the ordered plan of treatment for families experiencing complex health problems. The nursing process provides the framework for problem solving and critical thinking in providing nursing care.

NSG 204 Psychiatric Nursing
Credits: 2  Contact hours: 32 lecture
Prerequisites:  Admission to ASN Program, NSG 110, NSG 111, NSG 112, NSG 113
OR  Admission to ASN Program, NSG 108, NSG 109, NSG 112, NSG 113
OR  Admission to ASN Program, NSG 120
Corequisites: NSG 205

Builds upon previous knowledge of mental health concepts to provide an understanding of psychiatric and behavioral disorders. Examines the role of the registered nurse in applying the nursing process to the care of individuals in the psychiatric setting. Explores the ordered plan of treatment for psychiatric and behavioral disorders. Identifies the registered nurse's accountability for the legal and ethical issues inherent in psychiatric nursing.
NSG 205 Psychiatric Nursing Clinical
Credits: 1  Contact hours: 48 clinical
Prerequisites:  Admission to ASN Program, NSG 110, NSG 111, NSG 112, NSG 113
OR  Admission to ASN Program, NSG 108, NSG 109, NSG 112, NSG 113
OR  Admission to ASN Program, NSG 120
Corequisites: NSG 203

Allows the opportunity to apply theoretical knowledge to provide ethical, culturally competent, and holistic care for individuals experiencing psychiatric and behavioral disorders. The nursing process provides the framework for problem solving and critical thinking in nursing care.
## ESTIMATED COSTS

<table>
<thead>
<tr>
<th>Item</th>
<th>PN Program</th>
<th>ASN Traditional Program</th>
<th>LPN to ASN Transitional Program</th>
<th>***Paramedic to ASN Transitional Program</th>
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<tbody>
<tr>
<td>Tuition (including all pre- &amp; co-requisite general education courses)</td>
<td>In State $91.30</td>
<td>In State $91.30</td>
<td>In State $91.30</td>
<td>***NOT OFFERED IN LAFAYETTE</td>
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<tr>
<td></td>
<td>Out of State $185.75</td>
<td>Out of State $185.75</td>
<td>Out of State $185.75</td>
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<tr>
<td>Technology Fee</td>
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<td>$40.00 per sem</td>
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<tr>
<td>ATI Testing</td>
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<td>$334.00</td>
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<td>Books</td>
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<td>To be determined</td>
<td>To be determined</td>
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<tr>
<td>Uniforms and Other Supplies</td>
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<td>$200.00</td>
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<tr>
<td>Graduation Expenses</td>
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<td>$30.00</td>
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<tr>
<td>NCLEX &amp; Licensure Expenses</td>
<td>$250.00</td>
<td>$250.00</td>
<td>$250.00</td>
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</tr>
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</table>

Note: All costs are estimated and subject to change without notice.

***NOT OFFERED IN LAFAYETTE
DRUG TESTING AND CRIMINAL BACKGROUND CHECKS
It is possible that during your course of study you will be required by a clinical site to submit to drug screening or a criminal background check. While the College does not require drug screenings or criminal background checks of its health division students, unless required by law to do so, the College cannot control or influence the requirements placed on the program by independent clinical sites. Consequently, your ability to successfully complete your program of study may be affected by your ability to pass a drug screening test or criminal background check. In the event that you are required to submit to such tests, you will have to bear the cost of the screening or check and a copy of its results will be maintained in your confidential student records during your participation in the program.

ARMS/DEADLY WEAPONS/EXPLOSIVES/CHEMICALS
Possession of firearms and other weapons, dangerous chemicals, or any explosive or explosive device is prohibited on college property or at any college-sponsored activity including off campus clinicals, clinical observations, etc. No student will use or threaten to use firearms, other weapons, dangerous chemicals, or any explosive device on college property or at any college-sponsored activity. Weapons concealed or otherwise are not permitted in personal property or in student vehicles and possession of such is considered a criminal felony at some clinical sites.