

Changes for FSMFN Catalog Vol 2007 No 4

New Academic and General School Policies

NOTE: The Statement of Scholarship is currently in the FSMFN Faculty Handbook and is being added to the FSMFN Catalog. It was approved by the FSMFN faculty on 5/29/04.

Statement of Scholarship

Scholarship at the Frontier School of Midwifery and Family Nursing (FSMFN) is defined as those activities that systematically advance the teaching, research, and practice of midwifery, family nursing and women's health care through rigorous inquiry.

We concur with Boyer's (1990) assertion that:

"Theory leads to practice. But practice also leads to theory. And teaching at its best shapes both research and practice. Surely scholarship means engaging in original research. But the work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice and communicating one's knowledge effectively to students."

At FSMFN the scholarship of teaching, research and practice are all equally valued. We believe that the three form a continuum that strengthens each other.

For our work to be considered scholarly it must meet the following criteria as cited by Boyer (1990).

1. Clear goal
2. Adequate preparation (investigation of what is known).
3. Appropriate method (disciplined and systematic)
4. Significant contribution
5. Effective presentation
6. Reflective critique

We continue to explore a broad definition of the term "scholarly work" that includes a wide variety of activities that contribute to the advancement of knowledge. We are committed to using these six criteria to define and evaluate our scholarly work.

Reference

Boyer, E. (1990). Scholarship reconsidered: Priorities for the professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Revised Academic and General School Policies

Communications Policy

To meet the expectations for professional communication, students are required to:

- Respond to any faculty e-mail or phone contact within five (5) business days.
- Meet with faculty within five (5) business days of the faculty's request for a meeting with a student.

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Examination Security Policy and Procedure

NOTE: There were duplicate paragraphs regarding two examination failures. The incorrect paragraph was deleted.

- After two (2) examination failures, the student will again review with course faculty and discuss the situation with their Student Advisor. Based on their own reflections and the advice of their course

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faculty and advisor, the student will develop a Learning Plan (see the Learning and Performance Plans Policy) to provide guidance for decreasing the risk of future examination failures.

Examination Security Policy and Procedure

The FSMFN student identifies an appropriate examination proctor and supplies the proctor with the Proctor Approval Application. If the student's clinical preceptor is going to be the proctor, the preceptor must still complete the Proctor Approval Application. Other CNMs or NPs in the proctor's practice or office personnel may not be substituted unless they have also completed the Proctor Approval Application. After the proctor has applied and been approved, the FSMFN Academic Resource Coordinator sends the proctor a letter announcing the approval.

If a proctor's address changes, the proctor must contact the Academic Resource Coordinator. Address changes for proctors cannot be submitted by students.

Examinations will be automatically sent to the proctor at the end of the Add/Drop period. Students who live outside the United States or who plan to take examinations in the first two weeks of the term should contact their Department Chair to discuss the possibility of special arrangements for the mailing of their examinations. Students who need to change proctors should e-mail exams@frontierschool.edu immediately to arrange to have their examinations held until the new proctor has been approved. Once a new proctor is approved, the student's examinations will be mailed within five (5) business days. If a student withdraws from a course, the proctor will be notified in writing and must destroy all examinations for that course.

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Incomplete Grade Policy and Procedure

- An "Incomplete" (I) grade may be assigned only if a majority of the work for a course has been satisfactorily completed. The Course Coordinator determines what constitutes the majority of work for a course. Transition students are exempt from the requirement to have completed a majority of the work, but all other provisions of this policy and procedure apply to transition students.
- Bridge students cannot receive an Incomplete grade in the Bridge courses (N400, N401, N404, N406, N407, N408, and N409).
- Non-matriculating students must have their requests for an Incomplete grade approved by the Department Chair.
- A student cannot be given an Incomplete grade because the student is failing the course.
- The requirements necessary to complete the course and a timeline for completion must be defined in the Petition for Incomplete Grade form.
- Upon completing the requirements, the Course Coordinator will submit a new grade to the Registrar. The Registrar will then replace the Incomplete grade with the new grade.
- An Incomplete grade may not be removed by reenrolling in the course.
- An Incomplete grade is a temporary grade that converts to F unless the Incomplete grade is replaced with a permanent grade by the last day of the next term.

Procedure for Obtaining Permission for an Incomplete (I) Grade

1. Complete the Petition for Incomplete Grade form and submit to the Course Coordinator no later than 14 days prior to the end of the term.
2. The Course Coordinator will make a decision regarding the Incomplete prior to the end of the term.
3. The Course Coordinator will submit the Incomplete grade to the Registrar with the petition form attached. The student will be copied on this message.
4. If the petition for an incomplete graded is denied, the Course Coordinator will send the form to the Registrar, the student, the Student Advisor, and the Department Chair.

Learning and Performance Plans

Learning Plans

When a student experiences a specific learning problem in either a didactic or clinical course, the student may be asked by their Department Chair, Student Advisor, Course Coordinator, Regional

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Clinical Coordinator, or Preceptor to write a Learning Plan. This student-generated plan should help to identify the problem, the resources needed to solve it, and a time frame for resolution. Examples of situations where Learning Plans may be requested include delayed academic progress, problems with clinical skills, delayed submission of academic work, examination failures, or issues regarding communication. The goal of the Learning Plan is the student's success. The Student Advisor and Department Chair are available to assist in developing this plan.

Performance Plans

A Performance Plan is initiated when a student is having a serious or multifaceted problem in either didactic coursework or clinical performance. Some situations for use of a Performance Plan include unsafe clinical care, failure of multiple tests and/or assignments, prolonged or arrested academic progress, communication, or professional issues. When a Performance Plan is indicated, the Department Chair and student will meet by telephone to discuss the problem. After the meeting, the Department Chair will develop the Performance Plan, which is a contract for rectifying the identified problem. The student is expected to agree to the Performance Plan. The student's agreement will be documented by signing the Performance Plan and mailing it to the School to be placed in their file. The Performance Plan will be sent to the student via e-mail, and the Plan will be signed and returned to the School within seven (7) days. Failure to agree to and sign a Performance Plan is grounds for dismissal.

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A Performance Plan will be considered completed when all objectives set forth in the Performance Plan are met. Additional tuition, extension fees, and/or added term fees will be required if academic or clinical remediation extends beyond the expected time frame for program completion. If the terms of a Performance Plan are not successfully met, the Department Chair will take the situation to the Administrative Team for review. The consequences of a failed Performance Plan may include a recommendation for dismissal from FSMFN. All completed Performance Plans shall be removed from the student's file and destroyed upon completion of the program.

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Leave of Absence Policy

FSMFN encourages continuous enrollment and progression towards program completion. There are many studies that show that students enrolled continuously have a greater likelihood of success in completing their course of study. However, we recognize that some circumstances may force students to interrupt their studies temporarily. Therefore, any student who is in good academic standing and who is not in the ADN to MSN Bridge will normally receive permission, upon petition to their Department Chair (DC), to take one or two terms of leave of absence (LOA). This is based on the student departing in good academic standing at the end of a term and returning at the beginning of a term. Leaves for Bridge students will only be granted for extreme emergencies that preclude the ability to effectively attend school.

Students may use an LOA to take off a total of two terms. These may be two separate terms or two consecutive terms. Longer leaves (up to but not to exceed one year) may be granted for significant personal reasons such as pregnancy or adoption, illness of the student or a close family member, divorce or separation, or death of a family member.

Ordinarily an LOA will start at the beginning of a term. Leaves that start in the middle of a term may be granted for extreme emergencies such as a sudden illness which precludes the ability to effectively attend school. Students departing during a term may be counseled by their DC to either withdraw from currently enrolled courses if it is very early in the term and not much work has been completed, or to take an incomplete for the courses if there has been significant work done and they expect to be able to return in the next term.

Satisfactory Academic Progress Policy for Terms Students

C. Cumulative Credits Earned: Starting with the first term of enrollment, matriculated, full-time students must complete a minimum of nine (9) credits in each 6 month period (2 complete 12 week terms). Part-time students must complete a minimum of six (6) credits each 6 month period (2

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complete 12 week terms). Cumulative Credits Earned is reviewed at the end of each six month period (2 completed 12 week terms) that the individual student is enrolled.

• Repeated Courses: When a student is permitted to repeat a course, both the original and repeat enrollments will be noted on the student's transcript. However, only credit and grade points earned for the most recent grade are counted in computing the grade point average and determining the number of credits successfully completed.

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D. Complete the degree or certificate within the following maximum time frame:

- Students must complete their degree or certificate within 5½ years.
- The 5½ year time frame includes any time out of school such as a Leave of Absence.

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Transfer between Full-time and Part-time Options for Terms Students

Students must declare full-time or part-time status upon entry to the FSMFN. Students have the opportunity to change from full-time to part-time or part-time to full-time only once. This change must occur prior to the start of the fifth term (i.e., during the first year) of study in the specialty track. Changes after this time will be considered only for extreme and unexpected situations. Students requesting a change in status after the start of the third term of study must petition the Administrative Team via their Department Chair to request the change.

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Withdrawal from the FSMFN

A student may decide to withdraw from the FSMFN at any time. This decision should be discussed with the appropriate Department Chair to explore alternative options. Once the final decision has been made, a letter or e-mail shall be sent to the FSMFN Registrar in Hyden, Kentucky with copies to the President and Dean, the Department Chair, the Student Advisor, the Regional Clinical Coordinator, and the Clinical Preceptor. The date of the withdrawal will be determined by the postmark on the envelope of a written withdrawal request, the sent date of a withdrawal request transmitted by e-mail, or a later date specified by the student. Students who withdraw in good standing may re-apply without prejudice. Re-application includes submission of standard forms, fees, and a letter explaining how the situation that led to withdrawal has been resolved. If a student is on a leave of absence and then withdraws without returning, the first day of the leave of absence becomes the recorded withdrawal date. Please see further information regarding withdrawal and refunds in the Tuition and Fees section of the FSMFN Catalog.

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Revised Clinical Practicum Policies

Background Check Policy

All FSMFN students are required to have a background check prior to starting their clinical practicum. For most students this can be accomplished by following the procedure that is located on the Clinical Bound website. This should be done within 3 months prior to starting the clinical practicum. Occasionally, a clinical site will require a specific type of background check. If this is the case, the student will be notified of this with instructions as soon as the FSMFN Quality Assurance Coordinator (QAC) is made aware through the contract review process.

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Revised Policies Specific to Transition Students

Satisfactory Academic Progress for Transition Students with Federal Stafford Loans

The Frontier School of Midwifery and Family Nursing requires that students maintain Satisfactory Academic Progress in accordance with federal regulations. Students who wish to borrow federal student loan monies, must maintain a 3.0 grade point average, and must be making progress toward completion of the program. Due to the transition to the Twelve Week Terms, satisfactory academic progress for transition students was revised October 2007 so that students must have satisfactorily

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completed in the two most recent terms (six months) 9 credits if they are full-time and 6 credits if they are part-time. The following criteria are used in determining the number of credits satisfactorily completed:

- Earned credits, for purposes of this policy, are those in which the student earns a grade of A or B.
- Courses with the following grades do not count toward total credits completed: I - Incomplete; W - Withdrawal; IP – In Progress and F - Failed. Except for "F," none of these grades are included in the GPA calculation.
- Repeated Courses: When a student is permitted to repeat a course, both the original and repeat enrollments will be noted on the student's transcript. However, only credit and grade points earned for the more recent grade are counted in computing the grade point average and determining the number of credits successfully completed.
- Transfer credits may not be used to satisfy credit requirements for meeting this criterion.

Remainder of current policy deleted.

Revised Tuition and Fees

Tuition Policy and Plan for Terms Students

Tuition Schedule for Bridge Students

Bridge Entry Option <u>Classes 53, 55, and 57</u>	20	3 (Fourth term starts Specialty Track payments)	\$7,600	\$2,535	No added terms
Bridge Entry Option <u>Classes 60 and higher</u>	20	4	\$7,600	\$1,900	No added terms

Bridge Classes 53, 55, and 57:

Bridge students take six credits of the Bridge sequence in each of the first three twelve week terms. In the fourth term, they must take both the final two credits of the Bridge sequence and two credits of their specialty courses. Bridge students pay for all Bridge credits in the first three terms. They start payments for their specialty track in the fourth term of their first year. All tuition payments will be completed in the next-to-final term of the specialty track. Students will be assessed a technology fee for their final term in the MSN program.

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Bridge Classes 60 and higher:

Bridge students take six credits of the Bridge sequence in each of the first three twelve week terms. In the fourth term, they must take both the final two credits of the Bridge sequence and two credits of their specialty courses. Bridge students pay for all Bridge credits in the first four terms. They start payments for their specialty track in the first term of their second year.

Faculty and Staff Roles

Academic Resource Coordinator (ARC)

- Receives requests for examinations. Copies, mails, and tracks all examinations.
- Monitors and approves proctor applications.
- Provides support for the Quality Assurance Coordinator (QAC).
- Oversees maintenance of equipment and inventory.
- Supports faculty and students in activities related to all forms of instructional materials.
- Helps to maintain an orderly and current FSMFN and Archives.

Secretary (Hyden Office)

- Assists the Registrar with entering new student data into the School Management System (SMS).

- Assumes responsibility for in-coming phone calls, mail, supplies, and processing all inquiries.
- Mails information packets (brochures, catalogs etc).
- Manages the Outpost Gift Shop.

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- Monitors and approves proctor applications.

Revised Course Descriptions

PC600 Health Promotion & Disease Prevention (2-0)

This course presents concepts, strategies, and guidelines necessary for the maintenance and promotion of personal and patient health. Content that builds on previous knowledge related to evidence-based practice (EBP) is introduced. Through case studies, students will have an opportunity to develop teaching strategies that lead patients toward optimal levels of wellness based on the tenets of EBP.

Prerequisite: Licensure as a registered nurse

Prerequisite or concurrent: N409 for Bridge students.

PC628 Skills for Primary Care (1-0)

This course provides the student with the opportunity to learn and practice health assessment, women's health, and antepartum hands-on skills in an on-campus didactic classroom and clinical laboratory. Students also participate in role plays and clinical scenarios in preparation for interaction with clients during the clinical practicum.

Prerequisite: PC615, PC617, and NM617 or NP611.