

Cover Page for the Spring 2021 Catalog Changes Document

The following policies were edited for the Spring 2021 Catalog:

- Removal of specific policies related to the ADN Bridge Entry Option
- On-Campus Attendance for the DNP
- On-Campus Attendance for the MSN
- Sequencing of the MSN Program of Study
- On-Campus Attendance for the PGC
- Sequencing of the PGC Program of Study - new section
- Residents of New York Applying to the MSN and PGC- new policy in Admissions section
- Direct Admissions to the DNO for Current FNU Students
- Admissions Criteria for the Post-Graduate Certificate (PGC)
 - Standard Admission to the PGC Program
 - Direct Admission to the PGC for Current Students
- Banyan Tree 101 (BT101) Requirement Prior to Starting Any Courses
- Antiracism Policy- new policy
 - Student Bias Reporting Policy- new policy
- Course Registration Policy and Procedure
- Honor Code Policy Procedures
- Safety and Security While on the Versailles
- Updating Personal Information on the Student Record
 - Address Change
- Student Review Subcommittee of the Administrative Team name changed to “Student Policy Team”
- Course Descriptions:
 - MH701 Psychopharmacologic/Neuroscience Foundations of Mental Health Care
 - MH718 Psych-Mental Health Independent Study
 - NM702 Midwifery Care during Pregnancy
 - NM705 Midwifery Care of Postpartum Women and Newborns
 - NM717 Nurse-Midwifery Final Comprehensive Review
 - NM718 Nurse-Midwifery Independent Study
 - NP703 Gynecologic Health and Childbearing
 - NP706 Primary Care III
 - NP710 Advanced Skills for Nurse Practitioner Care
 - NP718 Nurse Practitioner Independent Study
 - PC740 DNP Clinical Scholarship Planning
 - PC742 DNP Clinical Scholarship Dissemination
 - PC790 Independent Study
 - WH707 Antepartum Complications and Comprehensive Postpartum Care
 - WH717 Women’s Healthcare Final Comprehensive Review
 - WH718 Women’s Health Independent Study
 - PC742 DNP Clinical Scholarship Dissemination

FRONTIER NURSING UNIVERSITY

www.frontier.edu

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CATALOG

2021, SPRING TERM

APRIL 5 - JUNE 19, 2021



Students are expected to abide by all of the policies stated in the Frontier Nursing University (FNU) Catalog. These policies are subject to change at any time and, unless otherwise noted, the revised or additional policies will apply to all students. Students will be notified of changes to the FNU Catalog via the Banyan Tree web portal (<http://portal.frontier.edu>). Upon being notified of changes, students are responsible for downloading and reading the most recent version of the FNU Catalog.

Accreditations

Frontier Nursing University (FNU) is accredited by the **Commission on Colleges of the Southern Association of Colleges and Schools** to award master's degrees and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about accreditation of FNU.

Frontier Nursing University is licensed by the **Kentucky Council of Postsecondary Education** (1024 Capital Center Drive, Suite 320, Frankfort, KY 40601; Tel: 502-573-1555) to offer a Doctor of Nursing Practice degree and both certificates and a Master of Science in Nursing (MSN) for nurse-midwifery, family nurse practitioner, women's health care nurse practitioner specialties and psychiatric-mental health nurse practitioner specialties.

The nurse-midwifery post-graduate certificate program and master's program and doctor of nursing practice degree are accredited by the **Accreditation Commission for Midwifery Education (ACME)**, 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; Tel: 240-485-1802, www.midwife.org/acme, <http://www.midwife.org/acme>, acme@ACNM.org

The Doctor of Nursing Practice, the Master of Science in Nursing program and the post-graduate certificates, including the nurse-midwifery, family nurse practitioner, psychiatric mental health nurse practitioner, and women's health care nurse practitioner tracks are accredited by the **Accreditation Commission for Education in Nursing (ACEN)**.

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

Guaranty Bond

The Guaranty Bond is maintained on file in the office of the Executive Vice President for Finance and Facilities of FNU at 2050 Versailles Road, Versailles, KY 40383. The Guaranty Bond is available for review upon request during normal business hours by any and all interested parties.

Civil Rights Notice of Non-Discrimination

Frontier Nursing University (FNU) is in full compliance with section 602 of Title VI of the Civil Rights Act of 1964. The FNU staffing policies, education programs and services rendered are administered uniformly without regard to and does not discriminate on the basis of race, color, religion, national origin, sex, physical or mental disability, sexual orientation, citizen status, pregnancy, genetic information, age, past, present, or future service in the Uniformed Services of the United States whether the individual is a smoker or nonsmoker, or any other basis prohibited by local, state, or federal law. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

FNU Human Resource Director
Title IX Coordinator
2050 Lexington Road
Versailles, KY 40383
Phone (859) 251-4740
email: latoshia.daniel@frontier.edu

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About Frontier Nursing University

Mission

Frontier Nursing University is a private, non-profit, non-residential graduate school of nursing offering community-based, distance education programs leading to the Doctor of Nursing Practice degree, the Master of Science in Nursing Degree and/or post-graduate certificates in advanced practice nursing specialties. Our mission is to provide accessible nurse-midwifery and nurse practitioner education to prepare competent, entrepreneurial, ethical and compassionate leaders in primary care to serve all individuals with an emphasis on women and families in diverse, rural and underserved populations.

Adopted FNU Board of Directors 1/5/2011

This mission is accomplished by:

- Offering a structured off-campus program of nurse-midwifery and nurse practitioner graduate and certificate education to nurses who choose to learn in their community and/or learn best through self-directed, independent study.
- Preparing nurse-midwives and nurse practitioners to establish and/or manage a practice including innovative methods of providing primary care services.
- Providing commitment and collaboration between FNU's centralist academic structure and community-based clinical preceptors.
- Contributing to faculty and student development of scholarship in the areas of midwifery and advanced practice nursing education, practice and service.

Adopted FNU Board of Directors 10/17/2008

Vision Statement

Continually improve our status as a center of excellence for Midwifery and Nurse Practitioner Education.

Values

| | |
|----------|--------------|
| C | Compassion |
| I | Innovation |
| R | Reflection |
| C | Community |
| L | Legacy |
| E | Excellence |
| U | Uniqueness |
| P | Primary Care |

Elaboration of the Vision

- Continue leadership in educating nurse-midwives and nurse practitioners to work in rural and other underserved areas.
- Maintain excellence in educating nurse-midwives and nurse practitioners in primary care.
- Demonstrate innovation in community-based distance education through the Community of Inquiry (CoI) model.
- Foster a culture of respect and service throughout the community.
- Plan for responsible and sustainable growth.
- Maintain responsible business and fiscal stewardship.
- Advance the legacy of Mary Breckinridge and the Frontier Nursing Service.

adopted Board of Directors 1/5/2011

Philosophy

The faculty of Frontier Nursing University (FNU) ascribe to a philosophy that includes the following beliefs:

Person

Individuals are unique, holistic beings, complex in nature with innate worth and dignity. As integrated biophysical, psychological, spiritual and socio-cultural beings, they are in constant interaction with an internal/external environment. Individuals have inherent power to be self-directed, to adapt behavior to work towards the highest potential for wellness, and to attain personal meaning for their lives within the context of their families and communities.

Environment

An individual's environment is comprised of biophysical, psychological, sociocultural and spiritual dimensions. The way in which an individual responds to the environment affects a person's level of wellness. The environment can be altered to positively affect a person's health.

Health

Health is a dynamic process reflecting one's biophysical, psychological, socio-cultural and spiritual state. Health is maximized when an individual's optimum level of wellness is promoted, maintained or restored.

FNU fosters a commitment to holistic care and facilitates the development of assessment and management skills necessary for practice in an advanced health care provider role. Comprehensive, safe, and culturally sensitive primary health care that emphasizes prevention, is a right of all people. It addresses the ongoing and evolving needs of the family and the community. When individuals, families and communities are active in planning and developing health care systems to meet their needs, providers and institutions become more sensitive to their concerns.

Nursing

Nursing is the diagnosis and treatment of human responses to actual or potential health problems. A primary focus of nursing is health promotion and disease prevention.

Nursing is a relational practice that applies theoretical knowledge that includes the discipline of nursing, the sciences as well as arts and humanities.

Advanced practice nursing focuses on providing specialized care to clients in a variety of settings. The advanced practice nurse uses expanded knowledge and skills that require increased depth of critical thinking to address complex health care challenges. The scope of practice includes independent decision-making and management. Advanced practice nursing requires excellent communication skills needed to develop therapeutic relationships with clients and in order to effectively participate in consultation, collaboration or referral within a system of health care delivery.

Education

FNU assumes that undergraduate nursing education includes the science of nursing and incorporates knowledge from the humanities, and behavioral, physical, and social sciences.

In a perspective that places family needs in the center, the art and science of nurse-midwifery and nurse practitioner education evolves from a solid base of knowledge and skills acquired through a combination of study, observations and experiences that provide the way for safe and thoughtful health care, wherein choices and control reside within the family.

FNU supports multi-disciplinary collaboration both in education and practice. Inherent in the commitment to service and education is the obligation to participate in research. It is through research that valuable insights are made into clinical practice, teaching-learning methods and primary health care delivery.

Education at FNU is further based on the belief that:

- Nurse-midwifery and nurse practitioner education has essential content that is shared across the curriculum. The communication and collaboration of the faculty in the development and operations of the programs of FNU exemplify this belief.
- Learning occurs at a rate which varies with individuals. Learning is effective when self-directed, and with students assuming major responsibility for their own learning practice and evaluation. Learning is enhanced by essential structure that supports progress, motivation, and allows for various effective teaching strategies.
- Learning professional skills and responsibilities is enhanced through a clearly defined program of study implemented by master professional preceptors regardless of geographic location.
- Adult learners are self-motivated. They draw upon multiple experiences, which may not fit traditional learning structures. Faculty members guide a community of learners.
- Community-based education meets the needs of those learners for whom conventional residential education programs are not available or who learn best through directed independent study.
- The goal of the faculty of FNU is to foster autonomous learners who have the skills to think critically. Critical thinking skills are necessary for accurate assessment, diagnosis and management of client problems.
- The faculty/student relationship is characterized by mutual respect, responsibility and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication. Faculty offer support, facilitate learning and are role models for students.

Statement of Scholarship

Scholarship at Frontier Nursing University (FNU) 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 FNU, the scholarship of teaching, research and practice are all valued equally. We believe that the integration of teaching, research and practice creates the optimal environment for educating students. As described by Boyer, scholarship at FNU may include the following activities:

Discovery - the pursuit of inquiry and investigation in search of new knowledge.

Integration - making connections across disciplines and advancing knowledge through synthesis.

Application – applying knowledge to the social issues of the times in a dynamic process that generates and tests new theory and knowledge

Teaching – transmitting, transforming and extending knowledge

For our work to be considered scholarly it must meet the following criteria as described 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. References Boyer, E. (1990). *Scholarship reconsidered: Priorities for the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Scholarly Agenda 2012

The faculty of FNU has established a scholarly agenda that is consistent with the mission of FNU:

Our mission is to provide accessible nurse-midwifery and nurse practitioner education to prepare competent, entrepreneurial, ethical, and compassionate leaders in primary care to serve all individuals with an emphasis on women and families in diverse, rural, and underserved populations.

Thus, the scholarly agenda at FNU has two separate but interrelated foci:

Focus One

Improve health care services and the health status of women, children and families with a special emphasis on rural and underserved communities.

Focus Two

Develop and evaluate methods for educating nurse-midwives and nurse practitioners with a special emphasis on distance and online education.

Rev. 12-4-12

History

The Frontier Graduate School of Midwifery was started in 1939 by the Frontier Nursing Service (FNS) as a part of its demonstration project in the care of the mother and child in rural areas of Kentucky. When FNS began using nurse-midwives in the United States in 1925, it was able to secure a qualified staff in only two ways, by sending the American nurses to Great Britain for graduate training or by enlisting British nurses already qualified as midwives. In the early years, the FNS offered scholarships to American nurses to go to Great Britain for training in nurse-midwifery, and recruited British nurse-midwives.

From the beginning, Mary Breckinridge viewed nurse-midwifery as central to health care. When World War II started in 1939, a number of the British members of the FNS staff wished to return to their homes. Under war conditions, it was not possible to continue to send American nurses to Great Britain. The FNS immediately put into operation its plan for a graduate school of nurse-midwifery. The Frontier Graduate School of Midwifery enrolled its first class November 1, 1939. Frontier Nursing University has been in continuous operation since that time.

As the number of births decreased in Leslie County during the 1980s it became difficult to support a traditional midwifery program. In 1989 the nurse-midwifery program was transferred to the University of New Mexico. That class graduated on October 27, 1991 under the flag of Frontier Nursing University (FNU). During this time period, the Community-based Nurse-midwifery Education Program (CNEP) began as a pilot project funded by the PEW Foundation. The development of the CNEP was originally a cooperative effort of the Maternity Center Association (MCA), the National Association of Childbearing Centers (NACC), Frances Payne Bolton School of Nursing, Case Western Reserve University (FPBSON/CWRU) and the Frontier Nursing Service (FNS). The goal was to enable nurses to remain in their communities while obtaining graduate education as nurse-midwives and ultimately increase the number of practicing nurse-midwives working in underserved areas. The pilot project was very successful. In 1990, FNU recognized that the CNEP model of education matched its own goals and mission. The President of the School and the Board of Directors voted to adopt the CNEP as its nurse-midwifery education program in 1991. Since then CNEP has graduated over 1,775 nurse-midwives.

In the late 1960s as birth control options became more available and a wider array of health care treatment options were developed, the Frontier Nursing Service recognized that a different type of provider was needed. This provider would not provide birthing services but would provide a wide array of primary and chronic health care services to the entire family.

At this time FNU developed the first family nurse practitioner (FNP) program in the United States. In 1970, the name of the School was changed to Frontier School of Midwifery and Family Nursing to reflect the addition of the FNP program. The last classes to graduate from the traditional nurse-midwifery and family nurse practitioner

programs were in August of 1990. The family nurse practitioner program was discontinued at that time at the school focused on developing the distance learning nurse-midwifery education program.

The Community-Based Nurse-Midwifery Education Program was so successful in providing the opportunity for graduate education to nurses living in their own communities, the school leadership decided to re-establish the family nurse practitioner program using the same community-based model. The Community-based Family Nurse Practitioner (CFNP) education program was established in 1999. With the acceptance of CFNP class 1 in 1999, FNU came full circle in its mission to educate nurses to provide primary care that is comprehensive, safe, and culturally sensitive. In 2003 FNU transitioned the programs from certificate programs to begin a Master of Science in Nursing (MSN) program with two tracks: nurse-midwifery and family nurse practitioner. In 2005, FNU added the Women's Health Care Nurse Practitioner track to the MSN options and added post-graduate certificates for all three tracks.

In October 2004, the members of the American Association of Colleges of Nursing (AACN) endorsed the Position Statement on the Practice Doctorate in Nursing which called for moving the level of preparation necessary for advanced nursing practice roles from the master's degree to the doctorate level by the year 2015. FNU moved forward with plans to include the addition of a Post-Master's Doctor of Nursing Practice (PM-DNP) in the program offerings in 2007. The first class of DNP students enrolled in October 2008. The introduction of the PM-DNP ensures that FNU remains a leading institution in advanced practice nursing education and offers quality programs at all levels to nurse-midwives and nurse practitioners throughout the country.

On July 1, 2011 the Frontier School of Midwifery and Family Nursing officially changed its name to Frontier Nursing University to better reflect its status as a graduate school of nursing.

In 2014, Frontier Nursing University began offering a newly developed curriculum for nurses who wish to become nurse-midwives and nurse practitioners. The new curriculum begins by completing a Master of Science in Nursing degree and then offers a seamless transition to a Companion Doctor of Nursing Practice (DNP) degree. This curriculum is designed to prepare nurse-midwives and nurse practitioners to be excellent clinicians and to have the expertise needed to translate evidence into best practices so that mothers, babies, and families receive the highest quality care. The goals include that the student becomes a leader in the healthcare system and influences the system to provide high quality patient care.

The new DNP program was designed to confer a Master of Science in Nursing (MSN) degree and offer a seamless transition to the Doctor of Nursing Practice (DNP) degree. The advantage to this program is that students can elect to complete both the MSN and DNP degree without interrupting their studies. Conferring the MSN allows the students to sit for the national certification exam and begin their work as clinicians in their communities. This meets our mission of providing care in rural and underserved areas. When students complete the requirements for the MSN they may choose to continue in the DNP program or step out with the MSN. This is the ideal curriculum for nurses who want either an MSN degree or an MSN plus Doctor of Nursing Practice degree. This plan furthers the FNU tradition of leadership in the education of nurse-midwives and nurse practitioners.

In 2016, in an effort to meet the needs of a shortage of mental health workers, the Psychiatric-Mental Health Nurse Practitioner specialty track was developed. This would be the fourth specialty track for the MSN program. The first class was admitted January 1, 2017.

School Song

Verse 1:

And therefore we have come, to join hands and hearts together
To give gentle care to families, united we learn. (Chorus)

Verse 2:

And when we have completed, this task that we have before us
Our culture of caring will circle the globe. (Chorus)

Chorus:

For the babies and for the mothers, the fathers and for the brothers,
The sisters and all the others, we come here to learn.

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Frontier Nursing Service

Mary Breckinridge established the Frontier Nursing Service (FNS) in Leslie County, Kentucky in 1925, introducing the first nurse-midwives to the United States. Riding horses up mountains, through fog, flood, or snow the FNS nurses brought modern healthcare to one of the poorest and most inaccessible areas in the U.S. Mary Breckinridge demonstrated that care provided by nurse-midwives acting as both public health nurses and midwives to the total family would drastically cut infant and maternal mortality as well as morbidity and mortality for the entire community. A more detailed account of FNS may be found at their website: [Frontier Nursing Service](#)

Department of Midwifery and Women's Health

Description

The Department of Midwifery and Women's Health offers the Community-based Nurse-midwifery Education Program (CNEP) and the Community-based Women's Health Care Nurse Practitioner (CWHCNP) Education Program. The department has clinical sites across the United States with more added regularly. Frontier Nursing University knows that the CNEP and CWHCNP programs of study have led and will continue to lead the effort to improve healthcare for women and babies.

Students in the CNEP receive an MSN with a nurse-midwifery concentration and can choose to seamlessly continue to complete the Companion Doctor of Nursing Practice (DNP) degree. A post-graduate certificate option in nurse-midwifery is also available for students who have already completed a MSN. CNEP graduates are eligible to take the national certification examination given by the American Midwifery Certification Board (AMCB) as soon as they complete all requirements for the MSN or post-graduate certificate.

Students in the CWHCNP program receive an MSN with a women's health care nurse practitioner concentration and can choose to continue to complete the Companion Doctor of Nursing Practice (DNP) degree. A post-graduate certificate option as a WHCNP is also available. CWHCNP program graduates are eligible to take the national certification examination for women's health care nurse practitioners given by the National Certification Council (NCC) as soon as they complete all requirements for the MSN or post-graduate certificate.

Purpose

The purpose of the Department of Midwifery and Women's Health is to significantly increase the numbers of nurse-midwives and women's health care nurse practitioners to meet the needs of women and families residing in all areas with a particular focus on rural and underserved areas as well as those choosing birth center care by:

- Offering a structured off campus education program for nurse-midwives and women's health care nurse practitioners to nurses who choose to learn in their community and who learn best through self-directed independent study.
- Preparing nurse-midwives and women's health care nurse practitioners to establish and manage a practice, service or freestanding birth center.
- Commitment and collaboration between FNU's centralist academic structure and community-based clinical preceptors.
- Demonstrating innovative non-traditional models for completion of graduate education through our community-based distance education program.

Philosophy

Health is a dynamic process reflecting one's physical, mental, and socio-cultural state. Together these parameters determine a person's well-being and risk of illness.

Comprehensive, safe and culturally sensitive primary health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.

Continuity of care for the childbearing family and for women throughout their childbearing years and beyond with an emphasis on education, safety, comfort, and satisfaction, is the right of every woman. It is our firm belief that women have access to safe and sensitive health care where they are active participants in their care.

Education for nurse-midwives and women's health care nurse practitioners that is offered by a qualified faculty with a curriculum comparable or superior to academic standards established by the professions may take place in a variety of settings.

Active clinicians in a variety of settings can be prepared to serve as preceptors.

Learning occurs at a rate that varies with individuals. It is effective when self-directed with students assuming major responsibility for their own learning practice and evaluation.

Adult learners are self-motivated drawing upon multiple experiences that may not fit traditional learning structures.

The community is the classroom for the student. Community-based education meets the needs of those learners for whom conventional residential programs are not available, or who learn best through self-directed study, and provides a rich learning environment for the student.

The faculty-student relationship is a reflection of the nurse-midwife or nurse practitioner/client relationship in that it consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.

CNEP and CWHCNP are joint ventures between students, their families, and faculty. We are a “community” dedicated to the goal of improving the quality and accessibility of healthcare to women and children by increasing the numbers of nurse-midwives and women’s health care nurse practitioners who can provide safe, sensitive care to women and families.

The Department of Midwifery and Women’s Health Care is committed to the recruitment and retention of faculty and students from underrepresented populations who express their dedication to service within their own communities.

Objectives

The objectives of the Department of Midwifery and Women’s Health is to prepare graduates who will be able to:

- Demonstrate safe, culturally sensitive health care for newborns and women across the lifespan.
- Use critical and reflective thinking skills to provide evidence based care.
- Lead knowledge generation in clinical practice to improve outcomes.
- Emulate the hallmarks of midwifery and women’s health care practice.
- Apply ethical principles to guide and evaluate decisions.
- Demonstrate an understanding of the political and economic environment within which nurse-midwives and women’s health care nurse practitioners provide care.
- Evaluate health care practice through peer review and quality improvement initiatives.
- Advocate for the empowerment of women, families and communities.
- Establish and maintain quality services in birth centers or other practice settings in a fiscally sound and financially responsible manner.
- Mentor and teach nurse-midwifery students or women’s health care nurse practitioner students In the clinical setting.
- Demonstrate leadership to initiate and guide change in clinical practice.
- Demonstrate Information literacy skills in complex decision making.
- Demonstrates an understanding of the appropriate use of technology to implement and evaluate health care.

Department of Family Nursing

Description

The purpose of the Department of Family Nursing is to prepare family nurse practitioners to care for families residing in rural or other underserved areas by offering a structured off-campus Community-based Family Nurse Practitioner (CFNP) program with an across the lifespan population focus. This program of study is structured for nurses for whom traditional programs are not accessible or who learn best through self-directed independent study.

Students in the CFNP receive an MSN with a family nurse practitioner (FNP) concentration and can choose to seamlessly continue to complete the Companion Doctor of Nursing Practice (DNP) degree. A post-graduate certificate option with a family nurse practitioner concentration is also available. CFNP graduates are eligible to take the national certification examination given by either the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP) upon completion of all requirements for either the MSN or post graduate certificate.

Purpose

The purpose of CFNP specialty track is to educate nurse practitioners to meet the needs of families residing in all areas with a particular focus on rural and underserved areas, by:

- Offering a structured off-campus program of nurse practitioner education to nurses who choose to learn in their community, learn best through self-directed independent study.
- Preparing nurse practitioners that can apply sound practice management strategies.
- Commitment and collaboration between FNU's centralist academic structure and community-based clinical nurse practitioner preceptors.
- Demonstrating innovative non-traditional models for completion of graduate education.

Philosophy

Health is a dynamic process reflecting one's physical, mental and socio-cultural state. Together these parameters determine a person's well-being and risk for illness.

Comprehensive, safe and culturally sensitive primary health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.

Nurse practitioner education, when it is offered by a qualified faculty and with a curriculum comparable or superior to academic standards established by the profession, may take place in a variety of settings.

Nurse practitioners in a variety of settings can be prepared to serve as preceptors.

Learning occurs at a rate that varies with individuals. It is effective when self-directed with students assuming major responsibility for their own learning practice and evaluation.

Adult learners are self-motivated, drawing upon multiple experiences that may not fit traditional learning structures.

The community is the classroom for the NP student. Community-based education meets the needs of those learners for whom conventional nurse practitioner programs are not available, or who learn best through self-directed independent study, and provides a rich learning environment for the student.

The faculty-student relationship is a reflection of the nurse practitioner/client relationship in that it consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.

CFNP educational processes are a joint venture between students, their families, and faculty. We, too, are a "community," dedicated to the goal of improving the quality and accessibility of health care by educating nurse practitioners that can provide safe, sensitive care to individuals and families.

The Department of Family Nursing is committed to the recruitment and retention of faculty and students from underrepresented populations who express their dedication to service within their own communities.

Objectives

The objectives of the Department of Family Nursing are to prepare graduates who will be able to:

- Deliver safe, culturally sensitive health care to clients across the lifespan.
- Apply critical and reflective thinking skills to provide evidence based care.
- Lead knowledge generation in clinical practice to improve health outcomes.
- Emulate characteristics of a professional.
- Apply ethical principles to guide and evaluate decisions.
- Demonstrate an understanding of the political and economic environment within which primary care is provided.
- Evaluate nurse practitioner practice through peer review and quality improvement initiatives.
- Advocate for the empowerment of clients, families and communities.
- Establish and maintain quality primary care services in a fiscally sound and financially responsible manner.
- Mentor and teach family nurse practitioner students in the clinical setting.
- Demonstrate leadership to initiate and guide change in clinical practice.
- Demonstrate information literacy skills in complex decision making.
- Demonstrates an understanding of the appropriate use of technology to implement and evaluate health care.

Academic Offerings

In January 2014, FNU introduced a new curriculum that incorporated DNP Essentials into the MSN and PGC degree. At the same time, FNU introduced a “companion DNP” program of study designed specifically for students who completed the FNU MSN and PGC degree with the incorporated DNP Essentials. Students who entered the FNU MSN and PGC degree prior to January 1, 2014 followed a curriculum that did not include the DNP Essentials. Student who entered the FNU MSN after January 1, 2014 followed a curriculum that included the DNP Essentials.

In January 2017, FNU modified the Post Graduate Certificate program (PGC) of study. Students who entered the PGC degree prior to January 1, 2014 followed a curriculum that did not include the DNP Essentials. Students who entered the PGC between January 1, 2014 and January 1, 2017 followed a curriculum that included the DNP Essentials. Students who entered the PGC degree after January 1, 2017 followed a curriculum that did not include the DNP Essentials.

Current Program offerings include:

- Doctor of Nursing Practice (DNP)
- Master of Science in Nursing (MSN)
 - Curriculum includes DNP Essentials
- Post-Graduate Certificate (PGC)
 - Curriculum does not include DNP Essentials
- ~~ADN Bridge Entry Option (for all students entering FNU with an Associate Degree in nursing and no Bachelor's degree in any field) *FNU is no longer admitting students into the ADN Bridge Entry Option program. The last cohort to enter the Bridge Program was April 2020.~~

See the descriptions below for details about each program option.

Doctor of Nursing Practice

Description

The FNU DNP program is a post-graduate program designed for family nurse practitioners, women’s health care nurse practitioners, certified nurse-midwives, pediatric nurse practitioners, adult nurse practitioners, geriatric nurse practitioners and psychiatric-mental health nurse practitioners to improve skills in the areas of leadership, clinical scholarship, evidence-based practice and clinical evaluation. All students entering the DNP program must be registered nurses who have completed a master’s degree in nursing or a related field and are nationally certified as a nurse-midwife or nurse practitioner. The DNP program builds upon and expands these nurse-midwife or nurse practitioner competencies.

The DNP curriculum has been carefully constructed to incorporate the eight essential competencies delineated by the American Association of Colleges of Nursing (AACN). The competencies address the following:

- Scientific underpinning for practice.
- Organizational and systems leadership for quality improvement and systems thinking.
- Clinical scholarship and analytical methods for evidence-based practice.
- Information systems/technology and patient care technology for the improvement and transformation of health care.
- Health care policy for advocacy in health care.
- Inter-professional collaboration for improving patient and population health outcomes.
- Clinical prevention and population health for improving the nation’s health.
- Advanced nursing practice.

FNU offers two curricular paths to earning the DNP. Each path has its own eligibility for entry:

Entry into the Post-Master’s DNP is available to applicants who:

- completed the MSN program at FNU that did not include the DNP Essentials, entered prior to January 1, 2014.
- completed the PGC program of study at FNU that did not include the DNP Essentials, entered prior to January 1, 2014 or entered after January 1, 2017. Students who began the PGC at FNU between January 1, 2014 and January 1, 2017 completed a curriculum that included the DNP Essentials.
- completed a MSN somewhere other than FNU.

Entry into the Companion DNP program is only available to FNU graduates who:

- completed the MSN program at FNU that included the DNP Essentials, entered after January 1, 2014 (Classes 108, 111, 114, 117, 119 and above).
- completed the PGC program of study at FNU that included the DNP Essentials, entered between January 1, 2014 and January 1, 2017 (Classes 119 - 154). Applicants who completed the PGC at FNU will have their transcripts evaluated prior to admission to determine appropriate program of study.

Purpose

The purpose of the DNP program at FNU is to prepare nurse practitioner and nurse-midwife leaders who will evaluate and improve primary care practice.

The ultimate goal of the program is to improve the health care and the health status of populations with a focus on rural and underserved communities.

Philosophy

The Doctor of Nursing Practice Program draws on the clinical expertise of the faculty and students to prepare nurses at the highest clinical level to use their knowledge and clinical expertise to impact the health care of not only the individual but also the health care of the community, the region, and the nation. The PM-DNP program produces nursing leaders who focus on improving the health care system, improving access to care for the poor and underserved and promoting the outcomes of NM and NP practice through the use of clinical scholarship and evidence based practice.

Objectives

Graduates of the Doctor of Nursing Practice program will:

- Develop an advanced level of competence for practice that provides consumers with excellent primary care in an area of specialty.
- Demonstrate advanced levels of clinical scholarship.
- Critically analyze complex clinical situations and health care systems to promote optimal outcomes.
- Evaluate and apply conceptual models, theories, and research in order to improve the health status of diverse individuals and populations, with a focus on rural and underserved communities.
- Design, deliver, direct, evaluate and disseminate evidence-based practices to include research, statistics and epidemiological principles.
- Analyze the social, cultural, political and economic environment within the healthcare system.
- Apply ethical principles to guide and evaluate decisions.
- Demonstrate competence as a clinical educator.
- Demonstrate leadership to initiate and guide change in clinical practice.
- Advocate for the empowerment of clients, families and communities. (Health Policy)
- Demonstrate information literacy skills in complex decision making.
- Demonstrate an understanding of the appropriate use of technology to implement and evaluate health care.

On-Campus Attendance for the DNP

Students entering the DNP program via the traditional admissions process have one (1) required on-campus activity.

Prior to beginning the curriculum, all **PM-DNP** students entering the program via Standard Admission (as described in the Admission Policies section of this catalog) will attend an in-person orientation to the program and

the university known as Frontier Bound, an orientation to the DNP and to the University. While at Bound, students participate in activities designed to prepare them for their first term as a doctoral student at FNU including orientation to and are oriented to the rest of their coursework. FNU alumni who were actively enrolled in a degree or certificate program within the last two years are excused from attending Frontier Bound in person and will instead attend a one-day virtual orientation Bound.

All FNU alumni entering the DNP program via Direct Admission (as described in the Admission Policies section of this catalog) will virtually attend a one-day virtual meetings during the orientation Bound. Direct Admission students are not required to physically attend a Bound prior to beginning the program.

FNU alumni who were actively enrolled as a student within the last two years may request to be excused from in-person Bound attendance and instead virtually attend meetings during the orientation Bound.

The required trips to Campus is are special events in the FNU experience and each student is expected to participate fully in all required activities. The student is responsible for all content, skills, and costs of making up or completing the program objectives if any time is missed. To receive credit for class work missed for any reason, the student must fulfill the objectives by special arrangement with the DNP Program Director. If a student knows they will need to miss any campus sessions, the DNP Program Director should be contacted prior to the campus visit to discuss the possibility of special arrangements.

Students are expected to stay on campus for the required trips. Exceptions may be made for students to stay off-campus for students who are nursing mothers or have health reasons which prohibit overnight stays on campus. Students seeking permission to stay off campus should contact notify the DNP Program Director with an explanation for the request. Requests should be made at least 2 weeks before the expected date of arrival. Students who are nursing mothers can make accommodations to stay in the family-designated housing on campus (See the Breastfeeding Children on Campus policy in this Catalog).

PM-DNP Curriculum Overview

The PM-DNP program is 30 semester credits. These include 8 credits (360 contact hours) of clinical practicum. The curriculum is delivered using distance education strategies. Students will present an oral presentation of their quality improvement projects to their practice stakeholders, student colleagues, and faculty.

The PM-DNP is designed for FNU graduates who began and completed the MSN or PGC program at FNU prior to January 1, 2014, FNU graduates who completed the PGC program of study at FNU starting January 1, 2017 or after, and individuals who completed a MSN somewhere other than FNU. Information about admission into the PM-DNP program can be found in the Admissions Policies section.

PM-DNP Program Plan: Advancing Leadership and Scholarship **(22 didactic credits – 8 clinical credits)**

PC702 Epidemiology and Biostatistics (3-0)
PC711 Nurse as Educator (3-0)
PC713 Principles of Independent Practice (3-0)
PC718 Evidence Based Practice (3-0)
PC727 Ethics and Health Policy (3-0)
PC728 Leadership and Organizational Dynamics (3-0)
PC739 DNP Clinical Project Preparation (1-0)
PC740 DNP Clinical Scholarship Planning (1-3)
PC743 DNP Clinical Scholarship Implementation (0-4)
PC744 DNP Clinical Scholarship Dissemination (2-1)

**Post master's DNP students who meet the following criteria are exempt from taking PC713 Principles of Independent Practice:

- Frontier Nursing University CNEP, CFNP, or CWHCNP alumni and
- Completed the last course in the professional role series (NM638 or NP636) in Fall 2013 or later

Students have the option of completing the 30 credits of the PM-DNP program by following either a 5-term or 6-term program of study.

Companion DNP Curriculum Overview

Starting January 1, 2014, Frontier's MSN curriculum was designed to integrate many of the DNP Essentials allowing FNU graduates who are completing the MSN to continue directly into the Companion DNP (CDNP) program. The Companion DNP is only available to FNU graduates who began and completed the MSN program at FNU after January 1, 2014 (Class 108, 111, 114, 117, 119 and above). The Companion DNP is also available to FNU graduates who began and completed the PGC program at FNU between January 1, 2014 and January 1, 2017. FNU graduates who began the PGC at FNU on or after January 1, 2017 completed a program of study that did not incorporate the DNP Essentials and are therefore not eligible to continue to the CDNP. Information about admission into the CDNP program can be found in the Admissions Policies section.

FNU graduates may apply to begin the Companion DNP coursework immediately after completing the MSN or PGC degree or take time off between the completion of the MSN or PGC and the beginning of the CDNP. The length of time taken between completing the MSN or PGC and starting the CDNP will determine the necessary steps for admission into the CDNP program. Information about Direct Admission entry into the CDNP or admission into the CDNP program after a break in studies can be found in the Admissions Policies section.

All students enrolled in the Companion DNP must pass the certification examination for nurse-midwife or nurse practitioner licensure no later than the end of the first term of the Companion DNP.

If an FNU CNEP graduate chooses to do the WHNP Certificate for CNEP Grads program, the student may choose to begin the Companion DNP coursework simultaneously with the WHCNP Certificate coursework. FNU CNEP graduates wishing to do the WHCNP Certificate separate from the Companion DNP may complete the WHCNP Certificate during the period between earning the MSN and beginning the Companion DNP or after completing the Companion DNP. FNU students are not allowed to complete any other FNU academic program simultaneously with the Companion DNP.

Companion DNP Program Plan: Advancing Leadership and Scholarship **(13 didactic credits – 8 clinical credits)**

PC711 Nurse as Educator (3-0)
PC727 Ethics and Health Policy (3-0)
PC728 Leadership and Organizational Dynamics (3-0)
PC739 DNP Clinical Project Preparation (1-0)
PC740 DNP Clinical Scholarship Planning (1-3)
PC743 DNP Clinical Scholarship Implementation (0-4)
PC744 DNP Clinical Scholarship Dissemination (2-1)

Students have the option of completing the 21 credits of the CDNP by following either a 4-term or 5-term program of study.

Master of Science in Nursing

Description

Frontier Nursing University (FNU) offers a Master of Science in Nursing (MSN) degree and post-master's certificates leading to education as a certified nurse-midwife (CNM), family nurse practitioner (FNP), and/or a women's health care nurse practitioner (WHCNP). FNU seeks to meet the needs of prospective nurse-midwives and nurse practitioners who do not want to leave their home communities to obtain the graduate education they desire to fulfill their professional aspirations. Didactic coursework is delivered using web-based, distance education courses allowing students to achieve their higher education goals without leaving home for classes. Using clinics, hospitals, and preceptors in their own community allows students to get the hands-on clinical

experience required for these exciting health care professions. Two on-campus sessions are required, including an orientation prior to beginning studies, and intensive skill workshops prior to beginning the clinical practicum.

Starting in January 2014, Frontier Nursing University (FNU) offers a program plan for the Master of Science in Nursing (MSN) degree with integrated DNP Essentials. Because selected DNP Essentials are taught during the MSN, the Frontier MSN graduate has the option to seamlessly transition to a Companion Doctor of Nursing Practice (DNP) degree at FNU, a shorter program of study than the post-master's DNP. Details about the Companion DNP degree can be found in the Doctor of Nursing Practice section of this catalog.

The MSN degree is designed for nurses who have either a baccalaureate degree or an associate degree in nursing and are seeking to obtain national certification as a certified nurse-midwife (CNM), family nurse practitioner (FNP), psychiatric-mental health nurse practitioner (PMHNP) and/or a women's health care nurse practitioner (WHCNP). Students completing the MSN are eligible to sit for the appropriate national certification exam.

Purpose

The purpose of the MSN with the addition of the DNP Essentials at FNU is to prepare nurse practitioner and nurse-midwife clinicians and leaders who will practice, evaluate and improve primary health care.

The ultimate goal of the program is to improve the health care and the health status of populations with a focus on rural and underserved communities.

Philosophy

The MSN produces nursing leaders who focus on improving the health care system, improving access to care for the poor and underserved and promoting the outcomes of certified nurse-midwives (CNMs) and nurse practitioners (NPs) practice through the use of clinical scholarship and evidence based practice.

Health is a dynamic process reflecting one's physical, mental, and psychosocial state. Together these parameters determine a person's well-being and risk of illness.

Comprehensive, safe and culturally sensitive primary health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.

Continuity of care with emphasis on education, safety, comfort, and satisfaction, is the right of every family. It is our firm belief that families should have access to safe and sensitive health care where they are active participants in their care.

Education for nurse-midwives and nurse practitioners that is offered by a qualified faculty with a curriculum comparable or superior to academic standards established by the professions may take place in a variety of settings.

Active clinicians in a variety of settings can be prepared to serve as preceptors.

Adult learners are self-motivated drawing upon multiple experiences which may not fit traditional learning structures.

The community is the classroom for the student. Community-based education meets the needs of those learners for whom conventional residential programs are not available, or who learn best through self-directed study, and provides a rich learning environment for the student.

The faculty-student relationship consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.

The educational programs are joint ventures between students, their families, and faculty. We are a “community” dedicated to the goal of improving the quality and accessibility of healthcare to women and children by increasing the numbers of nurse-midwives and women’s health care nurse practitioners who can provide safe, sensitive care to women and families.

Objectives

The objectives of MSN Program with integrated DNP Essentials are to prepare graduates who will be able to:

1. Deliver safe, culturally sensitive health care to clients across the lifespan.
2. Apply critical and reflective thinking skills to provide evidence based care.
3. Emulate characteristics of a professional.
4. Apply ethical principles to guide and evaluate decisions.
5. Analyze the social, cultural, political and economic environment within the healthcare system.
6. Evaluate nurse midwifery/ nurse practitioner practice through peer review and quality improvement.
7. Advocate for the empowerment of clients, families and communities. (Health Policies)
8. Establish and maintain quality health services in a fiscally sound and financially responsible manner.
9. Demonstrate information literacy skills in complex decision making.
10. Demonstrate an understanding of the appropriate use of technology to implement and evaluate health care.
11. Demonstrate leadership to initiate and guide change in clinical practice.

The objectives of the Companion DNP Plan are to provide the opportunity for students to:

1. Develop an advanced level of competence for practice that provides consumers with excellent primary care in an area of specialty.
2. Demonstrate advanced levels of clinical scholarship.
3. Critically analyze complex clinical situations and health care systems to promote optimal outcomes.
4. Evaluate and apply conceptual models, theories and level of evidence to improve the health status of diverse individuals and populations with a focus on rural and underserved communities.
5. Design, deliver, direct, evaluate and disseminate evidence-based best practices to include research, statistics and epidemiological principles.
6. Demonstrate competence as a clinical educator.

On-Campus Attendance for the MSN

MSN students have two (2) required on-campus activities.

Prior to beginning the curriculum, all MSN students will attend an in-person Bound, an orientation to the MSN and to the University. While at Bound, students participate in activities designed to prepare them for their first term as graduate students at FNU and are oriented to the rest of their coursework.

After completing didactic management coursework and prior to beginning clinical, students return to campus for an intensive Clinical Bound. Following successful completion of all Clinical Bound courses, students will transition into their clinical coursework.

The required trips to Campus are special events in the FNU experience and each student is expected to participate fully in all required activities. The student is responsible for all content, skills, and costs of making up or completing the program objectives if any time is missed. To receive credit for class work missed for any reason, the student must fulfill the objectives by special arrangement with the Department Chair for Frontier Bound or Clinical Transitions Coordinator for Clinical Bound/Director. If a student knows they will need to miss any campus sessions, the Department Chair or Clinical Director should be contacted prior to the campus visit to discuss the possibility of special arrangements.

Students are expected to stay on campus for the required trips. Exceptions may be made ~~for students to stay off-~~ campus for students who ~~are nursing mothers or~~ have health reasons which prohibit overnight stays on campus. Students seeking permission to stay off campus should ~~contact~~ notify the appropriate Department Chair with an explanation for the request. Requests should be made at least 2 weeks before the expected date of arrival.

Students who are nursing mothers can make accommodations to stay in the family-designated housing on-campus. (See the Breastfeeding Children on Campus policy in this Catalog).

Sequencing of the MSN Program of Study

Frontier Bound Orientation

MSNA# students are required to come to Versailles, Kentucky for Frontier Bound, an orientation to Frontier Nursing University (FNU). During the three-day session, students meet members of their faculty and staff, their advisor, and their fellow students. Time is spent learning skills needed for distance learning, making lifelong friends, reviewing courses, asking questions, and beginning to plan how to be a Frontier student after returning home. Frontier Bound is an experience in fun, learning, and friendship. During Frontier Bound, students stay on the beautiful historic FNU campus and are pampered with delicious home-cooked meals. Students must attend all Frontier Bound sessions in order to be eligible to enroll in their selected program of study.

Applicants~~Students~~ who may request to be excused from Frontier Bound include: students who are returning FNU alumni who were actively enrolled in a degree or certificate program as a student within the last two years or current students who are transferring from one specialty track to another.

To obtain permission to be ~~an~~ excused from attending Frontier Bound, the applicant~~student~~ must contact the Admissions Officer to initiate the process. The applicant will be required to submit a statement with their petition for the exception to the Frontier Bound attendance policy. The statement should indicate the applicant's knowledge of current Frontier Bound content relative to the new academic program as well as any additional individual applicant needs. ~~make an appointment with the Department Chair of their specialty track at time of admission. The Department Chair will evaluate the student's knowledge of current Frontier Bound content and the individual student's needs. Based on the evaluation, the Department Chair will determine if the applicant may be excused the student or if require attendance is required at Frontier Bound.~~ The decision of the Department Chair is final.

Levels I and II: Foundations for Practice and Clinical Management for Specialty Care

Students complete coursework for Levels I and II in their community. This web-based course of study is completed in 4-8 terms depending on whether the student is full-time or part-time. Students are in frequent contact with their faculty and fellow students through email, discussion forums, virtual meeting platforms, and phone. They also receive guidance and support from their Academic Advisor and Department Chair.

Level III: Clinical Bound

Clinical Bound is designed to develop and validate beginning clinical skills. To be eligible to attend Clinical Bound, students must have completed all prerequisite courses and submitted at least one clinical site for credentialing. Submission of a minimum of one clinical site must be completed prior to the registration period in which the student is registering for Clinical Bound courses. If no clinical sites are submitted for credentialing, the student will not be allowed to register for or attend Clinical Bound. Students return to Versailles, Kentucky for this six-day/five night skills-intensive experience which includes the completion of two, one-credit courses. During this period the student is validated as having acquired the skills necessary to begin a community-based clinical practicum. There is also time for informal communication between faculty and students. Upon successful completion of the Level III, students are eligible to begin their clinical practicum.

Level IV: Clinical Practicum

After attending Clinical Bound, students begin their clinical practicum. Students provide nurse practitioner or nurse-midwifery services in their community for four to ten months under the guidance of a master clinician preceptor. The FNU Regional Clinical Faculty (RCF) will provide guidance and support during this time to the student and the preceptor. In addition, the RCF evaluates both the clinical site and preceptor to ensure excellence before the student begins the clinical experience. There are required clinical experiences that will assist the student in developing necessary clinical skills. Students may choose, or be required, to use more than one clinical site in order to receive a variety of clinical experiences. Where the volume of clients will not make the experience goals possible, the student will be expected to use more than one clinical site.

MSN Program Plan Core Curriculum

All MSN students in every specialty track complete the following Core Curriculum courses in addition to the specific courses required by the specialty track.

MSN Core Curriculum courses + MSN Specialty Track management courses = MSN completed

Level I: Foundations for Practice

(9 didactic credits – 0 clinical credits)

PC701 Principles of Health Promotion (3-0)

PC705 Advanced Pathophysiology (3-0)

PC706 Advanced Physical Assessment, Clinical Reasoning, and Documentation (3-0)

Level II: Clinical Management for Specialty Care

(12 didactic credits – 0 clinical credits)

PC702 Epidemiology and Biostatistics (3-0)

PC707 Advanced Pharmacology Across the Lifespan (3-0)

PC713 Principles of Independent Practice (3-0)

PC718 Evidence Based Practice (3-0)

Nurse-Midwifery MSN Program of Study

In the Community-based Nurse-Midwifery Education Program (CNEP), students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, CNEP students work closely with the certified nurse-midwives (CNMs) in their community. The FNU has preceptor sites across the United States with more added on a regular basis.

The CNEP curriculum has a strong academic and clinical basis. In addition, the CNEP curriculum is unique in that it educates students not only to be nurse-midwives, but also to be entrepreneurs focusing on community assessment, market research, birth center development, and budgeting for a successful practice. The CNEP also has a strong primary care component which prepares students to take care of women across the lifespan. The Master of Science in Nursing (MSN) degree and a post-master's certificate are offered in the nurse-midwifery specialty track.

AABC “How to Start a Birth Center” Workshop

All CNEP students are required to complete the “How to Start a Birth Center” workshop offered by the American Association of Birth Centers (AABC) as a program graduation requirement. CNEP students must complete either the in-person workshop or online workshop course prior to graduation from the MSN or Post-Graduate certificate portion of the program.

FNU covers the registration fee for CNEP students and will only pay for one workshop registration per student. If a student does not attend a workshop for which they are registered, fails to cancel their registration in time for FNU to avoid being charged, or does not complete the online workshop within the allotted twelve (12) week timeframe, the student will be responsible for the registration fee for the workshop they do complete. Students are responsible for all other costs (materials, AABC membership, travel, etc.), excluding the registration fee. AABC provides FNU with an official roster of attendance for the in-person workshop and a course completion notification for those doing the online workshop.

MSN Program Plan CNEP Curriculum Overview

**MSN Core Curriculum - see MSN Program Plan Core Curriculum section above for course details
(21 didactic credits – 0 clinical credits)**

Level II: Clinical Management for Specialty Care

(25 didactic credits – 0 clinical credits)

- NM700 The Role of the Nurse-Midwife in Health Care Delivery Systems (3-0)
- NM701 Gynecologic Health (3-0)
- NM702 Midwifery Care during Pregnancy (3-0)
- NM703 Primary Care of Women (3-0)
- NM704 Midwifery Care during Labor and Birth (3-0)
- NM705 Midwifery Care of Postpartum Women and Newborns(3-0)
- NM706 Advanced Midwifery Care of Childbearing Women and Newborns (4-0)
- PC719 Psych Concepts for APRN (3-0)

Level III: Clinical Bound

(2 didactic credits – 0 clinical credits)

- NM710 Clinical Skills for Nurse-Midwifery Care (2-0)

Level IV: Clinical Practicum

(1 didactic credit – 15 clinical credits)

- NM712 Nurse-Midwifery Clinical I (0-3)
- NM713 Nurse-Midwifery Clinical II (0-3)
- NM714 Nurse-Midwifery Clinical III (0-3)
- NM715 Nurse-Midwifery Clinical IV (0-3)
- NM716 Nurse-Midwifery Clinical V (0-3)
- NM717 Nurse-Midwifery Final Comprehensive Review (1-0)

Completion of AABC “How to Start a Birth Center” Workshop

MSN Completed: 64 credits (21 core credits + 28 didactic management credits + 15 clinical credits)

Family Nurse Practitioner MSN Program of Study

In the Community-based Family Nurse Practitioner (CFNP) education program, students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, CFNP students work closely with a family nurse practitioner and other primary care providers in their community.

The CFNP curriculum has a strong academic and clinical basis. In addition, the CFNP curriculum is unique in providing a strong foundation in understanding the business of primary care. This includes assessing a community to discover the primary care needs, learning how to develop a plan for having a fiscally viable practice, and working within the license and insurance regulations of the student’s state. Women’s health, including care of the childbearing woman, is a strong component of the program. The Master of Science in Nursing (MSN) degree and a post-master’s certificate are offered in the family nurse practitioner specialty track.

MSN Program Plan CFNP Curriculum

MSN Core Curriculum - see MSN Program Plan Core Curriculum section above for course details

(21 didactic credits – 0 clinical credits)

Level II: Clinical Management for Specialty Care

(22 didactic credits – 0 clinical credits)

- NP700 The Role of the Nurse Practitioner (3-0)
- NP702 Primary Care I (3-0)
- NP703 Gynecologic Health ~~Women’s Health~~ and Childbearing (4-0)
- NP704 Primary Care: Pediatrics (3-0)
- NP705 Primary Care II (3-0)
- NP706 Primary Care III (3-0)
- PC719 Psych Concepts for APRN (3-0)

Level III: Clinical Bound**(2 didactic credits – 0 clinical credits)**

NP710 Clinical Skills for Family Nurse Practitioner Care (2-0)

Level IV: Clinical Practicum**(1 didactic credit – 15 clinical credits)**

NP712 FNP Clinical I (0-3)

NP713 FNP Clinical II (0-3)

NP714 FNP Clinical III (0-3)

NP715 FNP Clinical IV (0-3)

NP716 FNP Clinical V (0-3)

NP717 FNP Final Comprehensive Review (1-0)

MSN Completed: 61 credits (21 core credits + 25 didactic management credits + 15 clinical credits)**Women's Health Care Nurse Practitioner MSN Program of Study**

In the Community-based Women's Health Care Nurse Practitioner (CWHCNP) Education Program, students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, CWHCNP students work closely with women's health care nurse practitioners, nurse-midwives, family nurse practitioners, and other primary care providers in their community.

The CWHCNP curriculum has a strong academic and clinical basis. In addition, the CWHCNP curriculum is unique in providing a strong foundation in understanding the business of women's health care. This includes assessing a community to discover the primary care needs, learning how to develop a plan for having a fiscally viable practice, and working within the license and insurance regulations of the student's state. The Master of Science in Nursing (MSN) degree and a post-master's certificate are offered in the women's health care nurse practitioner specialty track.

MSN Program Plan CWHCNP Curriculum**MSN Core Curriculum - see MSN Program Plan Core Curriculum section above for course details****(21 didactic credits – 0 clinical credits)****Level II: Clinical Management for Specialty Care****(19 didactic credits – 0 clinical credits)**

NM701 Gynecologic Health (3-0)

NM702 Midwifery Care during Pregnancy (3-0)

NM703 Primary Care of Women (3-0)

WH707 Antepartum Complications and Comprehensive Postpartum Care (4-0)

NP700 The Role of the Nurse Practitioner (3-0)

PC719 Psych Concepts for APRN (3-0)

Level III: Clinical Bound**(2 didactic credits – 0 clinical credits)**

NM710 Clinical Skills for Women's Health Care(2-0)

Level IV: Clinical Practicum**(1 didactic credit – 15 clinical credits)**

WH712 Women's Health Clinical I (0-3)

WH713 Women's Health Clinical II (0-3)

WH714 Women's Health Clinical III (0-3)

WH715 Women's Health Clinical IV (0-3)

WH716 Women's Health Clinical V (0-3)

WH717 Women's Health comprehensive exam and certification exam review (1-0)

MSN Completed: 58 credits (21 core credits + 22 didactic management credits + 15 clinical credits)

Psych-Mental Health Nurse Practitioner MSN Program of Study

In the Psychiatric-Mental Health Nurse Practitioner (PMHNP) education program, students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, PMHNP students work closely with a PMHNP and other psychiatric and behavioral health care providers in their community.

The PMHNP curriculum has a strong academic and clinical basis. In addition, the PMHNP curriculum is unique in providing a strong foundation in understanding the business of primary behavioral health care. This includes assessing a community to discover the primary behavioral health needs, learning how to develop a plan for having a fiscally viable practice, and working within the license and insurance regulations of the student's state. Using integrated behavioral healthcare models and approaches across the lifespan, care of the seriously mentally ill and addictions medicine are strong components of the program. The Master of Science in Nursing (MSN) degree and a post-master's certificate are offered in the PMHNP specialty track.

MSN Program Plan PMHNP Curriculum

MSN Core Curriculum - see MSN Program Plan Core Curriculum section above for course details
(21 didactic credits – 0 clinical credits)

Level II: Clinical Management for Specialty Care **(18 didactic credits – 0 clinical credits)**

MH701 Psychopharmacologic/Neuroscience Foundations of Mental Health Care (3-0)
MH705 Psychiatric-Mental Health Roles & Modalities of Care (3-0)
MH707 Psychiatric Mental Health Assessment Across the Lifespan (3-0)
MH708 Principles of Psychotherapy Across the Lifespan (3-0)
MH709 PMHNP Concepts: Transition to Practice (3-0)
MH720 Addictions and Contemporary Issues in Mental Health (3-0)

Level III: Clinical Bound **(2 didactic credits – 0 clinical credits)**

MH710 Clinical Skills for Psych-Mental Health Care (2-0)

Level IV: Clinical Practicum **(1 didactic credits – 15 clinical credits)**

MH712 Psych-Mental Health Clinical I (0-3)
MH713 Psych-Mental Health Clinical II (0-3)
MH714 Psych-Mental Health Clinical III (0-3)
MH715 Psych-Mental Health Clinical IV (0-3)
MH716 Psych-Mental Health Clinical V (0-3)
MH717 Psych-Mental Health Final Comprehensive Review (1-0)

MSN Completed: 57 credits (21 core credits + 21 didactic management credits + 15 clinical credits)

Post-Graduate Certificate

Description

This program option is designed for applicants who have an MSN and are nationally certified as an APRN as a nurse practitioner or nurse-midwife. The plan will include completion of all course work for a post-graduate certificate (PGC) that will allow the student to sit for the certification examination as a certified nurse-midwife (CNM), family nurse practitioner (FNP), psych-mental health nurse practitioner (PMHNP) or a women's health care nurse practitioner (WHCNP).

Purpose

The purpose of the PGC at FNU is to prepare nurse practitioner and nurse-midwife clinicians and leaders who will practice, evaluate and improve primary health care in an additional specialty. The ultimate goal of the program is to improve the health care and the health status of populations with a focus on rural and underserved communities.

Philosophy

The PGC program plan allows NPs and CNMs an opportunity to expand their scope of practice and produces nursing leaders who focus on improving the health care system, improving access to care for the poor and underserved and promoting the outcomes of NM and NP practice through the use of clinical scholarship and evidence based practice.

Objectives

The objectives of the PGC Program are to prepare graduates who will be able to:

- Deliver safe, culturally sensitive health care to clients across the lifespan.
- Apply critical and reflective thinking skills to provide evidence based care.
- Emulate characteristics of a professional.
- Apply ethical principles to guide and evaluate decisions.
- Analyze the social, political and economic environment within the healthcare system.
- Evaluate nurse midwifery/nurse practitioner practice through peer review and quality improvement.
- Advocate for the empowerment of clients, families and communities.
- Establish and maintain quality health services in a fiscally sound and financially responsible manner.
- Assume responsibility for the clinical education of nurse midwifery/nurse practitioner students.
- Demonstrate information literacy skills in complex decision making.
- Demonstrate an understanding of the appropriate use of technology to implement and evaluate health care.
- Demonstrate leadership to initiate and guide change in clinical practice.

On-Campus Attendance for the PGC

PGC students have two (2) required on-campus activities.

Prior to beginning the curriculum, ~~all~~ PGC students will attend an in-person Bound, an orientation to the PGC and to the University. While at Bound, students participate in activities designed to prepare them for their first term as certificate students at FNU and are oriented to the rest of their coursework.

After completing didactic management coursework and prior to beginning clinical, students return to campus for an intensive Clinical Bound. Following successful completion of all Clinical Bound courses, students will transition into their clinical coursework.

Students entering the Women's Health for CNEP Grads PGC are not required to attend any in-person Bounds.

The required trips to Campus are special events in the FNU experience and each student is expected to participate fully in all required activities. The student is responsible for all content, skills, and costs of making up or completing the program objectives if any time is missed. To receive credit for class work missed for any reason, the student must fulfill the objectives by special arrangement with the Department Chair for Frontier Bound or the Clinical Transitions Coordinator for Clinical Bound ~~Director~~. If a student knows they will need to miss any campus sessions, the Department Chair or Clinical Director should be contacted prior to the campus visit to discuss the possibility of special arrangements.

Students are expected to stay on campus for the required trips. Exceptions may be made ~~for students~~ to stay off-campus for students who ~~are nursing mothers or~~ have health reasons which prohibit overnight stay on campus. Students seeking permission to stay off-campus should ~~contact~~ ~~notify~~ the appropriate Department Chair with an

explanation for the request. Requests should be made at least 2 weeks before the expected date of arrival. Students who are nursing mothers can make accommodations to stay in the family-designated housing on-campus (See the Breastfeeding Children on Campus policy in this Catalog).

Sequencing of the PGC Program of Study

Frontier Bound Orientation

PGC students are required to come to Versailles, Kentucky for Frontier Bound, an orientation to Frontier Nursing University (FNU). During the three-day session, students meet members of their faculty and staff, their advisor, and their fellow students. Time is spent learning skills needed for distance learning, making lifelong friends, reviewing courses, asking questions, and beginning to plan how to be a Frontier student after returning home. Frontier Bound is an experience in fun, learning, and friendship. During Frontier Bound, students stay on the beautiful FNU campus and are pampered with delicious meals. Students must attend all Frontier Bound sessions in order to be eligible to enroll in their selected program of study.

Applicants who may be excused from Frontier Bound include students who are returning FNU alumni who completed a degree or certificate program within the last two years or current students who are transferring from one specialty track to another.

To obtain permission to be excused from attending Frontier Bound, the applicant must contact the Admissions Officer to initiate the process. The applicant will be required to submit a statement with their petition for the exception to the Frontier Bound attendance policy. The statement should indicate the applicant's knowledge of current Frontier Bound content relative to the new academic program as well as any additional individual applicant needs. The Department Chair will determine if the applicant may be excused or if attendance at Frontier Bound is required. The decision of the Department Chair is final.

Levels I and II: Foundations for Practice and Clinical Management for Specialty Care

Students complete coursework for Levels I and II in their community. This web-based course of study is completed in 3-4 terms depending on whether the student is full-time or part-time. Students are in frequent contact with their faculty and fellow students through email, discussion forums, virtual meeting platforms, and phone. They also receive guidance and support from their Academic Advisor and Department Chair.

Level III: Clinical Bound

Clinical Bound is designed to develop and validate beginning clinical skills. To be eligible to attend Clinical Bound, students must have completed all prerequisite courses and submitted at least one clinical site for credentialing. Submission of a minimum of one clinical site must be completed prior to the registration period in which the student is registering for Clinical Bound courses. If no clinical sites are submitted for credentialing, the student will not be allowed to register for or attend Clinical Bound. Students return to Versailles, Kentucky for this six-day/five-night skills-intensive experience which includes the completion of two, one-credit courses. During this period the student is validated as having acquired the skills necessary to begin a community-based clinical practicum. There is also time for informal communication between faculty and students. Upon successful completion of Level III, students are eligible to begin their clinical practicum.

Level IV: Clinical Practicum

After attending Clinical Bound, students begin their clinical practicum. Students provide nurse practitioner or nurse-midwifery services in their community for four to ten months under the guidance of a master clinician preceptor. The FNU Regional Clinical Faculty (RCF) will provide guidance and support during this time to the student and the preceptor. In addition, the RCF evaluates both the clinical site and preceptor to ensure excellence before the student begins the clinical experience. There are required clinical experiences that will assist the student in developing necessary clinical skills. Students may choose, or be required, to use more than one clinical site in order to receive a variety of clinical experiences. Where the volume of clients will not make the experience goals possible, the student will be expected to use more than one clinical site.

PGC Program Plan Nurse-Midwifery Curriculum

Students who did not complete the required courses for Admission may have those courses added to an individualized program of study by the Department Chair. See Admission Criteria for the Post-Graduate Certificate section of this catalog for details.

Level II: Clinical Management for Specialty Care

(25 didactic credits – 0 clinical credits)

NM700 The Role of the Nurse-Midwife in Health Care Delivery Systems (3-0)

NM701 Gynecologic Health (3-0)

NM702 Midwifery Care during Pregnancy (3-0)

NM703 Primary Care of Women (3-0)

NM704 Midwifery Care during Labor and Birth (3-0)

NM705 Midwifery Care of Postpartum Women and Newborns (3-0)

NM706 Advanced Midwifery Care of Childbearing Women and Newborns (4-0)

PC719 Psych Concepts for APRN (3-0)

Level III: Clinical Bound

(1 didactic credit – 0 clinical credits)

NM711 Skills for Nurse-Midwifery Care (1-0)

Level IV: Clinical Practicum

(1 didactic credit – 12 clinical credits)

NM713 Nurse-Midwifery Clinical II (0-3)

NM714 Nurse-Midwifery Clinical III (0-3)

NM715 Nurse-Midwifery Clinical IV (0-3)

NM716 Nurse-Midwifery Clinical V (0-3)

NM717 Nurse-Midwifery Final Comprehensive Review (1-0)

Completion of AABC “How to Start a Birth Center” Workshop

Post-Graduate Certificate Completed: 39 total credits (27 didactic + 12 clinical)

PGC Program Plan Family Nurse Practitioner Curriculum

Students who did not complete the required courses for Admission may have those courses added to an individualized program of study by the Department Chair. See Admission Criteria for the Post-Graduate Certificate section of this catalog for details.

Level II: Clinical Management for Specialty Care

(22 didactic credits – 0 clinical credits)

NP700 The Role the Nurse Practitioner (3-0)

NP702 Primary Care I (3-0)

NP703 Gynecologic Health and Childbearing ~~Women’s Health and Childbearing~~ (4-0)

NP704 Primary Care Pediatrics (3-0)

NP705 Primary Care II (3-0)

NP706 Primary Care III (3-0)

PC719 Psych Concepts for APRN (3-0)

Level III: Clinical Bound

(1 didactic credit – 0 clinical credits)

NP711 Advanced Skills for Nurse Practitioner Care(1-0)

Level IV: Clinical Practicum

(1 didactic credit – 12 clinical credits)

NP713 FNP Clinical II (0-3)

NP714 FNP Clinical III (0-3)
NP715 FNP Clinical IV (0-3)
NP716 FNP Clinical V (0-3)
NP717 FNP Final Comprehensive Review (1-0)

Post-Graduate Certificate Completed: 36 total credits (24 didactic + 12 clinical)

PGC Program Plan Women's Health Care Nurse Practitioner Curriculum

Students who did not complete the required courses for Admission may have those courses added to an individualized program of study by the Department Chair. See Admission Criteria for the Post-Graduate Certificate section of this catalog for details.

Level II: Clinical Management for Specialty Care (19 didactic credits – 0 clinical credits)

NM701 Gynecologic Health (3-0)
NM702 Midwifery Care during Pregnancy (3-0)
NM703 Primary Care of Women (3-0)
WH707 Antepartum Complications and Comprehensive Postpartum Care (4-0)
NP700 The Role of the Nurse Practitioner (3-0)
PC719 Psych Concepts for APRN (3-0)

Level III: Clinical Bound (1 didactic credit – 0 clinical credits)

WH711 Skills for Women's Health Care (1-0)

Level IV: Clinical Practicum (1 didactic credit – 12 clinical credits)

WH713 Women's Health Clinical II (0-3)
WH714 Women's Health Clinical III (0-3)
WH715 Women's Health Clinical IV (0-3)
WH716 Women's Health Clinical V (0-3)
WH717 Women's Healthcare Final Comprehensive Review (1-0)

Post-Graduate Certificate Completed: 33 total credits (21 didactic + 12 clinical)

PGC Program Plan Psychiatric-Mental Health Nurse Practitioner Curriculum

Students who did not complete the required courses for Admission may have those courses added to an individualized program of study by the Department Chair. See Admission Criteria for the Post-Graduate Certificate section of this catalog for details.

Level II: Clinical Management for Specialty Care (18 didactic credits – 0 clinical credits)

MH701 Psychopharmacologic/Neuroscience Foundations of Mental Health Care (3-0)
MH705 Psychiatric-Mental Health Roles & Modalities of Care (3-0)
MH707 Psychiatric Mental Health Assessment Across the Lifespan (3-0)
MH708 Principles of Psychotherapy Across the Lifespan (3-0)
MH709 PMHNP Concepts: Transition to Practice (3-0)
MH720 Addictions and Contemporary Issues in Mental Health (3-0)

Level III: Clinical Bound (1 didactic credit – 0 clinical credits)

MH711 Skills for Psych-Mental Health Care (1-0)

Level IV: Clinical Practicum

(1 didactic credit – 12 clinical credits)

MH713 Psych-Mental Health Clinical II (0-3)

MH714 Psych-Mental Health Clinical III (0-3)

MH715 Psych-Mental Health Clinical IV (0-3)

MH716 Psych-Mental Health Clinical V (0-3)

MH717 Psych-Mental Health Final Comprehensive Review (1-0)

Post-Graduate Certificate Completed: 32 credits (20 didactic + 12 clinical)

ADN Bridge Entry Option

~~FNU is no longer admitting students into the ADN Bridge Entry Option.~~

~~The last cohort of the Bridge Program began in April 2020.~~

Description

~~The ADN Bridge Entry Option is congruent with the mission of FNU and adheres to *The Essentials of Baccalaureate Education for Professional Nursing Practice* outlined by the American Association of Colleges of Nursing. The ADN Bridge Entry Option allows registered nurses with an associate's degree as the highest degree earned to enter the FNU Master of Science in Nursing (MSN) programs. Following successful completion of all Bridge courses, students seamlessly transition into the MSN program coursework but do not earn a Bachelor of Science in Nursing.~~

Purpose

~~The purpose of the ADN Bridge Entry Option is to prepare registered nurses for success in the study of advanced practice nursing as they strive to become competent, entrepreneurial, ethical, and compassionate practitioners in the care of individuals, families, and communities.~~

Philosophy

~~Nursing education advances the art and science of nursing. Deeper learning is enhanced through student engagement as active participants in a collaborative learning environment. Successful completion of the ADN Bridge program provides foundational competencies that empower the nurse to apply the knowledge, skills, and behaviors required for the MSN specialty program.~~

Objectives

~~Upon completion of the Bridge program, the student will:~~

- ~~● **Demonstrate professionalism** within a framework of ethical decision-making; inclusivity, and diversity of cultures, experiences, and beliefs with an awareness of personal core values and professional standards, policies, and guidelines.~~
- ~~● **Synthesize knowledge** from nursing theory, research, humanities, and sciences to make decisions in the delivery of healthcare within an interprofessional network.~~
- ~~● **Utilize professional written and oral communication** in all interactions with FNU students, faculty, staff, and administrators, and with community members, officials, and healthcare professionals.~~
- ~~● **Demonstrate accountability** for student-centered professional development and lifelong learning to best deliver culturally responsive, fiscally responsible, and evidence-based healthcare to individuals, families, and populations.~~

On-Campus Attendance for ADN Bridge Entry

~~Bridge students have three (3) required on-campus sessions during the program: Bridge Bound, Crossing the Bridge, and Clinical Bound.~~

- ~~● Prior to beginning the Bridge curriculum, all Bridge students attend Bridge Bound in Kentucky, which is an orientation to the Bridge curriculum and the University. In the fourth term of the Bridge year, students return to campus for Crossing the Bridge, when they present their community health projects as part of~~

~~N409 Community Health Practicum as well as participate in advising, curriculum, credentialing, and role sessions. All Bridge students participate in a structured peer mentoring program while on campus, during which the Crossing students mentor Bound students.~~

- ~~• After completing didactic management coursework in the MSN program, and prior to beginning clinicals, students return to campus for an intensive Clinical Bound. Following successful completion of all Clinical Bound courses, students seamlessly transition into their clinical coursework.~~

~~Bridge Year Curriculum~~

~~The ADN Bridge entry option is comprised of eight courses (24 credits). Bridge curriculum consists of seven courses (21 credits) taken in the first four terms at FNU. Additionally, In the Bridge year, students also take PC701 (3 credits), which is a core course taken by all FNU MSN students. Students complete the Bridge courses in their communities after attending Bridge Bound. Following successful completion of all Bridge courses, students seamlessly transition into their clinical specialty coursework. Details about the MSN curriculum can be found in the Master of Science in Nursing section.~~

~~¶~~

~~No Bachelor of Science in Nursing degree is awarded as part of the Bridge Entry Option. A student who withdraws from the university after completion of all Bridge coursework will not be required to repeat the Bridge coursework if readmitted to FNU. A student who withdraws from the university and has not completed the entirety of the Bridge curriculum will be required to repeat the Bridge courses upon readmission.~~

~~¶~~

~~Bridge Year~~

~~(22 didactic credits – 2 clinical credits)*~~

~~N400 Physical Assessment (3-0)~~

~~N404 Statistics (3-0)~~

~~N405 Nursing Theory (3-0)~~

~~N406 Leadership (3-0)~~

~~N408 Community Health Nursing (3-0)~~

~~N409 Community Health Nursing Practicum (1-2) Includes presentation given during Crossing~~

~~N410 Nursing Research (3-0)~~

~~PC701 Principles of Health Promotion (3-0)~~

~~¶~~

~~*Although completed in the Bridge Year, PC701 is a requirement in the MSN curriculum.~~

Additional Programs

MSN Graduates Returning to Complete a Second Specialty

All FNU graduates wishing to return to complete a post-graduate certificate in a second specialty must complete the application process. Transcripts are not required when applying to complete a post-graduate certificate in a second specialty track unless credits from another school are being evaluated for transfer. All applications will go through the Admissions Committee process.

CNEP Graduates without an MSN Returning to Complete a Second Specialty

CNEP graduates who have not completed a MSN must complete the second specialty track as a master's completion program of study. All FNU students must graduate with either an MSN, a post-graduate certificate, a DNP or a PM-DNP. Post-baccalaureate certificates are no longer offered by FNU.

MSN Completion for CNEP Graduates

The FNU offers a Master of Science in Nursing (MSN) completion option for CNEP graduates without a master's degree. There are two programs of study depending on when the CNEP was completed.

MSN Completion Program of Study for Graduates of CNEP Classes 1-29

PC706 Advanced Physical Assessment, Clinical Reasoning, and Documentation (3-0)
PC707 Advanced Pharmacology (3-0)
PC705 Advanced Pathophysiology (3-0)
PC701 Principles of Health Promotion (3-0)
NM703 Primary Care of Women (3-0)
PC718 Evidence Based Practice (3-0)

MSN Completion Program of Study for Graduates of CNEP Classes 30-40

PC701 Principles of Health Promotion (3-0)
PC718 Evidence Based Practice (3-0)

If any student in Classes 30-40 has not completed the specified graduate content from the list below, the course(s) will be added to the required program of study for that student. Course content must cover the lifespan.

PC705 Advanced Pathophysiology (3-0)
PC706 Advanced Physical Assessment, Clinical Reasoning, and Documentation (3-0)
PC707 Advanced Pharmacology (3-0)

Frontier Nursing University cannot confirm its programs meet individual state requirements for professional licensure. Students and applicants should contact the licensing boards in their state of residence, or any state in which they may reside in the future, to determine whether the programs meets state requirements for licensure. A directory for state boards of nursing can be found here: <https://www.ncsbn.org/contact-bon.htm>

WHCNP Post-Graduate Certificate for CNEP Graduates

FNU CNEP graduates with a master's degree have the option of completing a post-graduate certificate as a Women's Health Care Nurse Practitioner. The Women's Health Care Nurse Practitioner (CWHCNP) Post-Graduate Certificate for CNEP Graduates provides additional supervised clinical experience in women's health care and primary health care for CNEP graduates who wish to become certified as WHCNPs by the National Certification Council (NCC).

This program requires completion of an additional four credit hour clinical course in women's health and primary care (WH639 for graduates of Class 30 and higher, N599 for graduates prior to Class 30). Upon completion of this course, a PGC will be awarded and graduates will be eligible to take the NCC Women's Health Care Nurse Practitioner Examination. Please note due to this certificate program being less than 33 weeks in length, students are not eligible to receive federal financial aid for these clinical courses. See Admissions Policies Section for more information.

Refresher program for Nurse-Midwives

FNU offers a refresher program for nurse-midwives who have been out of midwifery practice and current certification through the American Midwifery Certification Board (AMCB). The student will be admitted as a non-matriculating student.

[Click here for non-matriculating student application](#)

NOTE: Requirements for application include: – a CV, a signed letter of commitment from your clinical site and preceptor and an active nursing license should be included.

Upon admission, the student will meet with the Department Chair of Midwifery and Women's Health to discuss an individualized program of study based upon the midwife's experience, length of time out of practice, and intended scope of practice. The guidelines and competencies established by the ACNM will be utilized in the formation of the individualized program of study. At minimum, the program of study would include advanced didactic coursework focusing on the appropriate area of practice and clinical experiences with the same focus.

The minimal course requirements for any refresher student who is returning to full scope practice include (but are not limited to):

NM706 Advanced Midwifery Care of Childbearing Women and Newborns- 4 credit hours

NM716 Nurse-Midwifery Clinical V (final clinical course)- 3 credit hours

Minimum of 15 precepted births

Minimum of 15 precepted births

Other minimums for visit types will be established by Clinical Director and/or Department Chair

NM717 (Comps and Certification Exam Review)- 1 credit hour

All clinical policies regarding site selection, site credentialing, preceptor credentialing, and student credentialing apply. CNMs in the FNU NM Refresher program may utilize MDs to supervise required births during their clinical course.

After meeting with the Department Chair of Midwifery and Women's Health, the student will meet with admissions, Bursar, credentialing, and the appropriate Regional Clinical Faculty as assigned by the Clinical Director of Midwifery. The student will be required to complete the comprehensive exam course. If deficiencies are noted, additional coursework and/or clinical may be required to complete the refresher. When all requirements are successfully completed, a letter of completion will be issued to the student. Completion of the FNU refresher coursework does not guarantee the student will meet state, certifying body, licensure or employer related requirements.

Refresher program for Master's prepared Women's Health Nurse Practitioners

FNU offers a refresher program for Women's Health Nurse Practitioners who are masters prepared, have been out of practice and have up-to-date certification through the National Certification Corporation (NCC). The student will be admitted as a non-matriculating student.

[Click here for non-matriculating student application](#)

NOTE: Requirements for application include: a CV, a signed letter of commitment from your clinical site and preceptor and an active nursing license should be included.

Upon admission, the student will meet with the Department Chair of Midwifery and Women's Health to discuss an individualized program of study based upon the NP's experience, length of time out of practice, and intended scope of practice. At minimum, the program of study would include advanced didactic coursework focusing on the appropriate area of practice and clinical experiences with the same focus. See examples below. Note that the actual program of study will be individually developed.

Example: For a WHNP who has been continually practicing but has not been doing any obstetrical care and needs a refresher in this area of practice only:

WH707 Antepartum Complications and Comprehensive Postpartum Care - 4 credit hours

WH716 (final clinical course) – 3 credit hours

WH717 - Women's Health Comprehensive Review- 1 credit hour

Example: For a WHNP who has been completely out of practice for an extended period of time or who has not practiced after graduation:

NM701 Gynecologic Health- 3 credit hours

NM703 Primary Care of Women- 3 credit hours

WH707 Antepartum Complications and Comprehensive Postpartum Care - 4 credit hours

WH716 (clinical course)- 3 credit hours

WH717- Women's Health Comprehensive Review- 1 credit hour

All clinical policies regarding site selection, site credentialing, preceptor credentialing, and student credentialing apply.

After meeting with the Department Chair of Midwifery and Women's Health, the student will meet with the Registrar, Bursar, credentialing, and the appropriate Regional Clinical Faculty. The student will also be assigned an academic advisor. Upon completion of an individualized program of study, a letter of completion will be issued

to the student. Completion of the FNU refresher coursework does not guarantee that the student will meet state, certifying body, licensure, or employer related requirements.

Courses for Non-Matriculating Students

Frontier Nursing University (FNU) offers graduate and continuing education courses for healthcare professionals. These online courses offer the opportunity to develop new knowledge and skills to expand the scope of clinical practice, to refresh the knowledge and skills of experienced advanced practice nurses, to gain the graduate credits necessary for prescriptive authority, or to become a better preceptor.

Courses are offered four times each year and start at the beginning of each term. Candidates should choose a term when they have the time to devote to the course work. Individuals are permitted to take up to two courses per term and may not take more than a total of two courses as a non-matriculated student at FNU. Seasoned faculty who are pioneers in distance education for nurse-midwives and nurse practitioners developed and teach these courses, taking into consideration the unique needs of adult learners.

Graduate Courses

Non-matriculating students can review the course descriptions in the FNU Catalog. Not all current FNU courses are available for non-matriculating students. Courses that are available to non-matriculating students are N400 Health Assessment, and PC702 Epidemiology and Biostatistics. The Department Chairs can be contacted to request possible approval for other desired course(s). The registration form for non-matriculating students is obtained by contacting the Admissions Office on the Versailles Campus at (859) 251-4700. Non-matriculated students are required to complete the Banyan Tree 101 Canvas course prior to starting any course work. All course work is started at the beginning of a term (see FNU Academic Calendar). Students must register for the courses 6 weeks prior to the beginning of the term in order to complete the requirements for the Banyan Tree 101 course and obtain the textbook. Courses which include secure exams require the use of an electronic proctor device.

Continuing Education Courses

FNU's preceptor training program, the Gift of Precepting, is available at: <http://www.frontier.edu/giftofprecepting/index.html>. Registration is required and is found under the Pre-course Instruction tab located in the menu of the left side of the page. This course meets the American College of Nurse-Midwives (ACNM) requirements for preceptor training and is approved by the ACNM Education Department for CEUs. This is an excellent source of information about precepting health professions students.

Building a Practice in Your Home Community is an interactive web-based course designed to teach the managerial skills necessary to own and operate a health care practice. This course was developed in collaboration with Partnerships for Training of the Robert Wood Johnson Foundation and George Washington University. It is available online at <http://learn.gwnursing.org/Education/practice/index.htm>

Student Support

Since its beginning in community-based education in 1989, the FNU faculty has discovered that community-based learners have special needs. This is why FNU offers so many different avenues of support for students.

Faculty Support

Every didactic course has a Course Coordinator, a faculty member responsible for the design of the course as well as providing support to students to maximize learning and assist students in meeting the course learning objectives. All FNU faculty members keep regular office and appointment hours each week and have a phone dedicated to FNU, allowing students to have easy access to them. Each FNU student is assigned a Regional Clinical Faculty (RCF) upon admission. The RCF can assist students in securing a clinical site and work with students and preceptors during the clinical practicum.

Academic Advising

Each FNU student is assigned an Academic Advisor upon admission. The Academic Advisor will remain with a student from the point of admission through to graduation to provide guidance on successfully completing the

program of study. Advising staff assist students in understanding university academic policy and work closely with faculty to design, develop, and implement retention activities. For more information visit: <https://portal.frontier.edu/web/fnu/advising>.

Clinical Advising

The Clinical Advisors support students by providing assistance and resources in location clinical sites and preceptors, troubleshooting challenging situations and working one-on-one with students to navigate the overall clinical search process. Students are assigned a Clinical Advisor by specialty and can contact the advisors for individual support on an as-needed basis.

Student Services

The purpose of Student Services is to foster student learning and development by providing the highest quality services that enhance students' educational experiences and prepare students to fulfill the mission of Frontier Nursing University. Student Services staff members assist faculty in developing, planning and implementing new student orientation Bounds, help students understand the process for identifying a preceptor and securing a clinical site, provide recruitment and retention activities for a diverse study body, collaborates with faculty to provide opportunities for students to develop cross-cultural competencies and skills for success in a diverse healthcare system, and coordinates the university Commencement ceremony. For more information visit <http://www.frontier.edu/student-services>.

Diversity Impact Program

The Diversity Impact Program (formerly called PRIDE: Promoting Recruitment and Retention to Increase Diversity in Nurse-Midwifery and Nurse Practitioner Education Program) is designed to promote diversity in nursing and midwifery by recruiting and retaining underrepresented students with the goal of becoming nurse-midwives or nurse practitioners. The Diversity Impact Program partners with institutions around the country to provide advanced practice nursing and midwifery to students who may not otherwise have access to graduate level programs in their area.

As a Diversity Impact member, students may attend Diversity Impact weekend on campus to reconnect with staff, faculty and classmates while learning more about issues related to diversity in nursing and midwifery. Diversity Impact students attend meetings once a term to explore issues relevant to diversity in the nursing and midwifery workforce, share experiences as a nurse and student with other students and discover resources to assist in the goal of becoming a nurse-midwife or nurse practitioner. Interested students may learn more on the Diversity Impact webpage (www.frontier.edu/student-experience/diversity/) and can submit their application to the Diversity Impact Program Coordinator via email.

S.A.G.E. (Supporting Achievement in Graduate Education) Mentoring Program

The SAGE peer mentoring program was developed by students, for students. The birth of the program was from students who felt that they could reach out to others because they have "been there, done that." SAGE is designed to provide a supportive network to students as they adjust academically and emotionally to graduate distance learning. All FNU students are encouraged to join SAGE and remain a part of the mentoring network even as alumni. Interested students should visit <http://www.frontier.edu/student-services/sage-mentoring> to submit the membership application.

Student Council

The Student Council is composed of elected student members from each FNU class who agree to act as class representatives. The mission of the Student Council is to help each FNU student's experience to be as positive as possible. The Student Council believes that each individual is an integral part of the success of FNU. The Student Council encourages active student involvement in the issues that affect students and serves as student advocates to this end. The Student Council aims to achieve their mission through promoting good communication between students, faculty and administration. For further information about the Student Council, visit: <http://www.frontier.edu/student-services/student-council>.

Banyan Tree Communications Portal

FNU uses its own private communications portal, known as the Banyan Tree (BT). It allows users to access other students, faculty, or alumni on topics ranging from course updates, case studies, discussion groups, and

assignments and practice issues to family and fun topics. With a computer, internet service and a good sense of humor, the members of the FNU community are always in touch. FNU has created a prerequisite electronic communication course: Banyan Tree 101 (BT101), which is taught with a hands-on approach with step-by-step instructions. BT101 was carefully designed to be non-threatening and non-intimidating. Additional instruction and practice are part of Frontier Bound. Students have access to technical support as necessary during regular business hours.

Library Services

The Alice Whitman Memorial Library is the academic library for Frontier Nursing University (FNU). A collection of books, journals, and audiovisuals is available to students and faculty whether on-campus or off-campus. FNU provides access to a large number of remote resources including bibliographic and full-text databases, online journals and texts, tutorials, and other relevant Websites. The FNU Director of Library Services acquaints all new students to the library as part of orientation and is available for student meetings by phone or email. More information about the library can be found at: <https://portal.frontier.edu/web/fnu/library>.

Alumni Association of Frontier Nursing University

The purpose of the FNU Alumni Association is to promote FNU, increase loyalty of alumni, and create a mutually beneficial relationship between the institution and alumni. The Alumni Association represents over 2,000 alumni who have graduated from FNU since its inception in 1939. Further information about the Alumni Association can be found at: <http://www.frontier.edu/alumni>.

Admissions Policies

Prerequisite Health Requirements for all FNU programs

A current health examination must be completed prior to attendance at any Frontier Bound or Clinical Bound and kept current (within one year) throughout the clinical experience. This health examination must include documentation of vaccination or immunity to Rubella, Measles, Mumps, Hepatitis B, Varicella, and freedom from tuberculosis in a communicable stage.

Technical and Performance standards

Upon admission, all students verify in writing that they are able to meet the following technical and performance standards with or without accommodations. The technical and performance standard are:

- **Observational:** Candidates must be able to observe demonstrations of physical and psychosocial nursing interventions. Candidates must be able to accurately assess the health status of patients. Observation and assessment of patients require the functional use of the senses of vision and hearing, as well as other sensory modalities.
- **Communicative:** The candidate must be able to communicate effectively and efficiently in oral and written forms with patients and with members of the health care team. The foci of nursing communication are gathering assessment data, patient teaching and the provision of emotional support for patients and their families.
- **Motor:** Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. Candidates must be able to execute motor movements reasonably required to provide general care and emergency treatments to patients. Such actions require moderate motor strength, coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.
- **Intellectual:** Candidates must have the ability to measure, calculate, reason and analyze; they must be able to synthesize and apply complex information. Candidates must be fully alert and attentive and free of non prescribed controlled substances at all times in clinical settings.
- **Behavioral/Social:** Candidates must possess a level of emotional health that allows full utilization of intellectual abilities, the exercise of good judgment, prompt completion of all responsibilities attendant to the nursing diagnosis and care of patients, and the development of mature, empathetic and effective nurse-patient relationships. Candidates must be able to function effectively under stress.

Adherence to the standards of acceptable conduct as outlined in the American Nurses Association Code of Ethics and the Nurse Practice Act is required.

Background Checks

All applicants will be required to complete a background check as the final step in the admissions process. Applicants will be admitted pending the successful completion of the background check. The background check must be completed after the admissions decision is made and prior to attendance at Frontier Bound. Applicants with felony convictions will not be admitted. Applicants with other types of convictions will be considered on an individual basis. This does not apply to non-matriculating applications or applicants from the FNU WHCNP specialty who completed a background check through FNU credentialing within twelve months.

Health Insurance, Illness and/or Injury

If a student is sick or injured during their enrollment at FNU, they should be seen in the nearest emergency room or health care clinic as appropriate. This would include any Bloodborne Pathogen Exposure. Students are required to carry health insurance or be a member of a health care sharing program during the entirety of their enrollment at FNU and will be personally responsible for any and all health care costs while enrolled at the FNU. Students will be required to provide proof of insurance coverage during the clinical credentialing process.

Residents of New York Applying to the MSN and PGC

Due to regulatory restrictions by the New York State Education Department, FNU is not able to admit residents of New York state into the MSN or PGC at this time, nor is any FNU MSN or PGC student able to complete clinicals in New York state.

Admissions Criteria for the Doctor of Nursing Practice (DNP)

FNU offers two curricular paths to earning the DNP. Each path has its own eligibility for entry and Admissions requirements:

Entry into the Post-Master's DNP is available to applicants who:

- completed the MSN program at FNU that did not include the DNP Essentials, entered prior to January 1, 2014.
- completed the PGC program of study at FNU that did not include the DNP Essentials, entered prior to January 1, 2014 or entered after January 1, 2017. (Students who began the PGC at FNU between January 1, 2014 and January 1, 2017 completed a curriculum that included the DNP Essentials.)
- completed an acceptable MSN (as outlined below) somewhere other than FNU.

Entry into the Companion DNP program is only available to FNU graduates who:

- completed the MSN program at FNU that included the DNP Essentials, entered after January 1, 2014 (Classes 108, 111, 114, 117, 119 and above).
- completed the PGC program of study at FNU that included the DNP Essentials, entered between January 1, 2014 and January 1, 2017 (Classes 119 - 154). Applicants who completed the PGC at FNU will have their transcripts evaluated prior to admission to determine appropriate program of study.

FNU alumni and Non-FNU graduates will apply to the DNP through a standard admission process. Details regarding the Standard Admission process are listed below.

Current FNU students may apply to begin the DNP coursework directly after completing the MSN or PGC. Details regarding the Direct Admission process are listed below.

Standard Admission to the DNP Program

Applicants are expected to meet the following criteria for admission to Frontier Nursing University (FNU):

- Hold a **master's of science degree in nursing (MSN)**, a **master's in nursing (MN)**, or a **MS in nursing** OR have a **master's degree in a related field** (such as MPH or masters in midwifery or other area) granted from a nationally (CCNE or ACEN) accredited nursing program from a regionally accredited institution of higher learning; to check your program's accreditation please visit <http://ope.ed.gov/accreditation/search.aspx>. Applicants who meet the minimum admissions criteria will be considered on an individual basis.
- Be a registered nurse with a national certification as a certified nurse-midwife, a family nurse practitioner, a women's health care nurse practitioner, a pediatric nurse practitioner, an adult nurse practitioner, or a geriatric nurse practitioners, a geriatric-adult nurse practitioner, and a psychiatric mental health nurse practitioner with a current, active, registered nurse or advanced practice license in the United States with no encumbrances.
- Have a grade point average (GPA) of ≥ 3.0 from the master's program.
- Frontier Nursing University seeks to admit applicants who have the necessary oral and written English language skills for successful graduate level work. Frontier Nursing University offers academic support programs for all students; however there is no university operated support program specifically for students needing assistance with the English language. Applicants whose primary language is not English and/or who have completed their tertiary education (level equivalent to U.S. college or university) in a non-English speaking institution, must take the internet-based TOEFL (iBT) and achieve the following minimum scores: Reading 22, Listening 22 Speaking 26 and Writing 24. To be considered official, test scores must be sent directly from the testing agency to the university. Frontier Nursing University's TOEFL code is 5692. Please provide this code to TOEFL when taking the exam to ensure test results are expedited to the University.
 - "Primary language" is defined as an individual's first acquired language and/or the language of educational instruction. The TOEFL requirement may be waived for students whose primary

- language is not English who present an official transcript of satisfactory academic work completed in English at an accredited American college or university, or a college or university in another country where English is the primary language.
- Additionally, for applicants whose primary language is not English, one of the three required professional letters of recommendation for admission must attest to the applicant's ability to adequately function in English in a professional clinical setting.
- Applicants residing outside the continental United States are required to meet with the appropriate Program Director to develop a plan for completion of the program and for a review of policy related to international clinical sites. This plan must be formally written and approved by the Program Director prior to admission into the university.

All Standard Admission DNP applicants must:

- Submit a resume or curriculum vitae
- Two essays (goal statement and time management)
- Three professional references
- Copy of RN license, current state APRN licensure and certification
- Submit TOEFL (iBT) results, if applicable (see above).

Applicants with questions regarding their qualifications for admission to FNU should contact the FNU Admissions Officer at: admissionscounselor@frontier.edu.

Each applicant is evaluated individually. The FNU Faculty Admissions Committee makes all admission decisions.

Direct Admission to the DNP for Current FNU Students

Applicants are expected to meet the following criteria for Direct Admission to the FNU DNP:

- Be a current FNU student who wants to begin the DNP degree as soon as possible following completion of the FNU MSN or PGC program. Students interested in starting the DNP at a later date will complete the Standard Admissions process as an FNU graduate.
- Complete the FNU MSN or PGC prior to beginning the DNP coursework. The degree must be officially conferred no later than the end of add/drop during the first term of DNP course registration. Direct Admission applicants will be admitted on a conditional basis until the FNU MSN or PGC degree is officially conferred.
 - Students who do not officially complete the MSN or PGC prior to the add/drop deadline will have their DNP course registration canceled. Students in this situation may reapply for Direct Admission in the subsequent term.
- Pass the nurse-midwife or nurse practitioner certification examination by the end of the first term of the DNP. Direct Admission applicants who do not have board certification at the point of application for admission will be admitted on a conditional basis until board certification is submitted.
 - If the certification is not obtained by the end of the first DNP term, students will be unable to continue in DNP coursework and must take an Academic Hiatus (AH), if eligible. Students will not be able to resume DNP coursework until certification is obtained. If certification is not obtained during the approved allowable AH(s), the student will be required to withdraw from FNU. Withdrawn students would be eligible to re-apply through the Standard Admission process as an FNU graduate after certification is completed.

All Direct Admission DNP applicants must:

- Submit one professional reference on the FNU supplied form
- Complete the Academic Summary form
- Submit a narrative statement on a topic outlined in the admissions application. The essay will be evaluated based on content and writing skills.
- Provide proof of board certification no later than the end of the first term of the DNP.
- Submit a completed application by the due date posted for the term to which (s)he is applying.

If a CNEP student chooses to complete the WHNP Certificate for CNEP Grads program, the student may choose to begin the DNP coursework simultaneously with the WHNP Certificate coursework, complete the WHNP Certificate prior to starting the DNP, or complete the WHNP Certificate after completing the DNP. CNEP students wishing to ~~begin~~~~complete~~ the WHNP Certificate and DNP simultaneously are expected to consult with the DNP Program Director and WHNP Department Chair prior to admission. CNEP students wishing to begin the WHNP Certificate and DNP simultaneously must complete the admission application for both programs by the established deadlines. Students are not allowed to complete any other FNU academic program simultaneously with the DNP.

Admission Criteria for the MSN

Applicants are expected to meet the following criteria for admission to Frontier Nursing University (FNU):

- Be a registered nurse with currently active licensure and educational preparation from an ACEN or CCNE accredited nursing program with accreditation current at the time of the applicant's graduation.
 - Due to regulatory restrictions by the state of New York State Education Department, FNU is not able to admit residents of New York state into the MSN at this time nor is any FNU MSN student able to complete clinicals in New York state.
- Registered nurses with an associate degree in nursing from a nursing program accredited by CCNE or ACEN with accreditation current at the time of the applicant's graduation and a baccalaureate degree or higher degree in nursing without APRN certification from a CCNE or ACEN accredited nursing program and a regionally accredited institution of higher learning will be considered for admission to the MSN Program.
- Registered nurses without a baccalaureate or higher degree in nursing, who have completed a diploma or associate degree nursing program at a CCNE or ACEN accredited nursing program with accreditation current at the time of the applicant's graduation and have a bachelor's degree from a regionally accredited institution of higher learning in another discipline, will be considered for admission to the MSN Program with the additional requirement of a **portfolio** of relevant employment and academic experience.
- Have a **grade point average (GPA) of ≥3.0** from the most recent degree earned (nursing or a related field).
- Be a **registered nurse with a current, active, license in the United States with no encumbrances**. If assignment to a clinical practice site requires that the student practice in another state, then the student is required to meet licensing requirements according to statutes and obtain the appropriate license.
- Have **one year of RN nursing experience (LPN experience not included)**. For RNs with less than one year of RN experience, the Admissions Committee may consider other significant experience in a healthcare field related to the intended field of study, e.g, certified childbirth education, certified doula, certified lactation consultant, paramedic, and/or public health experience.
- Submit **three healthcare professional references** who are able to speak to your ability/potential to serve as an advanced practice nurse (NP or CNM) including at least two from nursing supervisors or CNM/NP/MD/DO professional colleagues and no more than one from a health professional peer (not a subordinate) on [FNU-supplied forms](#).
- Applicants who have been enrolled in an MSN or DNP in another institution but have not finished their degree are asked to:
 - Include in their application essay information about why they want to leave the current MSN program and enter Frontier.
 - Have one of their three professional references be from the Clinical Director or advisor from their current MSN program.
- Frontier Nursing University seeks to admit applicants who have the necessary oral and written English language skills for successful graduate level work. Frontier Nursing University offers academic support programs for all students; however there is no university operated support program specifically for students needing assistance with the English language. Applicants whose primary language is not English and/or who have completed their tertiary education (level equivalent to U.S. college or university) in a non-English speaking institution, must take the internet-based TOEFL (iBT) and achieve the following minimum scores: Reading 22, Listening 22 Speaking 26 and Writing 24. To be considered official, test scores must be sent directly from the testing agency to the university. Frontier Nursing University's TOEFL code is 5692. Please provide this code to TOEFL when taking the exam to ensure test results are expedited to the University.

- “Primary language” is defined as an individual’s first acquired language and/or the language of educational instruction. The TOEFL requirement may be waived for students whose primary language is not English who present an official transcript of satisfactory academic work completed in English at an accredited American college or university, or a college or university in another country where English is the primary language.
- Additionally, for applicants whose primary language is not English, one of the three required professional letters of recommendation for admission must attest to the applicant’s ability to adequately function in English in a professional clinical setting.
- Applicants residing outside the continental United States should review the policy related to international clinical sites.

Requirements

An undergraduate physical assessment course is not included as part of the curriculum within the programs of study but it is a course requirement for degree completion.

PHYSICAL ASSESSMENT

- Applicants having successfully completed a three-credit undergraduate or graduate-level physical assessment course taken at a regionally accredited institution of higher learning are not required to take physical assessment again in their FNU program of study. Content integrated into other courses (e.g., a high-credit nursing fundamentals course with multiple objectives unrelated to PA, the primary course description is not PA, and no comprehensive PA clinical skills check-off included) will NOT meet FNU requirements. A two (2) credit physical assessment course may be considered acceptable upon review of the course description and/or the course syllabus. Applicants must submit an official transcript reflecting completion of this course as part of their admissions packet.
- If the above parameters are not evident from the transcript, the course syllabus is required to be reviewed by the Admissions Committee to assess for sufficient course content and skills validation that permits acceptance as transfer credit.
- Applicants who have NOT successfully completed an undergraduate or graduate-level physical assessment course will have the course incorporated into the program of study.

Applicants with questions regarding their qualifications for admission to FNU should contact the FNU Admissions Counselor at: admissionscounselor@frontier.edu.

Each applicant is evaluated individually. The FNU Faculty Admissions Committee makes all admission decisions.

[Download the Application Packet now!](#)

~~Admission Criteria for the MSN via the ADN Bridge Entry Option~~

~~FNU is no longer admitting students into the ADN Bridge Entry Option.
The last cohort of the Bridge Program began in April 2020.~~

Admission Criteria for the Post-Graduate Certificate (PGC)

FNU alumni and Non-FNU graduates will apply to the PGC through a standard admission process. Details regarding the Standard Admission process are listed below.

Current FNU students may apply to begin the PGC coursework directly after completing their currently enrolled MSN, PGC, or DNP. Details regarding the Direct Admission process are listed below.

Requirements to Enter the PGC

Students must have had the content listed in the following courses in their prior MSN program successfully completed at an ACEN or CCNE accredited nursing program within a regionally accredited institution of higher learning.. Prior transcripts will be reviewed. If the student has not completed any of the specified graduate content from the list below, the course(s) will be added to the required program of study for that student. Course

descriptions and syllabi may be requested to assist in this evaluation. Course content must cover the lifespan. These courses do not count against the transfer credit limit.

- PC705 Advanced Pathophysiology (3-0)
- PC706 Advanced Physical Assessment, Clinical Reasoning, and Documentation (3-0)
- PC707 Advanced Pharmacology (3-0)

Students are responsible for understanding state specific educational requirements for licensure.

Applicants admitted into the Post-Graduate Certificate program can transfer credits according to the Course Transfer Policy and Procedure. The coursework approved as required courses (listed above) does not count toward the maximum allowable transfer credit.

Applicants with questions regarding their qualifications for admission should contact an FNU Admissions Officer at: admissionscounselor@frontier.edu.

Each applicant is evaluated individually. The FNU Faculty Admissions Committee makes all admission decisions.

[Download the Application Packet now!](#)

Standard Admission to the PGC Program

Applicants are expected to meet the following criteria for admission to Frontier Nursing University (FNU):

- Meet all prerequisite health requirements. Contact the Admissions Counselor with any questions about meeting this requirement.
- Have a master's or higher degree in nursing from a CCNE or ACEN accredited program whose accreditation was current at the time of graduation from a regionally accredited institution of higher learning and with a concentration in one of the areas listed below. Current certification and/or state APRN licensure is not required.
 - Acute Care Nurse Practitioner (ACNP)
 - Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
 - Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
 - Adult Nurse Practitioner (ANP)
 - Adult Psychiatric-Mental Health Nurse Practitioner (PMHNP)
 - Certified Nurse-Midwife (CNM)
 - Emergency Room Nurse Practitioner (ENP)
 - Family Nurse Practitioner (FNP)
 - Gerontological Nurse Practitioner (GNP)
 - Neonatal Nurse Practitioner (NNP)
 - Pediatric Nurse Practitioner - Acute Care (PNP-AC)
 - Pediatric Nurse Practitioner - Primary Care (PNP-PC)
 - Psychiatric-Mental Health Nurse Practitioner (Across the Lifespan) (PMHNP)
 - Women's Health Care Nurse Practitioner (WHCNP)
- Have a cumulative grade point average (GPA) of ≥ 3.0 from the most recent degree earned (nursing or a related field).
- Hold a current, active registered nurse license in the United States with no encumbrances. If assignment to a clinical practice site requires that the student practice in another state, then the student is required to meet licensing requirements according to statutes and obtain the appropriate license.
 - Due to regulatory restrictions by the New York State Education Department, FNU is not able to admit residents of New York state into the PGC at this time nor is any FNU PGC student able to complete clinicals in New York state.
- Submit three healthcare professional references who are able to speak to your ability /potential to serve as an advanced practice nurse (NP or CNM) including at least two from nursing supervisors or CNM/NP/MD/DO colleagues and no more than one from a health professional peer (not a subordinate) on FNU-supplied forms.
- Frontier Nursing University seeks to admit applicants who have the necessary oral and written English language skills for successful graduate level work. Frontier Nursing University offers academic support programs for all students; however there is no university operated support program specifically for students needing assistance with the English language. Applicants whose primary language is not

English and/or who have completed their tertiary education (level equivalent to U.S. college or university) in a non-English speaking institution, must take the internet-based TOEFL (iBT) and achieve the following minimum scores: Reading 22, Listening 22 Speaking 26 and Writing 24. To be considered official, test scores must be sent directly from the testing agency to the university. Frontier Nursing University's TOEFL code is 5692. Please provide this code to TOEFL when taking the exam to ensure test results are expedited to the University.

- “Primary language” is defined as an individual’s first acquired language and/or the language of educational instruction. The TOEFL requirement may be waived for students whose primary language is not English who present an official transcript of satisfactory academic work completed in English at an accredited American college or university, or a college or university in another country where English is the primary language.
- Additionally, for applicants whose primary language is not English, one of the three required professional letters of recommendation for admission must attest to the applicant’s ability to adequately function in English in a professional clinical setting.
- Applicants residing outside the continental United States should review the policy related to international clinical sites.
- Graduates of other types of nursing master’s programs may apply for *transfer credit* but are not eligible for the Post-Graduate Certificate option.

Direct Admission to the PGC for Current FNU Students

Applicants are expected to meet the following criteria for Direct Admission to the FNU PGC:

- Be a current FNU student who wants to begin the PGC degree as soon as possible following completion of the FNU MSN, PGC, or DNP program. Students interested in starting the PGC at a later date will complete the Standard Admissions process as an FNU graduate.
- Complete the currently enrolled FNU MSN, PGC, or DNP program prior to beginning the new PGC coursework. With just one exception for CNEP Grads completing the WHNP Certificate (as indicated below), students are not allowed to complete more than one degree or program at a time. Therefore, the currently enrolled degree must be officially conferred no later than the end of add/drop during the first term of new PGC course registration. Direct Admission applicants will be admitted on a conditional basis until the currently enrolled FNU MSN, PGC, or DNP degree is officially conferred.
 - Students who do not officially complete the currently enrolled MSN, PGC, or DNP prior to the add/drop deadline will have their new PGC course registration canceled. Students in this situation may reapply for Direct Admission in the subsequent term.

All Direct Admission PGC applicants must:

- Submit one professional reference on the FNU supplied form
- Complete the Academic Summary form
- Submit a narrative statement on a topic outlined in the admissions application. The essay will be evaluated based on content and writing skills.
- Submit a completed application by the due date posted for the term to which they are applying.

If a CNEP student chooses to complete the WHNP Certificate for CNEP Grads program and the DNP program, the student may choose to begin the DNP coursework simultaneously with the WHNP Certificate coursework, complete the WHNP Certificate prior to starting the DNP, or complete the WHNP Certificate after completing the DNP. CNEP students wishing to begin the WHNP Certificate and DNP simultaneously are expected to consult with the DNP Program Director and WHNP Department Chair prior to admission. CNEP students wishing to begin the WHNP Certificate and DNP simultaneously must complete the admission application for both programs by the established deadlines. Students are not allowed to complete any other FNU academic program simultaneously with the PGC.

Applicants with questions regarding their qualifications for admission to FNU should contact the FNU Admissions Officer at: admissionscounselor@frontier.edu.

Each applicant is evaluated individually. The FNU Faculty Admissions Committee makes all admission decisions.

Admission Criteria for the MSN Completion for CNEP Graduates

- CNEP graduate
- Certification by the American Midwifery Certification Board, the ACNM Certification Council, or the ACNM

Enrollment Procedure for the MSN Completion for CNEP Graduates

1. Applicants complete the online [MSN Completion Application Form](#).
2. FNU transcript is reviewed for individualized program of study.
3. Once the program of study has been finalized, a letter of acceptance and an invoice will be sent.
4. Upon receiving the letter of acceptance and invoice, the applicant will make an appointment with the Student Advisor to complete the [MSN Completion Program of Study](#) and will begin the Banyan Tree 101 (BT101) course.

Admission Criteria for the Women's Health Care Nurse Practitioner Post-Graduate Certificate for CNEP Graduates

- FNU CNEP MSN or CNEP PGC graduate
- Be a currently active licensed registered nurse.

Enrollment Procedure for the Women's Health Care Nurse Practitioner Post-Graduate Certificate (PGC) for CNEP Graduates

The CNEP graduate completes the [Application for Women's Health Certificate for CNEP Graduates](#). Once the application for enrollment has been submitted, the applicant will receive details from Admissions outlining the necessary steps for enrollment. Clinical Credentialing will also be notified. The Banyan Tree 101 (BT101) course must be retaken if there has been a new version of Banyan Tree since the student was last enrolled.

Admission Criteria for Non-Matriculating Students

- Health care professional
- Bachelor's degree

Enrollment Procedure for Non-Matriculating Students

1. Applicants complete the [Application for Non-Matriculating Students](#) and send this signed form with tuition and applicable fees (application fee, Banyan Tree 101 (BT101) fee, and technology fee) to the FNU Registrar.
2. Upon receipt of the application, tuition, and fees, the Registrar sends a letter of acceptance that is copied to the Information Technology staff (IT staff). The student may begin the Banyan Tree 101 (BT101) course at this time.
3. Upon completion of the Banyan Tree 101 (BT101) course, the student registers for the course.
4. Courses must be started at the beginning of a term.

Admissions Cycle

The Admissions Committee considers applicants in an ongoing process after each applicant's file is complete. Classes begin several times each year. A current Admissions Calendar can be found at <http://www.frontier.edu/admissions/admissions-calendar>.

Transcript Evaluation/Verification Process for International Students

Transcript Evaluation/Verification Process for all international students*

1. A detailed, course-by-course foreign transcript evaluation is required even if the foreign coursework has been accepted by a college or university in the United States (U.S.). In all instances, original, official documentation is required—we do not accept scanned, email, or facsimile copies.
2. The transcript evaluation company should be a member of the National Association of Credential Evaluation Services (NACES).

See a list of NACES members of NACE here: www.naces.org

**Frontier Nursing University recommends using World Education Services (WES) (<http://www.wes.org/>).*

3. The evaluation should include the following information:
 - date the report was completed;
 - name, date of birth and gender;
 - a summary of evaluation;
 - country of education,
 - name of institution,
 - type of program,
 - dates of attendance,
 - title of credential,
 - date the credential was awarded,
 - the U.S. equivalency of the credential, comments, if any,
 - a list of all the courses completed as part of the postsecondary programs described in the evaluation report.
 - the list of courses should identify the title, the equivalent U.S. grade, the equivalent U.S. semester credits and the equivalent U.S. level of education for each course, and grade point average (GPA).

Clinical Site Selection

FNU students have a long tradition of identifying their own clinical sites usually in their communities. This process has worked well since 1989.

MSN and PGC applicants who already have a commitment from a preceptor will provide this information on their enrollment application. During the Frontier Bound orientation, the Clinical Outreach and Placement unit will provide information to students to support their clinical placement process. ~~ADN Bridge Entry students will receive this information during Crossing the Bridge session, just prior to starting their respective MSN programs. The~~ information will include access to the Community Map, a database of preceptors and sites Frontier students have used in the past. Once students are enrolled they will attend information sessions to review the process of credentialing preceptors and clinical sites which is the responsibility of the Clinical Credentialing office but important for students to understand. We highly recommend finding appropriate preceptors early in the program. The process of credentialing sites can take several months and some states require advance notice and approval for students to complete clinical in their states. Once you receive a commitment from a preceptor, you will complete a Clinical Site Approval Form (CSAF) (located in the Community Map). Upon acceptance by the student's clinical faculty, the Clinical Credentialing Office will begin credentialing the preceptor/s and site. MSN and PGC students may not complete clinical rotations in sites owned or administered by a family member, member of the household, at sites where they have a stake in ownership, or have a family member serve as a preceptor.

DNP applicants are strongly encouraged to identify potential clinical project sites and mentors as early in the program as possible since the clinical project initiatives are to be site driven. DNP clinical faculty are closely involved in assisting in the identification of appropriate sites and mentors. Once a commitment is received from a site and mentor, a Clinical Site Approval Form (CSAF) is submitted (located in the DNP Prep 101 Canvas course). Upon acceptance by the Clinical Credentialing Office, the staff will begin credentialing the site. The process of credentialing sites may take several months to complete. DNP students may not complete clinical projects in sites owned or administered by a first-degree family member, e.g. spouse, parent, or child. For further clarification regarding these requirements please contact the DNP Program Director.

Course Transfers and Challenges

FNU students may transfer up to 12 eligible credits into their program of study if the credits were earned at a regionally accredited institution of higher learning and nursing courses earned in an ACEN or CCNE accredited program that was accredited at the time the courses were completed. Challenge mechanisms are available for many academic courses.

For further information please review the FNU Course Transfer Policy and Procedure, Challenge Policy for Academic Courses.

Computer Skills Proficiency

FNU students are expected to be able to use a computer independently. Students are not expected to be computer experts, but there is a minimum level of computer skill that is necessary to successfully complete education at FNU. Below is a brief overview of expected computing skills.

Basic Computer Skills

- Re-size windows, have multiple windows open and move between them
- Navigate through the computer's file/folder system
- Use the Search or Find File function to find files
- Identify name and version of computer software
- Install new software on the computer
- Use the Help menus
- Distinguish file types (e.g., Identify whether a file is a JPG or GIF)
- Create and name a new folder in Windows

Internet Skills

- "Surf the web" and identify the address (URL) of the web page being viewed
- Utilize Internet Tools (e.g., clear history or change security settings)
- Send/receive email and attachments

Software and Word Processor Skills

- Create and edit a document using Microsoft Word
- Create and edit a spreadsheet using Microsoft Excel
- Create and view a presentation in Microsoft PowerPoint
- Open and print a document in Adobe Acrobat Reader
- Copy, cut and paste sections of text
- Format text/character size (10pt, 12 pt), font (Times, Arial)
- Use bullets, lists and table functions
- Adjust margins and tabs
- Create headers and footers, paginate and create page breaks
- Zip and unzip documents

Less than Proficient Skills

If students are not proficient in a skill area, FNU requests that they take additional training. Simply put, FNU does not want the computer to be a barrier to a student's education. There are mechanisms available to enhance students' learning experience and avoid wasting their precious time struggling with the computer. [Click here for Computer Learning Resources suggestions.](#)

Technology Requirements

As a distance learning program, FNU relies on technology, which is why it is so important for students to have the right equipment to ensure their success. FNU requires that all students own a laptop, a mobile device, and have a

reliable Broadband internet connection. Although it is suggested that students obtain the highest quality products available to them, the following are the minimum technology requirements for the program:

Laptop Hardware Requirements:

| Component | The “minimum” requirement is for a student who may already own a laptop. | The “preferred” specification is for the student who is purchasing a new laptop. |
|-----------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Processor | Intel Pentium / Core 2 Duo processor or higher AMD Athlon II / Turion processor or higher | Intel Core i5 or higher AMD Phenom II or higher |
| Memory | 4 GB or more | 8 GB or more |
| Hard Disk | 20 GB of free space | Solid State Drive with 20GB of free space |
| Video Card | 1024x768 resolution or higher, 16-bit color depth or higher with connector for stand-alone display | 256 MB dedicated to video memory with connector for stand-alone (extended desktop) display |
| Laptop Display | 11-inch or better | 15-inch or better |
| Sound Card | Any type with microphone input and speakers | Any type with microphone input and speakers |
| Headset | Analog headset with microphone | USB headset with microphone |
| Webcam | 800x600 resolution, 30 frames per second | HD or 720p resolution, 30 frames per second |
| Mouse & Keyboard | Any type | Any type |
| Network Hardware | 10/100 Mbps Ethernet | 10/100/1000 or Gigabit Ethernet |
| Wireless | 802.11g | 802.11n / 802.11ac |
| Operating System** | Windows 7, Mac OS X 10.9 Mavericks or Chrome OS | Windows 10, Mac OS X 10.11 El Capitan, or Chrome OS |

Laptop Software Requirements:

- Microsoft Windows 7, 8, 8.1, or 10
- 10.9 (Mavericks)
- OS X Yosemite (10.10)
- OS X El Capitan (10.11)
- Chrome OS 42+ running Intel or ARM processor with 2 GB RAM

Web Browsers that can be utilized:

- Microsoft Internet Explorer 10 or higher
- Mozilla Firefox
- Google Chrome
- Apple Safari

Other Software:

- Microsoft Office 2013 or higher including Excel, Word, PowerPoint, Microsoft Office 2011 for Mac or higher including Excel, Word, PowerPoint
 - Please visit the [Microsoft Store](#) for educational discounted prices.
- Adobe Acrobat Reader
- (http://www.adobe.com/go/EN_US-H-GET-READER)
- Adobe Flash Player
- (http://www.adobe.com/go/EN_US-H-GET-FLASH)
- Windows Media Player 11 or higher
- (<http://www.microsoft.com/windows/windowsmedia/player/11/default.aspx>)
- Apple QuickTime Player for Windows
- (<http://www.apple.com/quicktime/download/>)
- Apple iTunes for Windows
- (<http://www.apple.com/itunes/download/>)
- Please be sure to protect your investment with Antivirus Software!
 - Free Virus and Malware protection options are available:
 - [Sophos Antivirus](#)
 - [Avira Antivirus](#)
 - [MalwareBytes](#)

Internet Connection Requirements:

Broadband Internet connection (DSL or cable modem); speeds of 10Mb download/3Mb upload minimum (the faster, the better). Please check with your Account Settings or the bill from your Internet Service Provider to verify you meet this requirement.

Chromebooks:

The use of Google Chromebooks can be used for most FNU online activities but certain limitations are evident when a course requires submissions in Microsoft Office. If you decide to use a Chromebook for your coursework, please ensure that you have access to Microsoft Office from another machine for specific course assignment requirements.

Password:

The use of a strong password is required at FNU. All new users are issued a strong password during the new account creation process. If you decide to change your password, all passwords are required to be at least 8 characters long, containing at least 1 uppercase, 1 number, and use of at least 1 special character.

Mobile Requirement:

Courses at FNU are enhanced with media that can be downloaded to your mobile device. Additionally, both your coursework and clinical rotations will involve using mobile applications. Therefore it is required for students to own a mobile device so that they may take advantage of these offerings. Both Android (version 2.2 or higher) and Apple (iOS 7 or higher) devices are supported. Devices should have a minimum of 16GB of memory.

There are a variety of devices that will satisfy this requirement so you may be wondering which is best. Unfortunately, we can't really answer that question since it's a very personal choice, but here are some things to consider:

- Operating System
- Device and Screen Size
- Data plan/phone service

Keep in mind that technology changes very quickly and certain mobile applications provided by FNU may update their minimum device requirements. The technology requirements web page is updated as soon as possible when these requirements change. If your device is no longer supported, you may need to purchase a new device.

Please bring both your laptop and mobile device with you to Frontier Bound. Both will be used in various sessions. You will have a hands-on, small group session with the IT Staff where you can ask technology questions and troubleshoot any problems with the devices.

If you have any further questions or need assistance in determining the appropriate equipment, please contact our [Support Desk](#). We look forward to helping your student experience memorable and rewarding.

What's the difference?

All devices offer internet browsing and handheld computing with third-party applications ("apps."). The iPhone, of course, also offers wireless phone service. With an iPhone, users can access the Internet over the cellular network, but must pay a monthly data fee along with the phone bill. With a standard tablet, users must be connected to a wireless network in order to access the Internet, but there is no monthly fee. The iPad has an option for either.

Which device is best?

Device selections are diverse and will depend on students' individual needs and preferences.

Preparing for Bounds

It is required that students bring a laptop and mobile device to Frontier Bound, to be used in various sessions. Students will have a group session with the IT staff to assist with technology questions and troubleshoot any problems with the devices.

If you have any further questions or need assistance in determining the appropriate equipment please email support@frontier.edu or call Support at (859) 251-4545. We look forward to helping make your student experience memorable and rewarding.

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If you have any further questions or need assistance in determining the appropriate equipment please contact our [Support Desk](#). We look forward to helping make your student experience memorable and rewarding.

Scanning Requirement:

Due to the nature of distance learning it is often necessary for students to submit signed documents, handwritten pages, or a digital copy of a paper certificate. In order to accommodate these needs the University recommends

that each student either 1) become proficient in the use of a digital camera (the one in a current iPhone is acceptable) to appropriately digitize paper documents or 2) have ready access to a digital scanner for digitization. A scanner or printer with an integrated scanner may offer a better quality and be an easier to implement solution than trying to utilize a camera as a scanner. In either case, the resulting file must be completely legible, submitted as a low to medium resolution JPG file, and typically smaller than 1MB per page.

Banyan Tree 101 (BT101) Requirement Prior to Starting Any Courses

Upon Admission to a new academic program or readmission to a program from which the student previously withdrew ~~Prior to starting any course, all new students, faculty, and staff must take Banyan Tree 101 (BT101), unless it has been completed within one year or the student has been enrolled in a FNU program within a year. BT101 must be retaken if there has been a new version of the Banyan Tree since the student was actively enrolled.~~ The BT101 course is customized to address the orientation needs for each program type: non-matric, MSN, PGC, DNP. BT101 provides details on Frontier Bound Orientation, prepares students for the FNU online learning environment, disseminates tips and skills for academic success, and facilitates mandatory content for all FNU students. ~~teaches electronic communication skills that are essential to success at FNU.~~

Current MSN and PGC students who are transferring from one specialty track to another are not required to retake BT101.

Applicants Who Are Registered Nurses with a Bachelor's Degree in another Field

Applicants who are registered nurses with a bachelor's degree in another field will be required to submit a portfolio. In addition, their transcripts will be reviewed to determine if they have completed the required prior coursework. After review of the portfolio and the transcripts, the need for additional coursework in undergraduate nursing theories and research will be determined.

Instructions for Portfolio (Non-BSN Applicants Only)

Applicants with a baccalaureate degree earned at a regionally accredited institution of higher learning in a discipline other than nursing must submit a portfolio detailing their employment and academic experiences. Applicants are expected to provide the information and meet the requirements listed below. It is important to carefully respond in detail to all of the items. Admission depends on a clear description of the applicant's achievements. Applicants who do not meet all performance requirements but whose credentials reveal potential ability for graduate study may be referred to a committee for recommendations pertaining to their acceptance. In some instances, applicants may be required to fulfill prerequisites designated by the committee.

When assembling your portfolio the following information should be included in a notebook or folder.

1. Curriculum Vitae including:
 - Formal education, degree(s) obtained and major, school attended, dates.
 - All nursing and other positions held
 - Any relevant CE programs/courses taken.
 - Any published professional articles (in journals, hospital/agency publications, school newspapers, etc.).
 - Presentations before staff, patient/family and other groups including educational seminars presented to peers as part of job responsibilities (date, title, location).
 - Honors/awards received.
 - Membership in professional and other organizations—offices held, dates of membership.
 - Community service: name of organization, description of activities.
2. A formal paper, divided into the following six sections. This paper is an essential aspect of the admission process and will be carefully evaluated in order to make a decision on your direct entry into the MSN

program. Follow the guidelines carefully, speaking to all items. The paper will be evaluated on content, clarity of presentation, grammar, punctuation, etc.

Section 1. Description of the theoretical basis of your practice

- This description may be eclectic drawing on knowledge from behavioral, biologic and other theories, including one of a nurse theorist.
- Give two examples of application in practice.

Section 2. Description of teaching and counseling aspects of your practice

- Give three principles of teaching and describe how these have been applied using three examples of patient, family, or group teaching activities.
- Give three principles of counseling and describe how they have been applied in your work with patients/clinics or staff, or groups. Give at least three examples.

Section 3. Description of collaborative activities, with all members of the health team

- Define collaboration.
- Describe how collaboration is applied in your practice using three examples.

Section 4. Description of leadership and change

- Define and describe leadership.
- Give three examples of how you have functioned as a leader in your position (you do not need to have had a "formal" leadership position, a staff nurse can be a leader).
- Describe inhibitors and facilitators of change. Describe how you have participated in change giving two examples.

Section 5. Description of research knowledge/activities

- Describe content related to research that you have had in your nursing program and in your other collegiate programs. This can include courses in research or content related to reading and evaluating research that was incorporated into the courses such as sociology, biology, etc. Identify courses and content specifically.
- Describe how you incorporate research findings into your practice. Give one example.
- Describe any clinical research activities in which you have participated or which you have facilitated.

Section 6. Personal philosophy of nursing

- Describe your personal philosophy of nursing.
- Include an analysis of how nursing and general education in the baccalaureate or higher degree program has influenced this philosophy.

Academic and General School Policies

Academic Evaluation Methods

A variety of evaluation measures are used in the didactic courses, including graded assignments, examinations, and class participation. The evaluation measures for the Clinical Bound courses will also include demonstration of skills. Daily and monthly developmental assessment tools (DDATs and MDATs) will be used during the Clinical Practicum. Clinical progress will be evaluated through a collaborative effort among the student, preceptor, and Regional Clinical Faculty. A grade of A or B (equivalent of at least 80%) must be achieved in all courses.

Academic Freedom Policy

Frontier Nursing University is a private, non-profit, non-residential community-based, distance education graduate school offering a Master of Science in Nursing Degree, a Doctor of Nursing Practice degree and post-graduate certificates in advanced practice specialties. The mission is to provide a high quality education that prepares nurses to become competent, entrepreneurial, ethical and compassionate nurse-midwives and nurse practitioners who will provide primary care to women and families residing in all areas with a focus on rural and medically underserved populations. This mission is optimally accomplished in an atmosphere of free inquiry and discussion, referred to as academic freedom. FNU honors the following statements related to academic freedom.

There are three aspects of academic freedom and three aspects of academic responsibility. As a learned person each faculty member recognizes that people will judge the profession and FNU by what is stated in a teaching situation and in public.

As scholars, faculty members are entitled to full freedom to study, discuss, investigate, conduct research and publish in their areas and as appropriate to their respective roles and responsibilities. They are responsible for developing and improving their scholarly competence, practicing intellectual honesty, and seeking and stating the truth as they see it. Respect for the scholarly endeavors of other faculty and students, including their right to express their opinions, is necessary for all to have academic freedom.

As teachers, faculty members are entitled to freedom in discussing their subject but care should be taken in teaching controversial matter that has no relation to the subject. Faculty should present in their courses that which is described in the catalog and is approved by the faculty in their collective responsibility for the curriculum.

As a member of a profession, they are responsible for teaching the content that the profession deems necessary for the development of new professionals.

As citizens, faculty members have the right to express their opinions without institutional censorship or discipline. Faculty members should remember that as learned members of their community, the community may judge their profession and their institution by their opinions. They should make sure their statements are accurate and that they speak as private citizens and not for Frontier Nursing University.

Academic Hiatus Policy

FNU encourages continuous enrollment and progression towards program completion. However, FNU recognizes some circumstances may force students to interrupt their studies temporarily. Students may petition the university to take a one term academic hiatus (AH): but are limited to a total of two terms AH every 365 days. Students wishing to take an AH in back-to-back terms must submit the petition request prior to each individual term. A single petition request form cannot be approved for both terms. Students should explore all possible options, such as taking a lower credit load, prior to deciding on an AH.

Planned leaves that are requested before the start of the term are considered non-emergency hiatus. Leaves requested after the beginning of the term may be granted for documented emergency situations which preclude the ability to effectively attend school (see **Emergency Academic Hiatus**).

Academic Hiatus (Non-emergency)

It is strongly recommended that a planned Academic Hiatus be requested *before* the beginning of the term for which the AH is being requested. The deadline to request an Academic Hiatus (Non-Emergency) is the last day of the add/drop period for the affected term. Students should reference the **Tuition & Fees** section of the catalog before requesting an Academic Hiatus on or after the first day of the term.

Requesting an Academic Hiatus (Non-emergency)

1. The student must first discuss their request for an AH with their Academic Advisor. In certain situations, the student may also be advised to speak with the Department Chair or Program Director prior to deciding on an AH.
 - a. Students wishing to take an AH in back-to-back terms (i.e. two AH in a row) must consult with the Department Chair or Program Director prior to deciding on an AH.
2. The student must also discuss their request for an AH with their assigned Financial Aid Counselor to discuss the effects an AH will have on their financial aid.
 - a. The student will be withdrawn from the Financial Aid Program during the Academic Hiatus time period. The grace period for student loan repayment begins upon the last date of academic engagement (i.e. the last date of the term prior to the AH). All students must discuss with the Financial Aid Office the implications of the AH on their loan repayment schedule. The student will complete the Status Change process per instructions in Self-Service.
3. The student will complete the Status Change process per instructions in Self-Service.
4. If a student does not enroll for a term and does not fill out a petition for an AH via the Status Change process in Self-Service prior to the last day of the add/drop period, the student will be officially withdrawn from FNU and must reapply and be readmitted to FNU.
5. If the AH is approved, the student, Department Chair, Program Director, Clinical Director, RCF, Registrar, Academic Advisor, Financial aid, and Bursar will be notified via the Status Change process.

Emergency Academic Hiatus (EAH)

FNU recognizes that in rare cases, students encounter emergencies that require an academic hiatus after a term begins. Leaves that start after the beginning of the term may be granted for emergencies of a serious or compelling nature such as an accident, traumatic event, sudden illness, death in the student's immediate family, pregnancy complications, or the early birth of a child which would preclude the ability to effectively attend school. Other unusual or very special cases will be considered on their merit by the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team at the request of the student's Department Chair or Program Director. All "serious and compelling" situations require the appropriate documentation. Documentation may include verification of accident or illness (such as a letter from the treating provider or copies of medical bills), a letter from a licensed counselor, death certificate, or other appropriate documentation.

Students approved for an Emergency Academic Hiatus after the beginning of a term and on/before the last day of a term will be withdrawn from all courses for the term. Students interested in requesting an EAH but who qualify for an I or IP grade (see **Incomplete Grading Policy**) should consult with the Department Chair or Program Director to determine if the best option is an EAH or petitioning for the I or IP grade. An Emergency Academic Hiatus counts as one of the two allowable academic hiatus' in a 365 day period. Students who do not have a reasonable expectation to return to their studies within this timeframe will be counseled to withdraw from the institution (see **Withdraw from FNU**).

Requesting an Emergency Academic Hiatus

1. The student must first discuss their request for an EAH with the Department Chair or Program Director.
 - a. It is recommended that the student ensure all contact information is current in Self Service in the event that FNU must contact the student during the request process or during the EAH.
2. The student must also contact the Financial Aid Director to discuss the effects an EAH will have on their financial aid. The student should also contact the Bursar to learn how/if the EAH will impact their tuition and billing.

3. The student must send a letter, along with the appropriate documentation of the “serious and compelling” situation, to the Department Chair or Program Director explaining the EAH request. The letter should include a statement that he/she has met with Financial Aid and the Bursar and understands the financial implications of the EAH.
4. The Department Chair or Program Director will take the request to the FNU00202 Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team for review and decision.
5. The Department Chair or Program Director will notify the student of the decision immediately after review.
6. The student must complete the Status Change process per instructions in Self-Service immediately. If the AH is approved, the student, Department Chair, Program Director, Clinical Director, RCF, Registrar, Academic Advisor, Financial aid, and Bursar will be notified via the Status Change process.

If an emergency AH was granted for sudden illness or pregnancy (childbirth or complications from) the student must submit medical clearance documentation to the Department Chair or Program Director from a licensed healthcare provider. The release shall identify the date the student may return to school (didactic or clinical) along with any restrictions.

While on Academic Hiatus (non-Emergency) and Emergency Academic Hiatus

Students on AH are expected to check their FNU email account at least once per week for important university communications. Students continue to have access to the Banyan Tree Portal, FNU email, and the support of all of the FNU community while on AH.

While on AH, students may not do any coursework, submit any assignments or take any examinations. Students are strongly encouraged to not begin an AH with an incomplete grade in any of their courses. In the event this is unavoidable, the student must meet with the Course Coordinator upon return from the AH to discuss the course in which they have an incomplete grade. If the course has been significantly revised, the Course Coordinator may require the student to start the course over with the new course content, readings, assignments, and exams. It is the student’s responsibility to notify her/his Regional Clinical Faculty and preceptor of the AH.

Financial Aid Responsibilities Related to an Academic Hiatus (non-Emergency) and Emergency Academic Hiatus

If a student holds or has held a federal Stafford or Grad PLUS loan they will be withdrawn from the student loan program and will not be eligible for loan disbursements during their AH. A federal withdrawal calculation will be completed and may result in FNU and the student refunding unearned funds to the Direct Loan Program. Please see the Tuition Policies Related to Academic Hiatus in the Tuition and Fees section of this Catalog for complete details about how tuition and financial aid are affected by an AH. Students who have been withdrawn from the Federal Financial Aid Program will enter their grace period. In the event a student enters loan repayment during AH and isn’t financially prepared to make payments they must contact their lender to discuss their options. To view a Financial Aid Question/Answer section on AH and how it affects a student’s financial aid visit the Financial Aid FAQ.

Return from an AH

- Students are strongly encouraged to submit the Status Change form to return from AH no less than six weeks prior to the start of the term they wish to return. This will allow students to register for coursework on time. All requests to return from AH must be received no later than the last day of the add/drop period the term the student wishes to return. Students returning from AH will not be eligible to enroll in courses until the return from AH Status Change form has been processed.
 - DNP students who need to take PC740: DNP Clinical Planning course immediately following an AH MUST submit the Return from AH Status Change form at least six weeks prior to the start of the term they wish to return. DNP students who do not submit the Return from AH within this timeframe will not be eligible to register for PC740 during the term immediately following the AH. If there are no other required courses on the POS, DNP students in this situation will be required to take an additional AH (if eligible) or withdraw from FNU.
 - MSN & PGC students who will be returning from AH and entering immediately into Clinical Bound or clinical courses must have submitted at least one clinical site, all compliance documents, and the Return from AH Status Change form at least two weeks prior to start of the term they wish to return. MSN & PGC students who do not submit each of these items within this timeframe will not

- be eligible to register during the term immediately following the AH. If there are no other required courses on the POS, MSN & PGC students in this situation will be required to take an additional AH (if eligible) or withdraw from FNU.
- If an emergency AH was granted for sudden illness or pregnancy (childbirth or complications from) the student must submit medical clearance documentation to the Department Chair or Program Director from a licensed healthcare provider. The release shall identify the date the student may return to school (didactic or clinical) along with any restrictions.
 - The student must consult with his/her Academic Advisor to review and approve the revised Program of Study.
 - If a student does not enroll for a term and does not fill out a petition for an AH via the Status Change process in Self-Service prior to the last day of the add/drop period, the student will be officially withdrawn from FNU and must reapply and be readmitted to FNU.

Academic Standards Committee

- The President or Dean of Nursing may convene an Academic Standards Committee (ASC) upon an appeal of a dismissal or a grade appeal that is not mediated at the Department Chair or Program Director level. The ASC will consist of a three-person committee of faculty members who were not directly involved in the assignment of the grade or the original decision to dismiss. The ASC will include at least one faculty member with senior academic faculty experience (defined at the President's or Dean's discretion).
- The student will be granted the opportunity to address the ASC by telephone conference call and/or by written statement.
- In the case of appeals or course grades, the ASC shall examine all data pertaining to the appeal and make written recommendations to the President of FNU. All attempts at resolution of the issue are to be documented in minutes.
- In the case of appeals of dismissal, the purpose of the ASC review is to assure that there was no bias, no error of application of policy, and that the student received due process. The purpose of the ASC is not to review the dismissal decision, but to review the procedures and processes that were used to arrive at the decision.
- The Department Chair or Program Director who handled the Appeal of Course Grade or a ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team member involved in the decision to dismiss will be available to the ASC during the conference call for questions and/or clarification.
- The ASC members will review all documentation pertaining to the grade assignment or dismissal. These documents will also be made available to the student.
- The appeal process shall be completed within 45 days after receipt of the student's letter to the President requesting an appeal of dismissal or 45 days after the President or Dean is notified of an appeal of a course grade.
- The recommendation of the ASC shall be communicated to the President or Dean who will then inform the student via both email and by certified letter of his/her decision.

Accommodations for Military Service

Students who have military service responsibilities (active duty or reserves) shall notify the appropriate Department Chair or Program Director upon admission. In the event there is a change in duty status (for example a reservist being called up for active duty) that interrupts coursework the student will communicate with the Course Coordinator and the appropriate Department Chair or Program Director to formulate an action plan. Documentation of change in military status and projected timeframe may be requested. Consideration for active duty and completion of clinical hours will be evaluated on a case-by-case basis. FNU supports military service and will make every effort and reasonable allowance to allow students to complete their program successfully.

Americans with Disabilities Act (ADA) and Section 504 Policy

It is the policy of FNU that no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. FNU does not discriminate in admission to, access to,

or participation in its programs or activities. FNU's policies and practices will not discriminate against students with disabilities, and will make accessible to qualified individuals with disabilities its facilities, programs and activities.

- A. As used in this policy and the implementing administrative guidelines, "an individual with a disability" means a person who has, had a record of, or is regarded as having a physical or mental impairment that substantially limits one or more major life activities.
- B. An impairment that is episodic in nature or in remission may be considered a disability if it would substantially limit a major life activity when active.
- C. The determination of whether an impairment substantially interferes with a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services or learned behavior or adaptive neurological modifications.

Identification of Disability and Request for Accommodation

A student has no obligation to inform FNU that he/she has a disability; however, if a student requests that an accommodation be provided, the student must identify himself or herself as having a disability. The disclosure of a disability is voluntary.

Every student who is identifying a disability and seeking a reasonable accommodation must provide documentation that he/she has a disability i.e. that is an impairment that substantially limits a major life activity, and supports the need for a reasonable accommodation. The documentation must identify how a student's ability to function is limited as a result of his/her disability. The primary purpose of the documentation is to establish a disability in order to help FNU work interactively with the student to identify appropriate services and/or accommodations. The focus is on whether the information adequately documents the existence of a current disability and need for reasonable accommodation. Documentation may also be requested to determine if a device or practice used by the student reduces or eliminates the effects of the student's impairment.

The student may be asked to provide documentation from an appropriate healthcare provider or qualified specialist including specific information which documents and supports the existence or diagnosis of the impairment, as well as specific information about the accommodations which may be needed. The documentation must indicate that the impairment substantially limits a major life activity. Students submitting documentation that is more than five (5) years old or is deemed insufficient in meeting the necessary requirements listed above will be asked to submit a current or more specific FNU documentation form.

The documentation regarding the impairment and the accommodation that is being requested must be provided in writing to the ADA/504 Coordinator. A form, [Documentation of Disability](#), is available for use in this regard.

Procedures

Upon receipt of a request for a reasonable accommodation and the necessary documentation FNU will engage in an interactive process with the student to determine the existence of a disability and if necessary the reasonable accommodation which will allow the student to participate in FNU's programs. FNU is not required to provide accommodations that will alter or waive essential academic requirements or that will fundamentally alter the nature of a service, program or activity. Upon conclusion of the interactive process, the determination of whether there is a disability which affects a major life activity and/or the reasonable accommodation shall be documented.

FNU is unable to make accommodations for facilities not owned or operated by the university. There are also aspects to the role of advanced practice nursing in the clinical setting that may be ineligible for modification. For example, in the clinical setting is it not reasonable for students to be approved for guaranteed extended time to see clients. Students are encouraged to consider their need for accommodation and initiate conversations as necessary and appropriate when communicating with potential clinical sites, preceptor, and organizations administering certification exams.

Confidentiality

All records pertaining to a student or employee's disability including the request for accommodation and documentation of a disability, evaluation and diagnosis shall be kept confidential. The information will be shared only with those faculty members and others who are required to have access to this information. Any accommodations that are required for examinations will be shared with external testing servicing provider used by FNU.

ADA/504 Coordinator

FNU's ADA/504 Coordinator is:

Amy Holt
Learning Support Coordinator
Phone: (859) 251-4667
amy.holt@frontier.edu

Antiracism Policy

SUBJECT:

Americans have been living in a racist atmosphere for over 400 years. Although progress has been made to improve the lives of people of color, systemic and structural racism still exists. People of color are subjected to social injustices daily. *White privilege* and *white supremacy* continue to plague the advancement of people of color. Dismantling racism is essential to achieving equitable nursing education, practices, policies, and research and distributive justice in the healthcare delivery system and improving healthcare services and outcomes for people of color.

PURPOSE:

The purpose of this policy is to promulgate Frontier Nursing University's (FNU) strong stance against racism. FNU establishes this policy in an effort to eliminate intolerance, inequities and academic disparities throughout the University. As a University, we are intentional in our efforts to replace the factors that may lead to inequities, including racism, discrimination, and prejudice, with attitudes and behaviors that reflect acceptance, belonging, compassion, integrity, understanding, fairness, cooperation, and respect. Working towards equity at FNU includes the following goals:

Create an environment that promotes diversity, equity and inclusion, and promotes the success of all community members.

- Objective 1: Increase the percentage of students, faculty, staff, preceptors, Board of Directors, and administrators from racially and other underrepresented groups and rural communities.
- Objective 2: Integrate Diversity, Equity, and Inclusion as core values throughout the community.
- Objective 3: Ensure a diverse and inclusive curriculum with a focus on health equity and the factors that impact it.
- Objective 4: Implement strategies to retain at least 85% of enrolled students.
- Objective 5: Increase faculty and staff satisfaction and retention with a focus on underrepresented groups.

POLICY:

Any form of racism will not be tolerated at FNU, on any FNU related platforms (e.g., courses, social media, email, online meeting platforms, etc.) or committed by any FNU employees, students or affiliates. See the Communications Policy in this Catalog.

GLOSSARY:

Antiracism

Antiracism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.

Racism

1. occurs when an expression of Racial Prejudice emerges from a more powerful/privileged location in the hierarchy, and is directed at an individual/group in a less powerful/privileged location;
2. occurs where the target of the prejudice has less power than the perpetrator;

3. is top-down;
4. is an exercise of power;
5. refers not only to social attitudes towards non-dominant ethnic and racial groups but also to social structures and actions which oppress, exclude, limit and discriminate against such individuals and groups. Such social attitudes originate in and rationalize discriminatory treatment;
6. can be seen in discriminatory laws, residential segregation, poor health care, inferior education, unequal economic opportunity and the exclusion and distortion of the perspectives of non-dominant cultures in institutions (Thomas, 1987);
7. refers to “a system in which one group of people exercises power over another on the basis of skin color; an implicit or explicit set of beliefs, erroneous assumptions, and actions based on an ideology of the inherent superiority of one racial group over another, and evident in organizational or institutional structures and programs as well as in individual thought or behaviour patterns” (Henry & Tator, 2006, p. 352).

Forms of Racism include but are not limited to offensive jokes, slurs, epithets or name-calling, physical assaults or threats, microaggressions, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work or academic performance.

Microaggressions

Microaggression is referred to as brief and commonplace daily verbal, behavioral, and/or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color.

Racial Harassment

Racial harassment involves targeting an individual because of his/her race or ethnicity. The harassment may include words, deeds, and actions that are specifically designed to make the target feel degraded due to their race and ethnicity.

Racial harassment is wrong because:

- It identifies a person’s racial or ethnic background as a negative rather than a positive characteristic
- It makes the victim feel powerless
- It insults and degrades
- It creates a climate that often leads to mistrust among students, faculty, and staff
- It is inhumane
- It affects the health of the person targeted

Racial or ethnic jokes have a history. They originated in times when a race or group of people were socially under attack and lacked the power to respond effectively. These jokes, whether intended or not, are reminders of that history and in some instances the present. Racial or ethnic jokes can:

- Endanger a worker’s job performance and student’s academic performance through stress
- Create an environment where more serious forms of discrimination and abuse can take place

PROCEDURE:

Any employee who violates this policy will be subjected to disciplinary action up to and including termination of employment. Any student who violates this policy will be subjected to disciplinary action up to and including dismissal from the University. This policy applies to all faculty, staff, students, people seeking to work or study at FNU, volunteers, service providers, contractors, customers/clients, and visitors.

If you have experienced or are experiencing any form of racism, please submit your complaint here ([Bias Reporting Form](#)).

See the Student Bias Reporting Policy in this Catalog for guidelines and disciplinary actions for reported acts of racism.

Please note: Racial harassment is only one form of harassment. Racial harassment may subject the offender to other forms of discipline as it relates to harassment.

<http://www.aclrc.com/racism-and-power>

<https://policies.education.nsw.gov.au/policy-library/policies/anti-racism-policy>

[Policy Format](#)

STUDENT BIAS REPORTING POLICY

SUBJECT:

Frontier Nursing University (FNU) embraces an atmosphere built on the culture of caring. FNU respects the equitable perspectives of students regardless of race/ethnicity, color, gender, age, sexual orientation, religion, disability, military service, socioeconomic status, and/or national origin. The mission of FNU is to provide accessible nurse-midwifery and nurse practitioner education to prepare competent, entrepreneurial, ethical, and compassionate leaders in primary care to serve all individuals with an emphasis on women and families in diverse, rural, and underserved populations. To accomplish this mission, FNU must visibly support suspected bias reporting that affords all students with the opportunity to learn in a safe environment.

PURPOSE:

The purpose of this policy is to create a safe place for students to report suspected bias and to mitigate the potential for harm due to incidents of bias. Reports may be anonymous, if desired. All reports of suspected bias will prompt an investigation and follow up. Reports of bias should be submitted to Human Resources. Any student who has been found to negligently exhibit bias will be subjected to disciplinary action. There will be no retaliation against students who report incidents of suspected bias. This policy is intended to create a University climate that ensures acts of bias will not be tolerated.

All bias incidents will be tracked and kept confidential by all involved parties (e.g., The Chief Diversity and Inclusion Officer (CDIO), the Dean; the President; Anti Racism and Bias Advisory Council (ABAC); Department Chair; Course Coordinator; Human Resources (HR), etc.). However, de-identified data describing the incidence of bias and outcomes of investigations may be collected and reported annually for University strategic planning and potential policy revisions.

GLOSSARY:

The Anti Racism and Bias Advisory Council:

Purpose: The Anti Racism and Bias Advisory Council (ABAC) is a group of 5 individuals (employees) who will serve as an advisory board for the antiracism policy and the employee and student bias reporting policies. The advisory council will report to the Chief Diversity and Inclusion Officer (CDIO).

Members of the Advisory Council: Members of this group will be 4 faculty and staff volunteers (and 2 alternates) with evidence of DEI education, training, and/or experiences, and 1 executive sponsor. The members may serve on the council for a total of 1 year. The Executive Sponsor for this group will be the CDIO. The executive sponsor member of the ABAC will be responsible for senior management accountability for the University DEI goals. The Executive Sponsor will serve as coach, facilitator and tiebreaker. The Executive Sponsor will serve in this role for 1 year.

Explicit Bias: Explicit bias is the traditional conceptualization of bias. With explicit bias, individuals are aware of their prejudices and attitudes toward certain groups. Positive or negative preferences for a particular group are conscious.

Implicit Bias: Implicit biases involve associations outside conscious awareness that lead to a negative evaluation of a person on the basis of irrelevant characteristics such as race or gender.

Bias Incident: A situation in which an individual(s) feels they have directly experienced bias based on their identity, including race/ethnicity, color, gender, age, sexual orientation, religion, disability, military service, socioeconomic status, and/or national origin.

Examples of Bias:

- Overt racism and racist comments

- Unfair grading based on identity
- Microaggressions
- Bias including but not limited to:
 - Color
 - Gender
 - Age
 - Sexual Orientation
 - Religion
 - Disability
 - Military or Veteran Status
 - Socioeconomic Status
 - National Origin

PROCEDURE:

1. Individuals who feel they have directly experienced bias should report suspected bias incidents on this form ([Bias Reporting Form](#)) which will go directly to Human Resources.
2. The process for investigation of a suspected bias incident will begin in Human Resources. The Human Resources Director, or their designee, will remove identifying information from the bias reporting form and submit it to the CDIO.
3. The CDIO would convene the ABAC.
 - a. The CDIO, the Dean and/or the Department Chair will notify the individual that committed the suspected bias offense they have been involved in a reported bias incident.
4. The ABAC will assess the suspected bias incident report and determine if a bias incident has occurred and make recommendations.
 - a. Individuals accused of a possible violation will have an opportunity to make a written and/or verbal statement to the ABAC during a conference call. The ABAC may also ask questions of the individual, but individuals are not required to answer those questions.
 - b. The Individual who originally reported the incident will have an opportunity to make a verbal statement to the ABAC during a conference call. The ABAC may also ask questions of the individual, but individuals are not required to answer those questions.
 - c. Documentation gathered by the CDIO regarding the alleged incident(s) will be submitted to the ABAC and the individual being reviewed.
 - d. The ABAC may choose to speak with faculty, staff and/or students who have direct knowledge of the possible incident.
 - e. The ABAC will submit to the CDIO written minutes of their meeting to include whether or not a bias incident occurred and their recommended actions.
5. The Dean, Department Chair, Program Director, and the CDIO will develop a plan and implement as appropriate.

One or more of the following actions may be recommended by the ABAC:

1. **Conversation:** The CDIO, Dean, Department Chair, and/or Program Director may have a conversation regarding the incident with the person(s) perceived as responsible for a bias related-incident, respecting wishes for anonymity or otherwise.
 2. **Mediation:** The CDIO, Dean, Department Chair, and/or Program Director could arrange mediation between the individual reporting the incident and the person(s) involved in the incident.
 3. **Referral:** Support and counseling for the affected individual and/or accused individual could be arranged.
 4. **Education:** on bias
 5. **Disciplinary Action:** Under certain circumstances and when institutional policy is violated, disciplinary action may be taken toward the person(s) who precipitated the incident. This could include a bias improvement plan suspension with or without pay or dismissal from the university.
 6. **No Further Action:** This could be an outcome, for example, if the individual reporting the incident chooses not to further pursue it or if it cannot be determined that laws or institutional policies were violated.
- ★ Consultation with the CDIO is permissible.
 - ★ Reports will become a part of the student file.

*Depending on the severity of the bias incident, the ABAC may recommend any of the above actions up to and including termination. Thus, an employee may be terminated from the University on the first offense, or a student may be dismissed on the first offense. Also, see the Antiracism Policy in this Catalog.

- [Understanding Bias: A Resource Guide](#)
- [Bias-Related Incident Reporting](#)
- [UCLA Bias Training](#)
- [Consequences of Attributing of Discrimination Implicit Bias vs. Explicit Bias Article](#)

Assignment of Credit Hours

Frontier Nursing University has sound policies and procedures that conform to federal and state regulations and commonly accepted practices for distance education in higher education for defining a credit hour and determining the amount of credit awarded for courses and programs.

The definition of a credit hour is relevant to the preparation of curricula at Frontier Nursing University. Goals of establishing credit hour equivalency include: (1) enabling students to meet program objectives and graduate in a timely manner by ensuring that student workload is sufficient, but not excessive, for the credit hours assigned and (2) allowing faculty to design and deliver courses requiring an appropriate amount of faculty and student time.

Although Frontier Nursing University operates on the basis of four terms per year, the decision was made to use semester credits, rather than quarter credits, as a basis for credit calculation. The reason for this is that semester credits are the most commonly used measure of student engagement across U.S. institutions of higher education. Earned semester credits are more easily interpreted than quarter credits if, for example, a Frontier Nursing University graduate applies to a doctoral or other program at another institution.

The number of semester credit hours is proportional to student workload of activities designed to learn and master knowledge, skills, and abilities to meet course and program objectives. Examples of learning and evaluation activities include, but are not limited to: attending synchronous, web-based, faculty-facilitated sessions; interacting with faculty and other students in online forums, completing readings, study guides, formal writing assignments, reflection assignments and other structured learning activities, watching instructional videos created by faculty or outside experts; taking ungraded and graded quizzes and examinations; completing clinical hours and clinical skill competencies, and other out-of-class work associated with a course. Student variables such as capability, motivation, and background will have a strong impact on the amount of time required by an individual student to complete assigned work. Therefore, the guidelines in this policy should be considered to be principles that are not to be interpreted as strict rules.

For didactic coursework, one credit hour should equate to approximately 60 hours of total work to complete the course. This is based on a traditional formula for semester credits of one hour of class time and three hours of study time for each credit every week for 15 weeks. Therefore, a three-hour course should take a student approximately 180 hours to complete. This guideline is not intended to require that student workload be measured; rather, it is a guideline that is applied when determining the number of credit hours to be assigned to a course.

For clinical coursework, one credit hour should equate to a minimum of 45 hours of clock time in clinical activities to complete the course. Therefore, the required 15 hours for the Clinical Practicum should require a minimum of 675 hours of clinical hours to complete. In the clinical area, students are expected to record total hours. They must meet the required minimum number of hours, the required minimum clinical experiences, and established clinical competencies to complete the clinical courses.

The following table outlines the approximate number of hours of study per week correlated to credits per term. The total hours for the number of credits are divided by 11 weeks.

| |
|-----------------------------|
| Study Hours per Week |
|-----------------------------|

| Credits | Didactic (credits x 60 hours/11 weeks) | Clinical (credits x 45 hours/11 weeks) |
|----------------|-------------------------------------------------------|---------------------------------------------------|
| 2 | 11 | 8 |
| 3 | 17 | 12 |
| 4 | 22 | 16 |
| 5 | 28 | 20 |
| 6 | 33 | 25 |
| 7 | 39 | 29 |
| 8 | 44 | 33 |
| 9 | 50 | 37 |
| 10 | 55 | 41 |

The intent of this policy is to ensure that student workload for a given number of credit hours is appropriate for the credit hours assigned. However, it must be recognized that a uniform workload across all curricula for identical numbers of credit hours is not possible. By the nature of the curricula involved and the national expectations of advanced practice nursing education, and the skills and experience of the student, two courses with the same number of credit hours can be significantly easier or more difficult for a particular student. With these exceptions in mind, the definition of a credit hour carries with it significant flexibility while ensuring that a student's overall course Load will be commensurate with the number of credit hours being taken.

Breast Pump Availability

A Medela Symphony electric breast pump is available for students' use. The student is responsible for the accessory kit (cups, tubing, bottles). Contact the Academic Resource Coordinator at (859) 251-4700 to arrange for its use.

Breastfeeding Children on Campus

Students may be able to bring their breastfeeding child to campus when accompanied by an appropriate care provider and based on the available space. Additional guests and/or children are not permitted on campus. The student must obtain permission from the Academic Resource Coordinator prior to the scheduled on-campus event. Housing is available on campus for the student, caregiver and breastfeeding child. Additional fees will apply.

1. The care provider, breastfeeding child and student will be assigned housing at FNU if available on a first come, first serve basis.
2. Only breastfeeding children and one care provider per breastfeeding infant may accompany the student.
3. If no housing is available on-site, a room on campus will be available for care providers and breastfeeding children for use during class hours.
4. The breastfeeding child may not be taken into the classroom during class hours. If the infant needs to nurse during class hours, the student must return to the assigned room or the assigned outside areas for that purpose.
5. The student will be responsible for obtaining any class information that is missed.
6. During meals, the breastfeeding child and care provider can access the Dining Hall. The care provider cannot visit other buildings while on campus.

7. Please see the **Tuition and Fees** section of the Catalog for current fees for accommodations and meals for the care providers.
8. Space is limited, therefore only one room/apartment can be provided for the Mother, breastfeeding child and care provider. We only have twin size beds on campus, however both mother and care provider will have separate twin beds.
9. We do not have cribs/baby beds on campus. We suggest that you bring a portable crib for the breastfeeding child.

Case Days

Case Management Days are seminars organized by the Regional Clinical Faculty. They provide opportunities for group learning and networking within the region. Students doing their clinical practicum present cases to facilitate group discussion of management options and to promote the pathways of critical thinking. All FNU students, preceptors, other FNU faculty, students from other schools, and anyone interested are invited to attend. A student may participate in a Case Day in any community in which it is being held.

Challenge Policy for Academic Courses

Challenge mechanisms are available for many academic courses at the discretion of the student's Department Chair or Program Director. Students must have had similar content in a prior academic graduate program. Courses that are challenged require tuition payment equal to that of taking the entire course. Intent to challenge a course must be declared at the time of enrollment in FNU and will be included as a part of the student's program of study. Students may challenge a maximum of six (6) credits total.

The challenge option includes an assessment of theory and content contained within the most recently revised didactic course. This may include examinations and/or other required assignments as defined by the Course Coordinator responsible for that content area. The Course Coordinator and student will identify an agreed upon deadline to have all challenge coursework completed and graded.

Students should review the course syllabus being challenged to guide their study prior to the challenge examinations. FNU course syllabi can be found on the FNU portal. A passing score of 80% on the challenge enables the student to receive a passing grade and credit for a didactic course. A score of less than 80% on the challenge will result in a failing grade and requires the student to take the course during the standard term at the regular rate of tuition and submit all required graded assignments and examinations in the second attempt.

THE FOLLOWING COURSES ARE AVAILABLE FOR CHALLENGE:

- PC701 Principles of Health Promotion
- PC702 Epidemiology and Biostatistics
- PC705 Advanced Pathophysiology
- PC706 Advanced Physical Assessment, Clinical Reasoning and Documentation
- PC707 Advanced Pharmacology Across the Lifespan
- PC711 Nurse as Educator
- PC718 Evidence Based Practice
- PC728 Leadership and Organizational Dynamics
- PC729 Health Policy and Advocacy
- NM700 Role of the Nurse-Midwife
- NM701 Gynecologic Health
- NM703 Primary Care of Women
- NP700 Role of the Nurse Practitioner
- NP703 ~~Gynecologic Health and Childbearing~~ **Women's Health and Childbearing**
- NP704 Primary Care Pediatrics

PROCEDURE

1. The student should first consult with his or her Academic Advisor who can assist with determining the student's potential eligibility and need for course challenge.

2. The student may then submit the official request for course challenge to the Department Chair or Program Director. If the student is deemed to have adequate prior knowledge of the courses content and is approved for course challenge, the Department Chair or Program Director will consult with the Course Coordinator to determine the challenge plan.
3. Once the challenge plan is determined, the Department Chair or Program Director will inform the student, Course Coordinator, Registrar, and Bursar of the course challenge approval.
4. The course challenge plan will be coordinated between the student and the Course Coordinator and will include a timeline for submission of requirements.
5. The student will contact the FNU Bursar to remit payment for the challenge.
6. Once payment is received, the Registrar will add the course to the student's transcript and the Department Chair or Program Director will coordinate access to the course.
7. Once the student completes the course challenge requirements and the course grade will be submitted by the Course Coordinator to the Registrar.
8. If the course challenge is not successful, the Department Chair and Academic Advisor will coordinate procedures for retaking the course in the Program of Study.

Commencement Ceremony Participation

FNU celebrates graduates at an annual Commencement ceremony. The event takes place in Kentucky and any FNU Graduate whose degree was officially conferred since the previous year's Commencement is invited to participate. Current FNU students whose degree has not yet been officially conferred must meet eligibility criteria by the stated deadline as outlined on the Commencement page on the FNU portal.

Graduates attending Commencement are encouraged to invite family and friends to join the celebration. Students earning multiple degrees from FNU may choose to participate in the Commencement ceremony after each degree or wait and participate once after all degrees are earned.

See the Graduation Requirements section of this catalog for more details on requirements for degree conferral.

Communications Policy

Communication in FNU is a vital part of our relationships with each other and with FNU as a whole. Students must conduct themselves in a professional manner in both written and verbal communication. Professional communication is the responsibility of the student. By choosing to disregard the communication expectations listed here, the student risks being placed on a Performance Plan for communication issues. Dismissal from FNU for infractions of the Communication Policy may result if unprofessional behaviors continue.

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

- Display courtesy to faculty and staff regarding their office hours. Messages may be left on voicemail during "off" hours, but must show regard and awareness of the different time zones.
- Communicate with faculty, staff and other students in a respectful way even when problems may exist.
- Utilize proper channels when approaching a problem. If a problem arises, students must discuss the issues with the involved faculty member first.
- Respond to any faculty or staff email or phone contact within three (3) business days.
- Meet with faculty or staff within three (3) days of the faculty or staff's request for a meeting with a student.
- Communicate at least once per term at the mid-term with the Academic Advisor by either phone or email to update the Academic Advisor on course progress and plan registration for the following term.
- While enrolled in clinical courses, students will communicate at least twice biweekly with Regional clinical Faculty on course progress.
- Abide by all communication policies stated in specific courses or as listed in the course forums in Canvas.
- Submit name, address, and phone number changes within 14 days using the Profile tab in the FNU Portal
- Use FNU systems for all official correspondence with FNU and between FNU members. Outside vendors (e.g., Hotmail, EarthLink, etc.) may not be used. Communications using non-FNU services cannot be verified by FNU, will not be considered official, and may be discarded.
- Abide by electronic communications etiquette, using appropriate language.
- Check FNU email at least twice each week while enrolled in FNU.

- Use the out of office setting when they will be unable to answer FNU email for more than 72 hours.

Email Signature

All Frontier students are required to use the following template for email signatures on their frontier.edu email accounts. This includes all emails sent from the frontier.edu email, regardless of its origination (PC, smartphone, mobile device, tablet, etc.):

[Your full name], [Your degrees]

[Your frontier email address]

[Your program, class #]

Frontier Nursing University

[Phone with area code]

[state of residence] [time zone]

Personal Pronouns (optional)

Academic Advisor: [Academic Advisor's name]

RCF: [RCF's name]

Projected Clinical Bound date: [Term, Year]

Example:

Sally Smith, *BSN, RN*

Sally.Smith@frontier.edu

CNEP Class 1

Frontier Nursing University

(606) 672-2312

State of Residence: KY (EST)

Professional Advisor: Jane Doe

RCF: Dane Joe*

Projected Clinical Bound date: Spring 2013*

**For PM-DNP students, omit the RCF name and Projected Clinical Bound date.*

Please refer to the Banyan Tree 101 (BT101) course for details on creating an email signature on your PC. Students may need to consult a user's manual for creating an email signature on other devices (smartphones, tablets, mobile devices, etc.). Should you include any additional information or content, it must appear after the signature and be of a professional nature. Consider that the entire signature will be included in all correspondence sent via email.

Areas of the Banyan Tree that must be checked at least twice each week are:

- Email.
- FNU Portal page for important announcements.
- Course Forums in Canvas (for currently enrolled courses).

Social Media Participation Guidelines

Expectations for professional communication extend to social media sites such as Facebook, Twitter, Flickr, blogs, message boards, etc. Online social media sites provide a great way for students to connect, collaborate, and communicate, and FNU supports this interaction. FNU encourages students to use social media technologies wisely by following these guidelines:

- Be aware that these sites are public, even closed/private sites can be easily accessible by others. Before posting something, ask yourself if you would want your instructors, patients, or potential employers to see it.
- Be safe online. Do not share personal information or passwords. Use privacy settings to protect your information.
- Be careful about what you say. Refrain from abusive, discriminatory, or foul language and hate speech. Do not post something illegal, libelous, or potentially harmful. Refrain from making personal attacks, defamatory statements, and comments that violate the privacy of an individual.

- Follow copyright guidelines when posting work that is not your own. Give attribution (when paraphrasing or using short quotations) or verify that you have permission to use the work (when using a work in its entirety).
- Note that images and pictures may also be protected under copyright laws. Verify that you have permission to use an image or that it is covered under a Creative Commons license. If posting images that include other people, seek their permission first.
- Adhere to the requirements already stated in the Communications Policy regarding respectful communication. Promote civility, handle disagreements with respect, and engage in dialogue in accordance with the FNU Culture of Caring, Community of Inquiry, and Honor Code Policy.

As health care professionals, students also have a duty to respect their role as caregivers and to protect patients' privacy and the reputation of FNU. Students may NOT:

- Post any information or images relating to patient encounters on social media sites.
- Post content related to academic work, including assignments and examinations from FNU courses.
- Represent themselves as another person.
- Post pictures or descriptions that demonstrate participation of students, faculty, or staff engaging in behavior that could impact their professional reputation.

FNU Sponsored Social Media Platforms

The opinions and/or views expressed on FNU sponsored social media platforms, including, but not limited to, Facebook, Twitter, LinkedIn, and Instagram, represent the thoughts of individuals and online communities, and not those necessarily of FNU or any of its employees, board of directors, partners or affiliates. The opinions and views expressed on these pages do not in any way reflect the views of the site they are posted on, other sites affiliated with the site, the staff involved with maintaining the site, or any members of the site. FNU reserves the right to remove or deny access to FNU sponsored social media pages for any inappropriate behavior. FNU reserves the sole right to review, edit and/or delete any comments it deems are inappropriate.

All links to other websites from FNU's social media pages and groups are provided as a service to readers. Links to external content do not constitute an endorsement of those sites by FNU, and as such FNU is not responsible for the content of external websites.

By submitting content to any of FNU's social media pages or groups, participants understand and acknowledge that this information is available to the public and that FNU may use this information for internal and external promotional purposes and fundraising purposes. Please note that other participants may use your posted information beyond the control of FNU. Individuals who do not wish to have the information you have made available via this site used, published, copied, and/or reprinted, should refrain from participating in FNU sponsored social media platforms.

For more information, see [FNU Social Media Guidelines](#).

Comprehensive Review Course

The Final Comprehensive Review course provides a review of the student's educational experience and assesses student preparedness for board certifying exams. The course consists of content review and exams which are taken with the FNU remote proctor software.

If a student has previously been approved for paper exams, please refer to the **Examination Security Policy and Procedure for Paper Based Proctored Exams**, outlined in the catalog.

It is recommended that the Final Comprehensive Review course is taken during the term in which the student is registered for his/her final clinical course. The grade for the Final Comprehensive Review course will be reported to the Registrar and to the student within one calendar week of course completion.

If a student does not achieve a passing grade in the Final Comprehensive Review Course, the student will be placed on a performance plan and will be required to retake the course the following term. The degree will not be

conferred until after the student has retaken and completed the Final Comprehensive Review course and all other degree requirements have been met.

Continuous Registration Policy

Students must be either registered for courses or on an official academic hiatus every term until their degrees are awarded. Students are not registered during the current term for courses in which they took a grade of incomplete during the preceding term, thus finishing an incomplete course but not registering for any new courses does not meet the requirement for continuous registration. Failure to register for courses or be on an official academic hiatus for any term (Winter, Spring, Summer, Fall) constitutes withdrawal from FNU. Responsibility to maintain registration rests with the student.

Course Registration Policy and Procedure

The registration period for the following term will occur during weeks seven and eight of the current term. All students must meet the following conditions before online registration can be completed:

1. MSN and PGC ~~The students in the didactic portion of their degree and all DNP students must communicate with their Academic Advisor. MSN and PGC students in the clinical portion of their degree must communicate with their RCF. After this communication occurs, the Advisor or RCF will mark the student as eligible to register for the upcoming term.~~
2. The student must register within the dates of the open registration period via Self-Service. These occur during weeks seven and eight of each term and are announced on the web portal page. ~~The student must have a Self-Service account in order to register <https://selfservice.frontier.edu/> (Students need to sign up only once for their entire academic career).~~
3. All pre and co-requisites must be followed for appropriate registration. Please consult with your Academic Advisor or RCF before making any changes in course order so that potential future consequences as a result of deviating from the standard order in the program of study is understood. ~~Students must follow their program of study unless prior approval has been obtained from the appropriate Department Chair (during the didactic period) or Clinical Director (during clinical).~~
4. Maximum didactic course load for any student is 9 credit hours AND maximum 3 courses. The maximum clinical course load for any student is 123 hours. ~~Anything exceeding these criteria must be approved by the appropriate Department Chair or Clinical Director.~~

Only when all conditions have been met will you be able to register online.

Procedure for Online Registration:

Go to the portal page and on the left side is a button that says Self Service. Click on that button.

1. Enter your Frontier username/password and hit the login button.
2. Click on the Register Tab.
3. Click on Traditional Courses.
4. Click on the registration period.
5. When you first enter, your course cart will be empty. Click on "Section Search" to add a course.
6. Enter a course code (without any spaces) in the course code box and click search.
7. Click on ADD to add the course to your course cart.
8. A popup will appear. If you need to enter more courses click on view cart, otherwise you can click on Proceed to Registration.
9. Review your course cart. If you would like to add another course, click "Add Section". If you would like to remove a specific course you can click on "Remove" and if you are finished you can click on the "Register" button to proceed to registration.
10. When you have proceeded to registration you have one last chance to look at all of the courses in your course cart. If everything is properly accounted for, click on the Next button.
11. If you have not encountered any errors, you only need to click on the "Finished" button and you will be enrolled in your courses for the upcoming term.

If you encounter an error message during the finalization process, please contact Technical Support by emailing Support@frontier.edu.

Students who register after the registration period ends will be charged a Late Registration Fee.

Access to Courses

Students have access to all course syllabi. Students may not be actively working in a course unless they are registered for that course. Students must be aware that courses may change from term to term including content, books, and required assignments. Faculty will post the final version of each syllabus two weeks prior to the start of the next term. Students are encouraged to review the course syllabus prior to the start date. Books should be ordered to ensure receipt prior to the beginning of the term. Textbooks for courses will be listed six (6) weeks prior to the next term on the online bookstore: <http://frontier.textbookx.com/>

Enrollment Following Frontier Bound

Students who attend Frontier Bound are expected to enroll in FNU at the beginning of the next term. Students who are unable to enroll in courses the term following Frontier Bound must formally withdraw from FNU. In order to be considered for admission they will need to reapply to the program and pay the current application fee. If there are no changes that would affect the admission decision, the student will be offered admission if they re-apply within six (6) months following the Frontier Bound they attended. Students may use their previous admission materials except for the application form if applying within the six (6) months after the Frontier Bound and if there are no changes that would need to be considered by the Admissions Committee. If the student enrolls in FNU within six (6) months after attending Frontier Bound, they would not have to attend Frontier Bound again.

Roll Call and Student Attendance at the Beginning of the Term

At the beginning of every term, student attendance will be verified in each course. The Course Coordinator will post a thread in the course forum named Roll Call. Every student is required to respond to the Roll Call during the first 72 hours of the term (by midnight of the third calendar day of the term). This is the final step in course registration. Students who do not respond to the Roll Call thread will void their registration and automatically be dropped from the course. Students who are dropped from all courses for which they are registered will be withdrawn from FNU. Students who request to re-enroll in a course after failing to respond to roll call will be charged a course re-enrollment fee. See the **Tuition and Fees** section of this Catalog for current fees.

Adding and Dropping Courses

Students may add or drop a course until Monday of week two (2) of the term. A change in registration becomes effective only when the [Add/Drop Form](#) is completed by the student and submitted to the Registrar. All Add/Drop forms must be submitted by midnight on Monday of week two (2) of the term. The student should also send a copy of the Add/Drop form to the Academic Advisor and the Course Coordinator.

Individual courses dropped within the allowable time frame will not appear on the student's official transcript provided the student remains enrolled in at least one course for the term.

If a student does not answer roll call, drops all of their registered courses and does not request an academic hiatus or enroll in another course for the term before the end of the allowable add/drop period, it is considered a **withdrawal from FNU** and the individual courses that were dropped will not appear on the student's official transcript.

If a student answers roll call and subsequently requests to drop all of their registered courses and does not request an academic hiatus before the end of the allowable add/drop period, it is considered a **withdrawal from FNU** and the individual courses that were dropped will appear on the student's official transcript with a W and incur financial consequences.

For details on roll call policy and procedures, see the Student Attendance at the Beginning of the Term policy.

Withdrawal from a Course

Withdrawal from a course is a serious decision that has multiple academic and financial consequences. Students who withdraw from courses in multiple terms are at risk for failure to make Satisfactory Academic Progress. Continued enrollment in the program and financial aid may be jeopardized when the requirements are not met for Satisfactory Academic Progress.

The number of courses from which a student can withdraw (outside of an approved Emergency Academic Hiatus) is three. Withdrawal from a fourth course will result in review by the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team for possible dismissal. Students who need to withdraw from all courses in a term after the beginning of a term must request an Emergency Academic Hiatus (see **Emergency Academic Hiatus** policy). A student who withdraws from a course at any time in the term or for any reason after the add/drop period, will be charged full tuition for a course retake when they re-enroll in the course. If a student withdraws from all of their registered courses in a given term and is not approved for an Emergency Academic Hiatus, it is considered a **withdrawal from FNU** (see **Emergency Academic Hiatus** policy).

All course withdrawals require a change in the student's Program of Study which is done in collaboration with the student's Advisor.

1. The first time a student requests a course withdrawal, the student will meet with their Advisor to discuss the situation requiring withdrawal and to revise the Program of Study. The student should have a specific plan for dealing with any academic or personal issues that are identified in this discussion.
2. The second time a student requests to withdraw from a course the student must discuss the need for withdrawal with the Advisor prior to withdrawing from the course. The student will then submit a written Learning Plan to the Department Chair for approval that addresses a desire and concrete plan to avoid additional course withdrawals.
3. If a student requests a third withdraw from a course the student must meet with the Department Chair and will be placed on a Performance Plan to address any new or continuing academic or personal issues.
4. Withdrawal from a fourth course will result in review by the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team for possible dismissal.

A student may withdraw from a specific course only one time and may have access to a course a maximum of two times. Access to a course is defined as 1) completion of a course (regardless of grade) or 2) a course withdrawal. Dropping a course during the add/drop period is not considered "course access." This means, however, that if a student withdraws from a course, re-enrolls, and then fails the course, the student will be unable to complete the course and may be dismissed from the University. Exceptions to this policy must be considered only for extreme circumstances beyond the student's control and will be approved by the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team at the request of the student's Department Chair.

Process for Withdrawal from a Course:

1. Meet with the Academic Advisor to discuss any options.
2. Complete the [course withdrawal form](#).
3. Submit course withdrawal form to advisor, course coordinator of affected course, registrar and Department Chair or Program Director.
4. Meet with the Academic Advisor and Department Chair or Program Director to revise the program of study.

The assignment of grades for course withdrawals is as follows:

Course Withdrawal Before Eight Weeks (or 56 calendar days) into the Term

Students may withdraw from a course for any reason up to the 56th calendar day of the term. Students must consult with their Advisor, complete the Course Withdrawal form, and send it via email to the Registrar by midnight of the 56th calendar day of the term. The Course Coordinator and the student's Advisor should be copied on this email. Students who withdraw before the 56th calendar day of the term shall receive a grade of "W". The withdrawal date is the date on the email sent to the Registrar with the Course Withdrawal form attached.

Withdrawal from a course that is a corequisite for other courses in which the student is concurrently enrolled will necessitate the formation of a signed Performance Plan. The Performance Plan will include the requirement that the co-requisite course be successfully completed in the subsequent term.

The withdrawal policy does not apply to Clinical Bound courses (PC714, NM711, NP711, and WH711). For these courses, withdrawal may only occur before starting the coursework for the given course on campus. Exceptions will be considered in circumstances that qualify for Emergency Academic Hiatus and with supporting documentation.

The eligibility to withdraw from a course within the first 56 calendar days of the term does not apply to any course in which the student has:

- attempted all course assignments and exams in a didactic course (either through completion of work or having missed the assignment or exam deadline), or
- completed all clinical hours and clinical assignments for the individual clinical course.

Course Withdrawal After Eight Weeks (or 56 calendar days) into the Term

After the 56th calendar day of the term students who withdraw from a course will receive a failing course grade (WF). The student that has “serious or compelling reasons” may petition to withdraw after the 56th calendar day of a term with a “W” recorded on their transcript from a course (or courses). The standard of “serious and compelling” applies to situations, such as illness or accident, clearly beyond the student’s control.

Examples of serious and compelling reasons include:

- An extended absence due to a verifiable accident, illness, or personal problem serious enough to cause withdrawal from FNU.
- An extended absence due to a death in the student’s immediate family.

Other unusual or very special cases will be considered on their merit by the ~~Student Policy Team~~~~Student Review~~ ~~subcommittee~~ of the Administrative Team at the request of the student’s Department Chair or Program Director.

All petitions for receiving a “W” for a course withdrawal after 56 calendar days must be accompanied by documentation of the “serious and compelling” reasons for withdrawal. Documentation may include: verification of accident or illness (such as a letter from the treating provider or copies of medical bills), a letter from a licensed counselor, death certificate, or other appropriate documentation.

The following situations DO NOT fall under the intent of “serious and compelling”:

- Grade anticipated in class is not sufficiently high, or student is doing failing work (including plagiarism).
- Failure to access online courses, complete assignments, or take an exam.
- Dissatisfaction with the course material, instructional method, or instructor.
- Course is harder than expected.
- Pressure of other courses, employment, and/or participation in other activities.
- A change of specialty track.
- Lack of awareness of the withdrawal process or procedures.

Students must file a petition with their Department Chair or Program Director for each course in which they wish to receive a W instead of a WF after the 56th calendar day of the term, stating their serious and compelling reasons for withdrawal with appropriate documentation included. Petitions shall be approved by the student’s Department Chair or Program Director. Upon approval, the Department Chair or Program Director will submit the petition and the grade of “W” to the Registrar with a copy to the student’s Advisor and the Course Coordinator for that course. The petition will be placed in the student’s file.

Course Transfer Policy and Procedure

FNU students are eligible to transfer a maximum of 12 credits into their program of study if the credits were earned at a regionally accredited institution of higher learning and nursing courses earned in an ACEN or CCNE accredited program that was accredited at the time the courses were completed and meet the following criteria:

- Only didactic MSN, PGC, and DNP courses may be transferred. Clinical, ~~Bridge Year~~, and DNP project courses may not be transferred.
- Courses must meet comparable objectives, essentials, and competencies as are included in the FNU course (example: if AACN DNP Essentials are included in the FNU course, they must also be present in the transferred course). Courses submitted for credit for advanced pathophysiology, advanced pharmacology, or advanced physical assessment must be offered as part of a nurse practitioner or nurse-midwifery program.
- Courses will be eligible for consideration of transfer credit if the student has completed a course with a B or better with equivalent content in a prior academic graduate program.
- Courses must total the number of workload credits of the FNU course, e.g. if the intended FNU course awards 3 semester credits, the total number of credits from the transferred course(s) must equal 3 semester credits. The conversion of quarter credits to semester credits will be done by dividing the number of quarter credits by 1.5.
- Coursework completed on a pass/fail or satisfactory/unsatisfactory basis will not be considered for transfer unless the course was only offered to students on a pass/fail or satisfactory/unsatisfactory basis and it is clear from the transcript that a pass or satisfactory grade is equivalent to a B or better.
- Graduate level courses applied to undergraduate degrees are not eligible for transfer.
- Variables that influence course transfer include the age of the course and the student's certification and clinical practice experience. To be considered for transfer, courses (1) must be part of a previously completed graduate degree OR (2) be less than or equal to two years old at the time of admission. Approved transfer credit that was not part of a previously completed graduate degree will affect the maximum allowable date for degree completion. Approved transfer credit that was not part of a previously completed graduate degree must be no older than five years at the point of completing the FNU degree. The latest date for degree completion will be communicated by the Department Chair or Program Director who is approving the transfer credit.

Students may submit one to two previous courses to transfer for a single FNU course, e.g. submitting a biostatistics course syllabus and an epidemiology course syllabus to transfer for the FNU Epi & Biostatistics course. More than two previous courses intended to transfer for a single FNU course will not be considered for transfer credit. Students with a content background in a particular subject but who do not have a specific course to transfer, e.g. a degree in nursing education wishing to obtain credit for FNU's Nurse as Educator course, should consider the Challenge Policy for Academic Courses.

Grades from transferred courses do not factor into the FNU GPA. The course transfer fee for review of materials is assessed, whether or not a course is accepted for transfer credits. Transfer credits are to be calculated in determining Satisfactory Academic Progress.

Students are strongly encouraged to submit all transfer course requests prior to attending Bound orientation. Students should not register for a course for which they intend to request transfer credits until the transfer course review has been completed by the Department Chair or Program Director. There is no appeal process for declined transfer credit; the decision of the Department Chair or Program Director is final.

If a student registers for a course and subsequently requests transfer credit for the same course, the student will be responsible for meeting all university deadlines regarding course registration and payment, including the course add/drop deadline, course withdrawal deadline, grading policies, and tuition refund policies. If a student receives a final grade of F in an FNU course, requests for transfer credit review for previously completed coursework to replace the failed course will not be considered.

Courses that **are eligible** for consideration of transfer credit for the MSN, PGC, and DNP include:

- PC701 Principles of Health Promotion
- PC702 Epidemiology and Biostatistics*
- PC705 Advanced Pathophysiology
- PC706 Advanced Physical Assessment, Clinical Reasoning, and Documentation
- PC707 Advanced Pharmacology Across the Lifespan
- PC711 Nurse as Educator
- PC718 Evidence Based Practice*
- PC719 Psych Concepts for APRNs

- PC728 Leadership and Organizational Dynamics
- PC729 Health Policy and Advocacy
- NM700 Role of the Nurse-Midwife
- NM701 Gynecologic Health
- NM703 Primary Care of Women
- NP700 Role of the Nurse Practitioner
- NP703 ~~Gynecologic Health and Childbearing~~ ~~Women's Health and Childbearing~~
- NP704 Primary Care Pediatrics
- MH705 Psychiatric-Mental Health Roles and Modalities of Care
- MH707 Psychiatric Mental Health Assessment Across the Lifespan
- MH708 Principles of Psychotherapy Across the Lifespan

*Indicated courses satisfy degree requirements in both the FNU MSN and DNP. As such, the course must meet the DNP Essentials indicated in the FNU Course Description to be eligible for transfer.

NOTE that graduate level Pathophysiology, Pharmacology and Physical Assessment are requirements for PGC students and do not count toward the 12 credit hour limit for transfer credit.

The Department Chair or Program Director may perform a gap analysis for any student that they deem appropriate. For example, a gap analysis may be initiated by the Department Chair or Program Director for a student with an earned doctorate. When the Department Chair or Program Director conducts a gap analysis and finds sufficient evidence for modifying the student's program of study, the approved courses will be noted on the transcript. Courses approved via the gap analysis process will not carry any credit hours or GPA points and will not be calculated in determining Satisfactory Academic Progress.

Clinical, Bridge Year, and DNP project courses are not eligible for transfer.

Procedure

1. The student reviews the FNU Course Descriptions and FNU syllabi prior to applying for transfer. Course descriptions can be found in the [FNU Catalog](#) and the most recent FNU syllabi can be accessed via the [FNU Portal](#).
2. The student notes any course(s) that are similar in content and credits to graduate level courses previously completed in a graduate level program that meets all of the criteria listed in the policy above.
3. For each course that is to be reviewed for transfer, the student submits a completed Course Transfer Form, Official Transcript (if not already submitted at the point of Admission to FNU), Course Description and Course Syllabus to the Registrar for the course being considered. If the course syllabus does not indicate the topics covered, the student must submit appropriate supplemental documentation.
4. The student remits the transfer review fee.
5. The Department Chair or Program Director reviews the submitted materials and confers with the student if needed. The Department Chair or Program Director will notify the student, Registrar and the appropriate Advisor of the decision. There is no appeal process for declined transfer credit; the decision of the Department Chair or Program Director is final.

Transferability of Frontier Credit to Other Institutions

Frontier Nursing University develops the curriculum based on a policy which assigns workload for a credit hour. This definition of a credit hour at FNU is found in this catalog under Assignment of Credit. This standard along with the institutional accreditation of FNU provides an increased possibility that credits would be able to be transferred to another institution. That said, students should be aware that transfer of credit is always the responsibility of the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred.

Degree Completion Policy

Students are expected to earn their degree within the parameters of Satisfactory Academic Progress. Students will have the following maximum allowable time frames to complete their degree. All of the maximum allowable time frames include any time out of school such as an Academic Hiatus or Emergency Academic Hiatus.

Continuously enrolled students who do not complete coursework within the timeframe as noted below will be brought forward to the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team to determine eligibility to continue at FNU. If approved to continue, the student may be required to complete additional coursework.

Maximum Allowable Time Frames

- Students enrolled in the MSN must complete the MSN coursework within five years.
- ~~Students enrolled in the ADN Bridge Entry Option sequence must complete all Bridge sequence courses within two years. After Crossing the Bridge,~~ Students who entered FNU via the ADN Bridge Entry Option, must complete the MSN ~~must be conferred~~ within five years from the date of Crossing the Bridge. A student who withdraws from the university after completion of all Bridge coursework will not be required to repeat the Bridge coursework if readmitted to FNU. **FNU is no longer admitting students into the ADN Bridge Entry Option program. The last cohort to enter the Bridge Program was April 2020.*
- Students enrolled in the Companion DNP must complete the DNP coursework within two years.
- Students enrolled in the PM-DNP must complete all PM-DNP courses within 2½ years.
- Students enrolled in the PGC must complete their program of study within twice the timeframe outlined in the Program of Study.
- The MSN Completion for CNEP Graduates must be completed within 1½ years of enrollment into the completion program.
- The WHCNP Post-Graduate Certificate for CNEP Graduates must be completed within one year.

Any student who is readmitted to the university after a withdrawal or dismissal with intent to complete the MSN degree (including students previously admitted to the ADN Bridge Entry Option who have completed the Bridge Year) must meet with their advisor and the appropriate Department Chair or Program Director to determine the feasibility of completing their degree within five years of their initial MSN coursework. If this is not feasible, the student will have to start coursework from the beginning.

Students readmitted to the university to complete any program other than the MSN must meet with the appropriate Department Chair or Program Director to determine the feasibility of completing the degree within a reasonable timeframe and to determine if any prior coursework will be applicable to the new admission.

Additional information about the process of readmission to the university can be found in the Admissions policy section of this catalog.

Programs of Study Time Frames

Depending on the program, students may choose between two or more program plan time frames to complete their degree. In the faster plans, students will complete 5-9 credits per term and will be expected to study at least 30-50 hours per week. Students selecting the slower paced plans will complete 3-6 credits per term and can expect to study at least 22-33 hours per week.

Students will declare their intended program of study time frame at the start of the degree. Students are allowed to make changes as desired during the program, keeping in mind the maximum allowable time frames. Students will work with their academic advisor to maintain appropriate progress towards degree completion.

| Program of Study | Program Length Options in Number of Terms*^ | |
|------------------|---------------------------------------------|----|
| MSN | 8 | 10 |
| PGC | 6 | |
| Bridge Year†† | 4†† | †† |
| Companion DNP | 4 | 5 |

| | | |
|--------|---|---|
| PM-DNP | 5 | 6 |
|--------|---|---|

* Students must complete the degree according to the maximum allowable time frames.

^ There may be circumstances that prevent a student from selecting a particular plan, e.g. the addition of physical assessment for students who do not present an acceptable course upon admission.

Digital Millennium Copyright Act Notice

NOTICE TO COPYRIGHT OWNERS

FNU respects the intellectual property of others, and we ask our users to do the same.

If you believe that your work has been copied in a way that constitutes copyright infringement, you must provide FNU's Copyright Agent the following information, which must be in writing:

1. A physical or electronic signature of a person authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.
2. Identification of the copyrighted work claimed to have been infringed, or if multiple copyrighted works at a single online site are covered by a single notification, a representative list of such works at that site.
3. Identification of the material that is claimed to be infringing or to be the subject of infringing activity and that is to be removed or access to which is to be disabled, and information reasonably sufficient to permit FNU to locate the material.
4. Information reasonably sufficient to permit FNU to contact the complaining party, such as an address, telephone number, and, if available, an email address at which the complaining party may be contacted.
5. A statement that the complaining party has a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, its agent, or the law.
6. A statement that the information in the notification is accurate, and under penalty of perjury, that the complaining party is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

FNU's Designated Agent for Notice of claims of copyright infringement is Frost Brown Todd, LLC:

By U.S. mail: Frost Brown Todd, LLC
Cynthia Stewart
400 West Market Street, 32nd Floor
Louisville, KY 40202

By email: cstewart@fbtlaw.com
By Phone: (502) 568-0225
By Fax: (502) 581-1087

Dismissal from FNU

Students dismissed from FNU will be withdrawn from all current coursework and any registration for new courses is canceled at the time of dismissal. Students are responsible for any tuition and fees incurred prior to dismissal. Students may choose to appeal the dismissal (see **Appeal of Dismissal**). Students may not participate in any coursework during an appeals process.

Dismissal from FNU is a decision made by the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team. Reasons for dismissal include, but are not limited to, the following:

- Two course failures.
- Infraction of the Honor Code.
- Infraction of the Harassment Policy.
- Infraction of the Drug and Alcohol Policy.
- Infraction of the Tobacco Use Policy.
- Infraction of the policy regarding Limitations to Attending Births While Enrolled in FNU Programs
- Infraction of the policy regarding Advanced Practice as an enrolled FNU Student Failure to meet FNU time deadlines, including payment of tuition and fees.

- Unsatisfactory academic performance.
- Failure to maintain Satisfactory Academic Progress
- Unsatisfactory clinical performance including, but not limited to, dismissal from a clinical site.
- Unprofessional conduct in relation to interaction with others (student, faculty, staff, preceptor, client).
- Violations of the Communication Policy including persistent deficiencies in written or verbal communication.
- Failure of a performance plan.
- Withdrawing from a course for the fourth time.
- Exceeding the limit of allowable course access.
- Starting a clinical site prior to completion of credentialing the site, preceptor, and/or student.
- Failure to maintain a current and unencumbered RN license.

Students who receive a second course failure will be dismissed upon receipt of the second failing grade. Students dismissed for a second course failure will be withdrawn from all current coursework in accordance with the Course Withdrawal Policy and any registrations for future coursework will be canceled at the time of dismissal.

Students who are eligible for dismissal for any reason other than two-course failure will be notified by email (via their frontier.edu email account) upon identification of the reason for the potential dismissal. At the time the potential dismissal is identified, the student will be put on probation and will not be allowed to continue in current coursework or register for future courses. The student will remain financially responsible for current to date assessed tuition and fees but no new tuition and fees will be charged to the student while on probation.

The Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team will review the potential dismissal within ten (10) business days of when the student is notified that they are being brought forth for dismissal. The student will be notified by email (via their frontier.edu email account) of the scheduled date of the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team meeting at which the possibility of dismissal will be reviewed.

The student may submit a written statement to the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team including any explanation the student wishes the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team to consider. This statement must be sent by email (via their frontier.edu email account) to the Department Chair at least three (3) business days (Monday through Friday) before the date of the scheduled Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team.

The student will be notified of the decision of the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team in writing by email (via their frontier.edu email account) immediately following the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team meeting. If the decision is to dismiss, a certified letter will be sent within five (5) business days of the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team meeting. The dismissal date recorded on the student's transcript will be the date of the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team's decision.

MSN, PGC, and DNP students who are dismissed from FNU and intend to apply for readmission to FNU at a later date should consult the Degree Completion Policy for allowable completion timeframes for readmitted students. It is possible for students to be required to retake previously completed courses upon readmission.

Appeal of Dismissal

A dismissal due to two course failures may be appealed by letter to the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team within ten (10) business days after the date of dismissal notification. The appeal must be sent to the student's Department Chair or Program Director and shall state the justification for the appeal. Justification for the course failure dismissal appeal should meet the standard of a "serious or compelling situation" that impeded the student's ability to be successful in the coursework. The course failure dismissal appeal should also include actions the student has taken to ensure academic success should the dismissal be overturned. The decision of the Student Policy Team ~~Student Review subcommittee~~ to either uphold or reverse the course failure dismissal will be communicated to the student in writing within ten (10) business days after submission of all appeal materials. Students wishing to appeal the decision of the Student Policy

~~Team Student Review subcommittee~~ may escalate their dismissal appeal for two course failures to the President. Students dismissed due to two course failures may not appeal to the President without first appealing to the Student Policy Team ~~Student Review subcommittee~~.

A dismissal decision of the ~~Student Policy Team Student Review subcommittee~~ of the Administrative Team may be appealed by letter to the President within ten (10) business days after the date of dismissal notification. Students seeking a second appeal of the two course failure dismissal must submit a letter to the President within ten (10) business days after the appeal decision of the ~~Student Policy Team Student Review subcommittee~~. The appeal must be sent to the President in writing and shall state the justification for the appeal. An appeal will only be heard if the appeal is made on the basis of bias, an error in the application of policy, or for lack of due process. A copy of the ~~Student Policy Team Student Review subcommittee~~ of the Administrative Team minutes pertinent to a student's dismissal is available to the student upon request. If the President determines the appeal is being made on the basis of bias, an error in application of policy, or lack of due process then an Academic Standards Committee (ASC) will be convened. The ASC shall examine all data pertaining to the appeal and make written recommendations to the President of FNU. The decision of the President shall be communicated to the student in writing and is the final decision.

Students dismissed from FNU are withdrawn from all current coursework and any registration for future coursework is canceled at the time of dismissal. Students are not eligible to complete any coursework during the appeal process. If a student's dismissal is overturned as a result of an appeal, the student will be reinstated to the university and enrolled in coursework for the term immediately following the successful appeal.

Estimating the Timeline for Beginning the MSN Clinical Practicum

It is important that students give the preceptor a realistic idea of when they will be ready to begin MSN clinicals. Expectations may change as students move through Levels I and II and plan to attend Clinical Bound. Many sites have commitments to other educational programs or internal constraints that impact their scheduling of a FNU student. Students are responsible for communicating with the Primary Preceptor and the Regional Clinical Faculty (RCF), as well as the Clinical Director if changes occur with their original timeline. The student may need to renegotiate clinical time if their actual timeline varies from the original agreement with the preceptor. During Levels I and II periodic contacts with the RCF and the Primary Preceptor are recommended, as well as the required contacts with the Student Advisor.

FNU Evaluations

All FNU evaluation forms submit directly into a secure database. Course faculty, Department Chairs and Program Directors are able to view an anonymous report containing totals and comments, without student names.

Course faculty, Department Chairs and Program Directors cannot see who submitted any evaluation. Course Coordinators use the Course Evaluation reports in the course revision process to improve the next version of the course. The Department Chairs and Program Directors are able to view course evaluation reports to look for trends related to teaching, faculty performance and course effectiveness. The staff member responsible for verifying completion of course evaluations is only able to see a tracking report that includes the student's name, class number, and a list of courses that have been evaluated, but not the student's course evaluations.

FNU must have complete student evaluations in order to complete our institutional effectiveness plan. In order to collect evaluation data the following policies apply:

- Students must complete all course evaluations as the last assignment in each course. Failure to complete the evaluation will result in an Incomplete (I) grade. The student needs to notify their instructor once they have completed the evaluation so the instructor can change the grade.
- Students may start the Clinical Practicum after completing all Clinical Bound evaluations.

Examination Policies

FNU endeavors to maintain a secure testing environment to facilitate exam integrity. The University adheres to the standards of academic integrity as articulated by the FNU Honor Code Policy. Cheating on examinations is contrary to both academic integrity standards and ethical standards as articulated in the FNU Honor Code Policy.

All electronic examinations are accessible to students according to dates set by the Course Coordinator. If a student experiences a problem during an exam and cannot resume access to the examination in a reasonable amount of time, the student should immediately open a ticket with [FNU Technical Support](#).

If the score on an examination is below 80%, this constitutes an examination failure. Please refer to the FNU Grading and Failure Policy.

Examination Policy for Remotely Proctored Exams

Frontier Nursing University (FNU) will assure accurate student identification along with test integrity and security in the administration of examinations in a distance learning setting via remote proctoring. The proctoring process includes: an identity validation of the student taking the test, maintenance of examination integrity by blocking other software or hardware during testing, and monitoring of student behavior during examinations to demonstrate that inappropriate behavior is not taking place.

Examinations are proctored through a computer-assisted proctoring service chosen by FNU. Students taking online examinations are required to use this system. Online examinations will not be available to students unless the proctoring system is used or specific designated testing accommodations are in place for that student.

Currently proctored examinations utilize a standard webcam and microphone and are delivered through a Chrome web browser extension. The system automatically flags audio and video to be reviewed for any possible Honor Code and Exam Policy violations that may have occurred during an examination.

1. Students will affirm the Honor Code statement once in each course that has proctored examinations.
2. Students will use the proctoring software selected by FNU for all examinations.
3. Examinations are confidential material. Students may not make a copy of any examination in any form including handwriting questions onto their own paper, discussing questions in course forums or in social media, or copying questions into email. If students want to discuss specific examination questions with faculty, students should make an appointment for a live discussion with the faculty member. **Students should not email any specifics of examination questions to anyone, including faculty.**
4. Students may not discuss the contents of any examination with anyone other than the responsible faculty. Examples of honor code violations could include but are not limited to: discussing examination contents with others at any time before, during, or after an examination, receiving any type of assistance (except from FNU tech support or FNU faculty) during the examination, having someone else take the examination under the student's username and password, emailing specific exam items, or copying any part of an examination in any form. An Honor Code Violation is considered grounds for dismissal from FNU.

Rules for Taking a Proctored Examination

Students are expected to learn and follow the rules for taking examinations using the computerized proctoring system. The online testing environment should mimic the "in class" testing environment, and must conform to the following:

- Use a desk or table to take your exam as if you are in a classroom setting. If there are reasons you cannot do this then you must contact your Course Coordinator before you take an exam.
- Test in a quiet, secure, fully lighted room. No music shall be played in the background.
- Lighting must be "daylight" quality and overhead is preferred if at all possible. If overhead is not possible, the light source should not be behind the student.
- No other people in the room at any time during the examination.
- If pets are in the room they must not interfere with testing (noise, on the keyboard, in front of the camera).

- No communicating with others by any means, with the exception of contact with FNU IT support staff or Proctorio support staff or the faculty member.
- No talking aloud during the examination. You may not read the questions aloud to yourself.
- No leaving the room at any time for any reason.
- No eating or drinking during the examination.
- All other books, papers, notebooks or other materials, unless specifically permitted in written guidelines for a particular examination, must be removed. You may use the electronic whiteboard provided by Proctorio, but a physical whiteboard is not allowed.
- No other portable electronic devices shall be in the room including cell phones. If a student encounters a testing issue and needs to retrieve a cell phone, announce this to the camera so your issue can be documented during the exam (For example, say to the camera "My screen just went blank and I am now getting my phone to call support..."). Send a follow-up email to your Course Coordinator about the incident immediately after the exam.
- No writing may be visible on desk or on walls.
- You may not use headphones.
- Any other computer monitors or televisions in the testing environment must be powered off.
- The webcam and microphone must be operational.
- A proper ID (driver's license or FNU ID) must be clearly shown at the beginning of each exam.
- The room scan should be completed in a standing position. The desk and surrounding areas, including the floor, must be clearly shown. If your testing device has a built-in camera, such as on a laptop, you must show your screen and surrounding work area using a mirror. [Please review how to do a proper room scan before taking your exam.](#)

Using the computer proctoring system allows students to have 5 minutes after the examination has been completed to review the examination and see the correct answer to any missed questions. Some courses may offer an alternative to the 5-minute review, to best meet the needs of students. The student will not be allowed to make any changes to the examination during this time period. All testing conditions and the Honor Code remains in effect during this review.

Examination Violations

All examination videos will be reviewed and made available to the faculty and program administrators. If any suspicious activity is determined to be an exam rules policy violation, the faculty will notify the student so that the behavior can be corrected for subsequent exams. Additionally, the faculty will record the violation on the institutional secure exam violation report. If any suspicious exam activity is determined to be a potential Honor Code Policy violation, it will be reported to the appropriate FNU Course Coordinator who will determine if an infraction occurred. If there is suspicion of cheating, this is a potential Honor Code violation that will be addressed according to the policy (please refer to the Honor Code Policy).

Once the student has been notified of a violation, the student is expected to review all of the rules for exams and adhere to them in all future exams. If a student repeatedly violates the rules for taking a proctored examination, whether it is the same rule or a different rule, the student will be asked to complete a Learning Plan, be placed on a Performance Plan, or be referred for possible dismissal from FNU as appropriate to the context of the situation. Depending on the severity of the examination violation, the student may be referred immediately for possible dismissal from FNU.

Examination Support

FNU Support
 (859) 251-4545
 support@frontier.edu
<https://portal.frontier.edu/web/fnu/support>

Proctorio Support
 (859) 756-4820 or (844) 520-7627
 Or click the shield in the Chrome address bar as illustrated below:

Examination Security Policy and Procedure for Paper Based Proctored Exams

This policy is in effect only for students with an authorized accommodation that includes the necessity of a paper based exam. See [Americans with Disabilities & Learning Disabilities](#)

- Students are not to discuss the contents of any examination with anyone other than the responsible faculty.
- A test is not to be opened by the student until the student and the proctor are ready for the student to take the examination.
- Examinations are treated as confidential material. This means students do not make a copy of any examination in any form.
- Only the proctor is responsible for receiving and photocopying examinations. Students may never be involved in this process.
- The proctor must prepare an examination for mailing. The student may only handle a completed examination after the proctor has placed it in an envelope and both the proctor and student have signed the sealed flap.
- The use of a computer is not acceptable for any examinations.

FNU relies on examination proctors to ensure the academic integrity of the University's examinations. By agreeing to proctor examinations, the proctor takes personal responsibility for the security of the examination material. Acting as a proctor for a nurse-midwifery or nurse practitioner student is an act of professional volunteerism. Without such volunteerism, FNU would not be successful. The examination proctor may be a nurse-midwife or nurse practitioner in the clinical setting where the FNU student will acquire clinical experience or a nursing supervisor or administrator, an educator, a testing administrator, a military officer of higher rank than the student, or a librarian. Testing centers may be used, although they often require a fee. Any financial obligation associated with securing a proctor will be the responsibility of the student. Other types of individuals may serve as proctors with approval from the student's Department Chair or Program Director. The proctor cannot have a personal relationship with the student. A personal relationship is defined as a relative, a close friend, a person the student is dating, or any person living in the same household as the student.

The FNU 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 FNU ADA Coordinator sends the proctor a letter announcing the approval.

If a proctor's address changes, the proctor must contact the ADA 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 or Program Director to discuss the possibility of special arrangements for the mailing of their examinations. Students who need to change proctors after a term has begun should contact the ADA Coordinator immediately. The ADA Coordinator will work closely with the student and course faculty to determine immediate needs regarding pending exam deadlines. The student is responsible for identifying a new proctor and submitting the necessary [Proctor Approval Application](#) as soon as possible but no more than ten (10) days after the loss of the original proctor. Once a new proctor is approved, the student's examinations will be mailed to the proctor within two (2) business days. If a student withdraws from a course, the proctor will be notified in writing and must destroy all examinations for that course.

The proctor provides the student with a quiet room, devoid of reference materials and computers, where a closed book examination may be completed. After the examination is completed the proctor ensures the examinations secure return for grading by course faculty in a sealed envelope. It is the student's responsibility to provide the course faculty grader's name and address and mailing materials and to pay any charges for copying and for

mailing. The student should bring a stamped and addressed envelope to the examination. The proctor's return address should be on the envelope, not the student's.

The student is responsible for signing the Written Proctored Exam Security Statement, Honor Code Affirmation and returning the signed copy with each exam. Exams received without this signed statement will not be graded.

Specific duties of the proctor begin with the receipt of the examination. The proctor:

1. Checks the examination(s) to ensure that each has the correct number of legible pages.
2. Contacts the FNU ADA Coordinator at (606) 672-2312 for assistance if an examination is incomplete or poorly photocopied.
3. Keeps the examination(s) in a locked, secure place until administration.
4. Ensures that the examination site is free of distractions and reference materials. Students may bring writing implements and blank paper to the examination, but no books, laptop computers, notes, or other references.
5. Reviews the number of questions, possible number of points, and time allotted for the test with the student before administering.
6. Reminds the student periodically during the examination of time limits.
7. Photocopies the completed examination. The student should not be involved in the photocopying process.
8. Places the photocopy of the examination in a sealed envelope and locks it in a secure area.
9. Signs the statement on the examination indicating that the Examination Security Policy and Procedure have been followed.
10. Places the original examination in the stamped envelope addressed to the examination grader, which was provided by the student. The return address should be that of the proctor.
11. Seals the envelope and signs the sealed flap of the envelope.
12. Has the student sign the sealed flap of the envelope if the student will be mailing the examination. The student's signature on the sealed flap of the envelope is not required if the proctor will be mailing the examination.
13. Mail the envelope to the faculty grader within one business day of the examination's administration. The proctor may permit the student to mail the examination only if after the envelope has been sealed it is signed by both the proctor and the student. It is recommended that examinations be sent via Priority Mail with Delivery Confirmation. Do not send material by overnight mail, certified mail, or any other mechanism that requires a signature. If the faculty member is not at home, it can delay receipt of the examination and can result the examination being returned to the proctor.
14. Destroys the examination photocopy after the student receives the examination grade. The student should notify the proctor as soon as the grade is received.
15. In the event that a student withdraws from a course, takes an Academic Hiatus, changes proctors, or withdraws from FNU after the examinations have been mailed, the proctor will be notified in writing and must destroy all examinations.

Grading Policies

Graded Assignments

Graded Assignments may include papers, oral presentations, forum assignments, open-book post-tests, worksheets, and any other type of assignment sent to faculty for feedback and a grade. Submission instructions (e.g., APA format) should be followed. Most Graded Assignments are completed by the individual student and must represent their individual work. Some Graded Assignments may be specifically designated as appropriate for group work. Students who have questions about whether a Graded Assignment is to be completed by an individual or group should seek clarification from the course faculty. Collaborative work on an individual Graded Assignment is an Honor Code Violation and may result in dismissal from FNU.

The course policy for assignments (graded or ungraded) is stated in the instructions for each course. The faculty for each course determines whether or not there are options for resubmission based on the course objectives. Please read course instructions carefully.

Faculty will make every attempt to return all graded assignments within five business days of the due date. This excludes holidays and weekends. This guideline may be extended by a Course Coordinator if the assignment includes a lengthy written paper which may take extensive grading time. Any extensions of this timeline will be clearly stated in the course.

Grading and Failure Policy and Procedure

A grade of less than 80% constitutes an assignment or examination failure. In courses that have exams, students must achieve a passing total exam average (80% or better), in addition to a passing course average (80% overall), in order to earn a passing grade for the course.

When a student fails an exam or assignment, the University's goal is to help students master the content and learn appropriate study, writing, and test taking habits so that assignment and examination failures do not recur. To this end, the following procedures will be followed:

1. Anytime a student receives below an 80% on an exam or assignment the course faculty will notify the student and offer a review so the student can understand all content and develop strategies for success.
2. The student will make an appointment with the course faculty who will:
 - a. Review the exam/assignment to discuss the content the student was unable to master.
 - b. Discuss reasons for the poor performance and ideas for improvement.
 - c. Refer students to the Academic Resource Center and Advising as indicated to assist with study tips, test taking issues, and time management.
3. The course faculty will notify the student's Academic Advisor regarding the interaction with the student.

Course Grading System

The marks used in all official reports of students' grades are: A, B, F, S, U, W, WF, T, G, I and IP. The performance level and quality points assigned to those grades are as follows:

| Grade | Performance Level | Quality Points per Term |
|-------|-----------------------------------|-----------------------------------------|
| A | Consistently Outstanding, 90-100% | 4 |
| B | Satisfactory, 80-89.99% | 3 |
| F | Failure, 79.99% or below | 0 |
| S | Satisfactory, 80% or better | Not applicable-no impact on the FNU GPA |
| U | Unsatisfactory, 79.99% or below | Not applicable-no impact on the FNU GPA |
| W | Withdraw | Not applicable-no impact on the FNU GPA |
| WF | Withdraw Failing | Not applicable-no impact on the FNU GPA |
| T | Transfer | Not applicable-no impact on the FNU GPA |
| G | Gap Analysis | Not applicable-no impact on the FNU GPA |

| | | |
|----|---------------------------------------|-----------------------------------------|
| I | Incomplete (<i>temporary mark</i>) | Not applicable-no impact on the FNU GPA |
| IP | In Progress (<i>temporary mark</i>) | Not applicable-no impact on the FNU GPA |

All credits are based on a term system (see **Assignment of Credit Hours**). A grade of A, B, or S (equivalent of at least 80%) must be achieved in all courses. All courses use the A/B/F course grading system unless otherwise indicated in the course description. Students must complete courses using the grading system established in the course (A/B/F unless specified as S/U) and are not allowed to request alternative grading systems. For example, if a course is taught using the A/B/F grading system the student cannot request to complete the course using the S/U grading system. The designations W (prior to the 56th day of a term) or WF (after the 56th day of a term) will be recorded to indicate passing or failure in those instances in which a student withdraws from a course before completing the work. (see **Withdrawal from a Course**).

When a student is required 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 (GPA) and determining the number of credits successfully completed.

An Incomplete (I) grade is used only for academic courses. (see **Incomplete Grade Policy**). An In Progress (IP) grade is used only for clinical courses. It denotes that the clinical course is in progress but the course is not yet complete. (see **In Progress (IP) Grade Policy**). A grade of I or IP does not remain on the transcript but is replaced by the completion grade.

Grading

Successful completion of a course requires that the final course grade AND the exam average (if applicable) must earn a grade of B or higher.

- A = 100-90
- B = 89.99-80
- F = 79.99 or less

Assignment and exam grades are not rounded up and remain as decimal points in the electronic grade book.

The final average of all exams is not rounded up. It must equal 80.00% to pass.

Final course grades are not mathematically rounded up.

Good academic standing is defined by all of the following:

- The student is making Satisfactory Academic Progress (SAP) as defined by the SAP policy.
- The student has no current Performance Plan in effect or is making satisfactory progress toward resolution of Performance Plan.
- GPA of 3.0.

Reporting of Grades

In accordance with the Family Educational Rights Privacy Act (FERPA), also known as the Buckley Amendment, all students' grades are treated as confidential information. At the completion of each term, the faculty members send students' grades to the Registrar. A student may request a current transcript from the Registrar at any time.

Incomplete (I) Grade Policy

- An "Incomplete" (I) grade will be assigned only if a majority of the work for an academic course has been completed and there is still the opportunity for the student to be successful in the course. The Course Coordinator determines what constitutes the majority of work for a course.

- There must be evidence that the student can successfully complete the course if given an Incomplete grade.
- Students must submit a Petition for Incomplete Grade form to the Course Coordinator no later than the last day of the term as publicized in the FNU academic calendar. The requirements necessary to complete the course and a timeline for the student to complete the coursework must be defined by the student on the Petition for Incomplete Grade form.
- An Incomplete Fee will be charged for each course that is given an Incomplete grade. (see **Tuition and Fees**).
- The deadline for finishing the Incomplete coursework is the 30th day of the term following when the Incomplete occurs as publicized in the FNU academic calendar.
- Per the Academic Hiatus policy, students are not permitted to do any coursework, submit any assignments or take any examinations while on AH. Students are strongly encouraged not to begin an AH with an incomplete grade in any of their courses. If a student begins an AH with an incomplete grade and the course is significantly revised, the Course Coordinator may require the student to complete assignments in accordance with the new course content. (see **Academic Hiatus Policy**).
- Upon completing the requirements, the Course Coordinator will submit a new grade to the Registrar. The Registrar will then replace the Incomplete grade with an A, B, or F. Internally, the student record will reflect an IA, IB, or IF.
- An Incomplete grade may not be removed by re-enrolling in the course.
- An Incomplete grade is a temporary grade that converts to an F if all course requirements are not completed by the incomplete deadline, as published in the FNU Academic Calendar, and all submitted work is considered to be a final submission on that date. In the event that revisions of an assignment are allowed prior to the incomplete deadline, students must consider faculty grading time and submit the outstanding coursework no less than five (5) business days in advance of the incomplete deadline. After the incomplete deadline has passed, no further revisions or submissions are accepted.
- If a student withdraws from the institution without completing the Incomplete course(s), the grade will be changed to a WF. Under compelling circumstances, the student may petition the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team for the grade to be a W.

In-Progress (IP) Grade Policy

- An "In Progress" (IP) grade will be assigned to a clinical course that is in progress but not yet complete in a given term. There must be evidence that the student can successfully complete the clinical course if given an IP grade.
- Students may be granted an IP no later than the last day of the term as publicized in the FNU academic calendar.
- An IP grade must be converted to a permanent grade by the last day of the term subsequent to the term in which the student registered for the course.
- Per the Academic Hiatus policy, students are not permitted to do any coursework, submit any assignments, take any examinations, or participate in clinical while on AH. Students are encouraged not to begin an AH with an In Progress grade in any of their courses. See **Academic Hiatus Policy**.
- Upon completing the requirements of the clinical course or at the end of the IP period, the RCF will submit a new grade to the Registrar. The Registrar will then replace the IP grade with an A, B, or F. Internally, the student record will reflect IPA, IPB, or IPF.
- An IP grade is a temporary grade that converts to an F if all course requirements are not completed by the end of the IP period. All work must be turned in by the IP deadline. With the support of their RCF, students may petition for an extension to an IP grade.
- If a student withdraws from the institution without completing the IP course(s), the grade will be changed to a WF. Under compelling circumstances, for example clinical progression, inability to find a site or preceptor, the student may petition the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team for the grade to be a W.

Individual Academic Work, Study Groups, and Study Buddies

- All Graded Assignments and examinations must represent individual effort. The exceptions to this are explicit in the course instructions.
- Copies of Graded Assignments must not be sent to or received from anyone other than the faculty.

- A student's work is her or his own work. It is not work that another student did. It is not work done after reviewing an instructor's critique on work returned to another student. It is not work that a student copied from an article or text without appropriate citation.
- Students should be very clear about what assignments are graded and what activities are not graded (for example, Study Guide and Let's Practice). Graded Assignments must be completed independently unless the instructions explicitly and specifically permit group work. Non-graded activities may be worked on with a study buddy or a study group, most Graded Assignments may not.
- If a student has any doubt about whether a specific assignment may be done jointly with another student, this should be discussed with the Course Faculty.
- Students are permitted to share resources with study groups and/or study buddies, but Graded Assignments, unless specified or approved prior to submission as group work, should reflect the individual student's level of understanding of the content area because this is the basis for the student's practice upon entering the profession.
- Each student must process the information gathered by the study group or study buddy and make sure the information is complete and accurate. Each student must individually form their own opinions by completing the Required Readings, course activities (Study Guide and Let's Practice), Graded Assignments, and examinations.

Course Failure Policy

In the event of a course failure:

- One (1) course failure will result in the initiation of an academic Performance Plan. (see the **Learning and Performance Plans**).
- Two (2) course failures within a degree (MSN* or DNP) program or post-graduate certification program will result in dismissal from FNU. An exception to this is the Final Comprehensive Review Course MH717, NM717, NP717, and WH717; failure of the Final Comprehensive Review Course does NOT count as a second course failure under this policy.

All course failure(s) will be reflected on the student's transcript (see the **Grading System Policy**). Students may choose to appeal a grade (see the **Appeal of Course Grades**). Students may choose to appeal dismissal (see the **Appeal of Dismissal**).

*The Bridge Program was an entry option into the MSN program until April 2020. A course failure in the Bridge Year (if applicable) carries into the MSN program.

Appeal of Course Grades

Students may appeal a course grade by contacting the Course Coordinator. If the student and Course Coordinator are unable to reach an agreement about the grade, the Department Chair or Program Director should be contacted. Course grades must be appealed no later than the end of the term following the term in which the grade was received. For example, a grade from the Spring Term must be appealed no later than the end of the Summer Term. All examinations and assignments for a course will be destroyed at the end of the term following the term in which the student completed the course.

The Department Chair or Program Director's responsibility is to strive to mediate a resolution that is satisfactory to all parties involved. Appeals that are not resolved satisfactorily for all parties through discussions should be communicated in writing to the Dean of FNU. The Dean will convene the Academic Standards Committee (ASC).

The ASC shall examine all data pertaining to the appeal and make written recommendations to the Dean of FNU. All attempts at resolution of the issue are to be documented in minutes. The decision of the Dean shall be communicated to the student in writing and is the final decision.

Graduation Requirements

To be eligible for any degree a student must complete the following graduation requirements in addition to the specific course requirements for each degree program. The course requirements for each degree program can be

found in the Academic Offerings section of this catalog. The graduation date indicated on the student's transcript and diploma will be the date that all graduation requirements are completed. FNU processes graduations on a rolling basis throughout the year. It is important to note that once a student has met all FNU graduation requirements he/she is no longer covered by FNU's liability insurance and is no longer eligible for financial aid. No further clinical experiences may be obtained as an FNU student once graduation requirements have been met.

- Submission of final grades for all required courses. Incomplete (I) and In-Progress (IP) grade are temporary grades, not final grades (see the Incomplete Grade Policy and Procedure).
- No overdue financial balances on the student account.

The following graduation requirements are specific to the completion of the degrees indicated.

MSN and Post-Graduate Certificate:

- Receipt of all end of clinical paperwork including the signed Declaration of Safety (DOS) from the primary preceptor, the final Stage 4 MDAT from the RCF, and the completed End of Clinical Record.
- CNEP Students ONLY: Proof of attendance for the AABC "How to Start a Birth Center" Workshop. AABC provides FNU with the roster of attendees after each workshop.

Grievance Procedure

Grievances should always be resolved at the most immediate level possible.

If the grievance relates to an academic course, the student should begin by communicating the problem to the individual course faculty member involved. If that is not successful, then they should take the matter to the Course Coordinator, and if still unsuccessful to the appropriate Department Chair or Program Director. If the situation pertains to a clinical course in the MSN or PGC program, it should be discussed with the Clinical Director.

For problems related to clinical matters in the MSN or PGC program, the student should consult the Regional Clinical Faculty first and if unsuccessful proceed to their Clinical Directors. The student's Clinical Director is always available to discuss any situation with the student during this process. The Clinical Director's responsibility is to strive to mediate a resolution that is satisfactory to all parties involved.

Grievances that are not resolved satisfactorily for all parties through discussions should be communicated in writing to the Dean of FNU. The Dean may choose to convocate the Honor Code Council or the Academic Standards Committee depending on the nature of the grievance.

The Council or the Committee shall examine all data pertaining to the grievance and make written recommendations to the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team (for Honor Code Councils) or the Dean (for Academic Standards Committees) of FNU. All attempts at resolution of the issue are to be documented in minutes. The decision of the Dean shall be communicated to the student in writing and is the final decision.

Harassment Policy

Frontier Nursing University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

We expect all of our students, faculty, and staff to be treated with fairness, respect, and dignity. Harassment of any of these individuals will not be tolerated. Any form of harassment related to an individual's race, color, sex, religion, national origin, age, or disability is a violation of this policy and will be treated as a disciplinary matter, including the possibility of dismissal.

The term harassment includes:

- Slurs and any other offensive remarks, jokes, graphic material, or other offensive verbal, written or physical conduct.

- Sexual advances, requests for sexual favors, unwelcome or offensive touching, and other verbal, graphic, or physical conduct of a sexual nature.

If students have questions about what constitutes harassing behavior, they should contact their Department Chair, Program Director, or the Frontier Nursing University (FNU) Human Resources Manager (606-672-2312). If a student feels they are being harassed, they should immediately notify the Student Council Representative, Student Advisor, or another member of the faculty or administration with whom they feel comfortable discussing the situation. Alternatively, the student may call the FNU Human Resources Manager (606-672-2312).

Faculty should notify the appropriate Department Chair, Program Director or refer to the FNU Employee Handbook and follow the procedure there. It is FNU policy to investigate all reported violations.

Health Insurance, Illness and/or Injury

If a student is sick or injured during their enrollment at FNU, they should be seen in the nearest emergency room or health care clinic as appropriate. This would include any Bloodborne Pathogen Exposure. Students are required to carry health insurance or be a member of a health care sharing program during the entirety of their enrollment at FNU and will be personally responsible for any and all health care costs while enrolled at the FNU. Students will be required to provide proof of insurance coverage during the clinical credentialing process.

Honor Code Policy

There are unique opportunities in the adult-learner, self-paced, distance model of education to demonstrate the highest standards of ethical behavior and conduct. There are also unique opportunities to violate these standards. FNU regards academic honesty and scholarly integrity to be essential to the education of our students; violations are not tolerated. No student shall claim credit for another's work or accomplishments or use another's ideas in a written paper or presentation without appropriate citations and references. Students may be dismissed for violation of FNU standards of conduct.

Violations of the expected standards of conduct include, but are not limited to, the following:

- **Cheating:** Cheating is the attempt to gain an improper advantage in an academic evaluation. Among the forms that this kind of dishonesty can take are: obtaining a copy of an examination before it is officially available, learning an examination question from another student before taking the examination, or consulting an unauthorized source during an examination. These sources could include electronic sources, paper sources, or human sources. Submitting part or all of the work done by another student as one's own work is also cheating. This also includes sharing your own work with other students in any form (via email, posting on the internet, etc.).
- **Plagiarism:** Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of another person's ideas as something one has written. Paraphrasing another's writing without proper acknowledgment may also be considered plagiarism. See the **Plagiarism Policy and Procedure** for further information and clarification.
- **Unprofessional Conduct:** Including lying, misrepresenting the truth, and falsifying records (including, but not limited to, the clinical log).
- **Criminal Conduct:** Such as stealing, drunkenness, or illegal drug use while on FNU property or in a clinical site.
- **Unauthorized Sharing of Course Materials:** Course materials are the property of FNU. Any unauthorized sharing or distribution of course materials without the consent of faculty is prohibited.

It is the student's responsibility to behave in an honorable and ethical manner.

It is also the student's responsibility to report any suspected violation to a Student Council Representative.

Any member of the FNU Community may bring suspected honor code violations to the attention of the Department Chair or Program Director.

When a suspected honor code violation involves a specific didactic or clinical course(s) the following steps will be followed:

1. For suspected violations in a didactic course, the Course Faculty and Course Coordinator will review the evidence and may discuss with the involved student(s). For suspected violations in a clinical course, the RCF and Clinical Director will review the evidence and may discuss it with the involved student(s).
2. The Course Coordinator or Clinical Director will discuss with the Department Chair or Program Director
3. The Department Chair or Program Director will discuss the suspected honor code violation with the involved student(s).
4. If the Department Chair or Program Director determines there is sufficient concern of a possible Honor Code Violation, the suspected violation will be sent to the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team for review. All involved parties (students, faculty, and staff) will be given an opportunity to submit a written statement.
5. If the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team determines that there is adequate evidence that an honor code violation may have occurred, the involved student(s) will be notified via email that a possible violation has been brought forward. The charge will be documented in the student's academic record and an Honor Code Council will be convened according to the defined procedures. Convening the Honor Code Council will be at the discretion of the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team.
6. If the Honor Code Council finds that a violation of the Honor Code has occurred, the violation will be documented in the student's academic record and the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team will determine the appropriate consequences and necessary actions.

When a suspected honor code violation does not involve specific didactic or clinical course(s), the following steps will be followed:

1. The Department Chair or Program Director will review the evidence and consult with the student(s), faculty, and/or staff reporting the incident.
2. The Department Chair or Program Director will discuss the suspected honor code violation with the involved student(s).
3. If the Department Chair or Program Director determines there is sufficient concern of a possible honor code violation, the suspected violation will be sent to the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team for review. All involved parties (students, faculty, and staff) will be given an opportunity to submit a written statement.
4. If the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team determines that there is adequate evidence that an honor code violation may have occurred, the involved student(s) will be notified via email that a possible violation has been brought forward. The charge will be documented in the student's academic record and an Honor Code Council will be convoked according to the defined procedures. Convening the Honor Code Council will be at the discretion of the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team.
5. If the Honor Code Council finds that a violation of the Honor Code has occurred, the violation will be documented in the student's academic record and the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team will determine the appropriate consequences and necessary actions

Honor Code Council Procedure

In the adult-learner model, the primary guardians of the FNU Honor Code are the students themselves. The students, therefore, have the responsibility for monitoring appropriate behavior and for resolution of violations. The Honor Code Council will consist of six Student Council Representatives and a faculty facilitator. If the required number of students cannot be recruited from the Student Council Representatives, students may be recruited from the general student body. The faculty facilitator will be a faculty member who was not involved in the Honor Code Violation allegation. The role of the faculty facilitator is to counsel the students regarding the process and FNU policy. The entire process from the date of the reported charge to the date of the final decision of the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team and notification of the students involved should be as expedient as possible. The review will not take greater than 45 days.

1. After a possible Honor Code Violation has been reported, the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team will make the decision to convocate an Honor Code Council (HCC).

2. The Department Chair or Program Director for their specialty track will notify the student(s) in question, via email, that:
 - a. An Honor Code Council (HCC) is being convened and will be provided with details concerning the nature of the alleged violation/s.
 - b. Student(s) are allowed to continue coursework until the issue is resolved. Faculty will not submit any final grades for the courses that are involved in the alleged honor code violation. If the review is still in progress at the end of the term, students will receive an Incomplete for any didactic courses and an In-Progress for any clinical courses that are involved in the alleged honor code violation during the Honor Code Council process. If the process extends across terms, students will be allowed to enroll in the courses for their next term.
 - c. Student(s) can make a written statement to the HCC with an explanation and clarification of the circumstances related to the alleged violation(s). They will need to send these materials to the Chief Operations Officer or her/his designee.
 - d. Student(s) will have an opportunity to make a verbal statement to the HCC during a conference call. The HCC may also ask questions of the student/s, via the faculty facilitator, but student/s are not required to answer those questions.
 - e. Documentation gathered by the Department Chair or Program Director from faculty and other students involved in the alleged violation(s) will be submitted to the HCC and the student/s being reviewed.
 - f. The Department Chair or Program Director will identify at least one faculty involved in the alleged violation to speak with the HCC during the proceedings. The HCC is required to speak with the designated faculty member and may also choose to speak with faculty and other students who have direct knowledge of the possible violation(s).
3. When the Chief Operations Officer receives the written statement(s), s/he, or her/his designee, will remove the student's name(s) from all documents, changing the name(s) to "Student A," "Student B", etc.
4. The Chief Operations Officer, or her/his designee, will recruit seven members of the student council and schedule a conference call. One of the seven students acts as an alternate in case a student needs to withdraw from the HCC. If seven members of the student council are not available, then members of the student body will be asked to volunteer.
5. Before the conference call, the Chief Operations Officer, or her/his designee, will email the HCC regarding the possible violation/s. This will include the student's statements (with names redacted) as well as any other related documentation (also with names redacted) that pertains to the possible violation/s including assignment instructions when appropriate. At this time the HCC will be notified of the date and time of the HCC meeting. In addition, course coordinators, course faculty, regional clinical faculty and/or additional students with direct knowledge of the possible violation/s will be notified of the HCC date and time to be on standby for possible communication with the HCC.
6. The HCC will then meet, via conference call, to investigate the alleged violation/s. The meeting will be held according to the following steps:
 - a. The HCC will establish a list of questions for the designated faculty member involved in the violation(s) as identified by the Department Chair or Program Director.
 - b. The faculty facilitator will call the designated faculty member involved in the violation(s) and join her/him in the conference call. The faculty facilitator will ask the HCC's questions. The designated faculty will then have an opportunity to make a verbal statement. The faculty facilitator will ensure that the designated faculty has been disconnected from the call.
 - c. ~~The HCC will establish first come up with~~ The HCC will establish a list of questions that they have for the student(s) in question.
 - d. Then the faculty facilitator will call Student A and join her/him into the conference call. The faculty facilitator will ask the student the HCC's questions, informing them that they do not have to answer any of the questions. Student A will then have an opportunity to make a verbal statement. The faculty facilitator will ensure that Student A has been disconnected from the call and then follow this same procedure for Student B and any other students, if appropriate.
 - e. The HCC may request to speak with ~~additional course coordinators,~~ course faculty, regional clinical faculty, staff, and/or students with direct knowledge of the possible violations for clarification or account of what occurred.
 - f. The HCC will then investigate the possible violation/s and render an opinion as to whether or not an Honor Code Violation has been committed. It is not the responsibility of the HCC to suggest disciplinary action.

- g. The faculty facilitator will record the minutes using the established template and forward the findings to the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team.
7. The Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team will review the results of the HCC, or attestation of admission, and makes a determination regarding whether or not any actions are to be taken. Examples of possible actions (non-inclusive list): course or assignment failure, performance plans, and/or dismissal from the university.
 - a. In the event there is a question regarding academic integrity of a course grade (possible Honor code violation) that is discovered after the course is complete and the grade has been officially submitted to the Registrar, the course grade may be revised and/or placed on suspension by using incomplete for didactic courses or in progress for clinical courses until the work in question is either cleared or found in violation of the FNU Honor Code.
 - b. In the event a student initiates a university withdrawal before the honor code question is resolved, it will be documented in the student's academic record that an HCC was convocated but not completed. The nature of the alleged violation will also be documented in the student's academic record. Any ungraded courses at the time of withdrawal will be awarded a W or WF, depending on the timing of the withdrawal and in accordance with the academic calendar.
8. Once the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team reviews the results of the HCC, or attestation of admission, and makes a determination regarding consequences, the Faculty in the courses involved in the alleged violation will submit grades earned by the student during the honor code process.
9. The appropriate Department Chair or Program Director will notify the student via email of the determination of the HCC (whether or not an Honor Code Violation/s was committed) and any decisions or actions of the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team.
10. If it is determined that an Honor Code violation occurred, the violation will be documented in the student's academic record.

Admission of Honor Code Violation

A student who is suspected of an honor code violation may admit the honor code violation and waive the right to a convocation of the Honor Code Council. In this situation, the student will be required to discuss the honor code violation with the Department Chair or Program Director. The student will then be required to meet with the Director of Student Retention & Records and the student's Academic Advisor to sign an Attestation of Honor Code Violation regarding the violation and waiver of the Honor Code Council. The Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team will determine the consequences of such a violation. An admission of an honor code violation does not mitigate the potential consequences.

Intellectual Property Policy for FNU Students

Student work products, produced by course requirement and used as a basis of grading, remain the property of the student. A student working with a faculty member on a faculty member's project is considered to be doing faculty work and is covered under the faculty policy.

International Health Experience

FNU has an International Health subcommittee which offered an international health experience for selected students and faculty in Guatemala and Haiti during 2006-2011. This program is not currently being offered through Frontier.

Learning Plans and Performance Plans

Learning Plans

If a student experiences a specific problem in either a didactic or clinical course, the student may be asked by the Department Chair (if the situation relates to a didactic course), the Clinical Director (if the situation relates to a clinical course), Program Director (PM-DNP students), Course Coordinator, Course Faculty, Regional Clinical Faculty, or Preceptor to write a Learning Plan. This student generated plan will identify the problem, the resources needed to resolve the issue, and a time frame for resolution. Examples of situations where Learning Plans may

be initiated include delayed academic progress, problems with clinical skills, delayed submission of academic work, examination failures, second course withdrawal (excluding approved EAH), or issues regarding communication. The Learning Plan is written by the student in consultation with the Course Coordinator, Course Faculty, Regional Clinical Faculty, Clinical Director, Program Director, or Department Chair. Learning Plans for a second course withdrawal will be written by the student in consultation with the Department Chair (MSN and PGC students) or Program Director (PM-DNP students). Learning Plans are designed to improved student success by addressing a specific issue within a course and are not recorded on the student's academic record. Failure to participate in the Learning Plan process is grounds for initiating a Performance 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 related, but not limited to academic performance, academic progress, and communication. Performance Plans are implemented to address and provide support in an area in which the student must improve in order to be academically and/or clinically successful. Examples of situations that prompt a Performance Plan include failure of a didactic course, third course withdrawal (excluding approved EAH), unsafe clinical care, failure of multiple tests and/or assignments, prolonged or arrested academic progress, poor communication, plagiarism, or professional issues. Performance Plans are recorded on the student's academic record. Additional tuition and/or added term fees may be incurred if academic or clinical remediation extends beyond the original anticipated timeframe for program completion.

Performance Plans Initiated by Didactic Course Failure

The Performance Plan process for didactic course failure will begin once the final grade of F is posted to the student's transcript. Students will establish the Performance Plan with their professional advisor no later than the last day of drop/add the following term (or 1 week after an I grade changes to an F). A required component of the Performance Plan is for students to establish a Course Success Plan with the Course Coordinator of the repeated course no later than 2 weeks after the start of the term (or 1 week after an I grade changes to an F). The Performance Plan will largely focus on life factors, i.e. time management related to school/home/work responsibilities or test anxiety, and the Course Success Plan will focus on specific academic areas of improvement, i.e. improving performance on a specific type of assignment or techniques to improve comprehension of specific concepts. The Course Coordinator of the failed course will be contacted and participate in formulating the Course Success Plan. A Performance Plan initiated by a didactic course failure will be considered completed when the student successfully completes the repeated course. Because a second course failure results in academic dismissal, there is no escalation to a second Performance Plan due to a repeated course failure. Failure to participate in the process or agree to the terms of a Performance Plan is grounds for review for dismissal from FNU.

Performance Plans Initiated by Communication, Professionalism, Third Course Withdrawal, Plagiarism, and Clinical Issues

The Performance Plan process for all situations other than a didactic course failure will be initiated by the Department Chair (MSN, ~~including ADN Bridge Entry~~, and PGC students in didactic coursework), Clinical Director (MSN and PGC students in clinical coursework), or Program Director (PM-DNP students). A Performance Plan initiated by communication, professionalism, plagiarism, and clinical issues may be initiated at any point in time and is not strictly related to academic success in a course. A Performance Plan will be considered completed when the student successfully meets the objectives set forth in the Performance Plan within the established timeframe as designated in the Performance Plan. Failure to meet the objectives set forth in the Performance Plan within the established timeframe will result in a re-evaluation of the plan, escalation to a second Performance Plan, or review for potential dismissal from FNU. Failure to participate in the process or agree to the terms of a Performance Plan is grounds for review for dismissal from FNU.

Licensure

All students are required to maintain a current and unencumbered RN license while enrolled at FNU. If assignment to a clinical practice site requires that the student practice in another state, then the student is required to meet licensing requirements according to statutes and obtain the appropriate license.

Limitations to Attendance at Out of Hospital (OOH) Births While Enrolled in FNU Programs

FNU students (any specialty or degree) who are direct entry, licensed, or lay midwives and are not enrolled in a clinical course and attending a clinical site approved by FNU for out of hospital births must adhere to the established limitations to practice and attendance at out of hospital births (see the Midwifery and Nurse Practitioner Practice by FNU Students policy). Any questions regarding this policy should be directed to the appropriate Department Chair or Program Director.

FNU students (any specialty or degree) who are not direct entry, licensed, or lay midwives and are not enrolled in a clinical course in a clinical site approved for out of hospital births:

Frontier Nursing University encourages students to experience normal birth outside the hospital and accepts and /supports the American College of Nurse-Midwives Position Statement on Homebirth that provides for the safety of mother and baby. If students plan to observe a birth in a birth center or home in any capacity or function in the role of RN, birth assistant, doula, etc., the following guidelines must be followed:

- 1) Written pre-approval by the Department Chair or Program Director and Clinical Director
 - a) Please contact the appropriate Department Chair, Program Director, or Clinical Director to arrange a meeting to discuss and obtain written approval for attendance at out of hospital births while an FNU student
- 2) Experience must be with a licensed provider who has malpractice insurance coverage.
- 3) FNU students cannot be present at an out of hospital birth for Vaginal Birth after Caesarean Section (VBAC), multiple gestation, or breech birth.

Any questions regarding this policy should be directed to the appropriate Department Chair or Program Director.

Advanced Practice as an Enrolled FNU Student

FNU students may not practice in an unlicensed advanced practice role while enrolled as a student in a FNU. Practicing as an unlicensed nurse practitioner or midwife could have serious implications for the FNU malpractice coverage, and the viability of FNU. Practicing as an unlicensed advanced practice nurse while enrolled as a Frontier student, except with the direct supervision of the preceptor during the Clinical Practicum, will result in automatic dismissal from FNU.

Midwifery and Nurse Practitioner Practice by Frontier Students

Nurse-midwifery and nurse practitioner students may not practice as midwives or nurse practitioners while enrolled at FNU unless they are licensed and certified as a nurse-midwife and or nurse practitioner. FNU considers acting as the birth attendant to be considered the practice of midwifery. Students must not catch a baby because someone suggests they might as well get this experience now and have a head start on what they are going to be doing later even if that someone is a well-intentioned physician or certified nurse-midwife. Students (in any program and specialty) may not continue practicing as a direct entry, licensed, or lay midwife and may not be in attendance (in any capacity) at an out of hospital birth while enrolled as an FNU student while enrolled in the CNEP. Practicing as a direct entry, licensed, or lay midwife while enrolled as a FNU student will result in consideration for dismissal from FNU. Any questions regarding this policy should be directed to the appropriate Department Chair or Program Director. Practicing as a midwife or nurse practitioner could have serious implications for FNU Practicing as a midwife or nurse practitioner while enrolled as a Frontier student, except with the direct supervision of the preceptor during the Clinical Practicum, will result in automatic dismissal from FNU.

Nurse practitioner students may not practice in an unlicensed advanced practice role while enrolled in any FNU program. Nurse practitioner students may not continue practicing as a direct entry, licensed, or lay midwife while enrolled in FNU. Practicing as an unlicensed nurse practitioner or as a midwife could have serious implications for the student and the University. Practicing as an unlicensed advanced practice nurse while enrolled as a FNU student, except with the direct supervision of the preceptor during the Clinical Practicum, will result in consideration for dismissal from FNU. Practicing as a direct entry, licensed, or lay midwife while enrolled as a FNU student will result in consideration for dismissal from FNU.

Frontier Nursing University encourages students to be exposed to birth outside the hospital and accepts the American College of Nurse-Midwives Position Statement on Homebirth that provides for the safety of mother and baby. If students plan to observe a birth in a birth center or home or function in the role of RN, birth assistant, doula, etc. it must be with a licensed provider who has malpractice insurance coverage. An FNU student cannot be present at out of hospital Vaginal Birth after Caesarean (VBAC) unless it is at a Commission for Accreditation of Birth Centers (CABC) accredited birth center with approval for VBAC. FNU students cannot be present at an out of hospital birth for multiple gestation or breech birth. Students should contact the Clinical Director to discuss this before attending any out-of-hospital birth.

Nurse practitioner students may not practice in an unlicensed advanced practice role while enrolled in the CFNP, PMHNP or CWHCNP. Nurse practitioner students may not continue practicing as a direct entry, licensed, or lay midwife while enrolled in FNU. Practicing as an unlicensed nurse practitioner or as a midwife could have serious implications for the FNU malpractice coverage, and the viability of FNU. Practicing as an unlicensed advanced practice nurse while enrolled as a Frontier student, except with the direct supervision of the preceptor during the Clinical Practicum, will result in automatic dismissal from FNU. Practicing as a direct entry, licensed, or lay midwife while enrolled as a Frontier student will result in automatic dismissal from FNU.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA), ensures students have the right to privacy in their education records and affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day Frontier Nursing University (FNU) receives a request for access.
 - A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the student will be advised of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - A student who wishes to ask FNU to amend a record should write the FNU Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.
 - If FNU decides not to amend the record as requested, FNU will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
 - The right to provide written consent before FNU discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - FNU discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by FNU in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom FNU has contracted as its agent to provide a service instead of using FNU employees or officials (such as an attorney, auditor, collection agent, or clinical site); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for FNU.
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by FNU to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-5901

Disclosure of Directory Information

The Family Educational Rights and Privacy Act (FERPA), allows FNU to disclose appropriately designated “directory information” without written consent, unless a student has advised FNU to the contrary. The primary purpose of directory information is to allow FNU to include this type of information in certain school publications. Publication examples include:

- The FNU Directory
- Newsletter Articles
- Alumni Listings
- Commencement programs
- Student Council Lists

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a student’s prior written consent. Outside organizations include, but are not limited to, organizations such as the American College of Nurse-Midwives or the American College of Nurse Practitioners and/or companies that publish textbooks or make commencement pins and regalia.

If a student does not want FNU to disclose directory information without their prior written consent, the student must notify FNU in writing by the first day of each term. The notice should be sent directly to the Registrar. This notification will result in the student’s name not being included in course roster lists or the school directory. The result is that the student will be responsible for directly assuring that everyone who needs their contact information has that information.

FNU has designated the following information as directory information:

- Student’s name
- Participation in officially recognized activities (For example: Student Council, SAGE mentoring)
- Address
- Telephone listing
- Electronic mail (email) address
- Photograph
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance

Pets on Campus

No pets allowed on campus. Only service animals are permitted.

Plagiarism Policy and Procedure

Plagiarism is the representation of another person’s ideas or writing as one’s own. Plagiarism is an infraction of academic integrity prohibited by the FNU Honor Code.

The **most serious form of plagiarism** involves an entire work or section of work taken verbatim from another source and submitted as original work. A serious breach in academic integrity, related to plagiarism, will result in the student being referred to the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team for a possible Honor Code Violation, which may result in the convening of an Honor Code Council. An Honor Code violation can lead to dismissal from Frontier Nursing University.

Any of these examples are considered plagiarism and constitutes a serious breach of academic integrity:

1. Submitting a paper, examination, or assignment written by another.

2. Word-for-word copying of another's writing from the internet, hard copy text, and/or personal communication, without enclosing the copied passage in quotation marks and acknowledging the source using appropriate APA format.
3. The use of a unique term or concept taken from a source without acknowledging that source.
4. The paraphrasing or abbreviated restating of someone else's ideas without acknowledging that person.
5. Falsely citing a reference that was never actually consulted, or making up a citation.
6. Falsely reporting data that was never actually collected or that showed contrary results.
7. Unacknowledged multiple authors or collaboration on a project or paper.
8. Unless expressly approved, submitting previous work, or parts of previous work, from any FNU course (including a repeated course) or course work from any other program.

Minor examples of plagiarism - Writing Errors

The following examples are considered minor breaches of academic integrity:

1. Missing citations
2. Verbatim copying of a single sentence
3. Poor adaptation of a sentence with a citation present
4. Pasting of a sentence with an incorrect citation that does not designate the material as being a direct quote.

Because continually submitting work with writing errors constitutes plagiarism, when an instance of plagiarism is determined by the faculty to be a writing error and not a serious example of plagiarism, the following steps will be taken:

1. Course faculty examine the student's academic record to determine if the student has had a previous statement entered about writing errors or possible plagiarism.
2. Course Coordinator to send an email to the student describing the concern of possible plagiarism and include the passage(s) in question. The email should ask the student to provide the original passage, the passage in question, the original source, an explanation of how they approached citing this passage, and if the student had any outside help with the passage or citation (for every passage in question). The email should also request a meeting with the student to discuss the information.
3. Student must review the plagiarism policy and honor code statement before the meeting.
4. Course Coordinator meets with the student and decides if plagiarism occurred, and if so, the type of plagiarism.
5. Course Coordinator determines if the offense is serious enough to be brought to the attention of the Department Chairs. If so, the information will be sent via email to the Department Chairs for further investigation and decision to take the issue to Honor Code Council.
6. Course Coordinator enters the information into the student's academic record with an alert to the Academic Advisor.

Prerequisites and Planning for Clinical Bound

Clinical Bound Prerequisites

The prerequisites to attending Clinical Bound are:

- The student must meet all prerequisite health requirements.
- Successful completion of all courses that are prerequisite to Clinical Bound.
- Completion of Level I and Level II Course Evaluations.
- Completion of Clinical Bound preparatory course readings and assignments.
- Submission of registration materials to the Versailles Campus
- Completion of Pre-Clinical Interview with Regional Clinical Faculty (RCF)
- Certification in Basic Cardiac Life Support (BCLS) offered by either the American Heart Association or Red Cross must be current and remain current throughout the Clinical Practicum for all students. ACLS certification cannot be substituted for BCLS certification.
- Certification in Neonatal Resuscitation offered by the American Academy of Pediatrics and American Heart Association must be current and remain current throughout the Clinical Practicum for nurse-midwifery students.
- Students must have an identified clinical site that has been submitted to the Clinical Credentialing Department. This must be accomplished before the registration period in which the student is registering

for Clinical Bound courses. Students cannot be registered for Clinical Bound until a site has been identified and submitted to Clinical Credentialing.

Note that successful completion of the Clinical Bound PC course (sequenced first in Clinical Bound schedule) is required before progression to the specialty Clinical Bound courses is allowed. If a student is unable to successfully complete the Clinical Bound PC course, they must withdraw from their specialty Clinical Bound course.

Clinical Bound Planning

All students will have a phone meeting with their Student Advisor two terms before they intend to attend Clinical Bound to discuss their academic progress and plan to complete all prerequisites prior to the scheduled Clinical Bound. The Advisor reviews progress with the student and sets realistic goals regarding attending Clinical Bound. The student is reminded that the RCF needs to be contacted for a pre-clinical interview prior to attending Clinical Bound.

The student contacts the appropriate RCF as soon as sites are identified to review the clinical plan and to have clinical sites approved and submitted to credentialing by the RCF. The student meets with the RCF up to 3 terms before going to Clinical Bound to get an assigned CB date. The student has to have approved sites before being assigned a specific CB date. If the student needs to change CB dates, the student must send a request letter to the RCF and to the appropriate Department Chair and Clinical Director for review. It is the student's responsibility to notify their RCF, their preceptor, Credentialing, and the Versailles campus if there is any change to their CB date.

Any physical limitations and/or needed accommodations that may affect a student's full participation in clinical must be discussed with the Department Chair and Clinical Director prior to Clinical Bound.

Clinical Prerequisites

- The student must meet all prerequisite clinical compliance requirements described in the Clinical Compliance section of this catalog.
- Successful completion of all courses that are prerequisite to Clinical Courses.
- Completion of Clinical Bound Course Evaluations.
- Review individual site contracts through My Clinical Plan. The student is responsible for any site specific requirements that are described in the Clinical Site Agreement and must meet those requirements at their own expense.
- Have final approval for each clinical site from RCF before attending the first day of clinical at the site.
- Mobile clinical resources are provided by the FNU Library one time only for a subscription period of one year (which begins upon registration of the application).

Probation (formerly Suspension)

A student who is on probation is not allowed access to any course work or to any forums. They will retain access to the email system and the portal page including FNU Catalog and directory.

Professional Conduct

FNU recognizes that honor is an individual's achievement and cannot be imposed by others. The efforts of each individual affects the group — the "all for one, one for all" principle. The benefits of honorable conduct by each individual, whether student, faculty, staff, or administration, are obvious. The reputation of FNU is enhanced by honorable conduct and the value of the education received in FNU is increased. Conversely, FNU's reputation and the value of an FNU education could be damaged by violations.

FNU expects the highest ethical standards from its students. The nurse practitioner and nurse-midwifery professions demand that individuals be prepared to practice competently and safely and be accountable for all their behaviors. Integrity, moral soundness, honesty, uprightness in character and actions—these are a few of the definitions of professional conduct. Integrity is the most critical characteristic students bring to FNU and it will be the most critical characteristic they will take with them into professional practice.

Research

Students who are planning to complete a research requirement and desiring to utilize FNU related data must review the Policies and Procedures Related to Research and complete a research application. These documents are available from the Office of Research.

Safety and Security While on the Versailles Hyden Campus

For assistance call a Campus Safety & Security team member at (This ring central number is TBD) or in an emergency, call 911 from any campus RingCentral phone (*If you need to call 911 in an emergency and you are not on campus, please use a cell phone ensuring that you are not using the RingCentral Mobile phone app or use another phone to dial 911. RingCentral will dial the 911 operator in Versailles KY and will see 2050 Lexington Rd as the originating location*).

FNU offers a comprehensive safety and security program including 24 hour security presence when faculty and students are present, video surveillance throughout our campus, a card key door control access system for all student buildings and monitored fire alarm protection devices in all student buildings. The FNU Safety & Security team enjoys having a great relationship with the Versailles Police (VPD) and Fire & Rescue Departments and is a critical component of FNU's Campus Safety and Security plan.

When students are in residence at the Versailles Hyden campus, a Safety & Security officer will be on duty in the Guard House from 10 pm to 6 am. When faculty and students are present, only authorized students, faculty, and staff will gain entrance to the FNU grounds from 10:00 pm EST to 6:00 am EST during these hours. Students, faculty, and staff will be required to identify themselves to the Safety & Security officer upon entering the FNU grounds when the security guard is in attendance. The Safety & Security officer will notify the VPD city police department immediately of any infraction of the law. All students, faculty, and staff are expected to cooperate with FNU's Safety & Security officer.

Students, faculty, and staff should maintain awareness of campus safety, and immediately report issues and circumstances that may reduce safety and security for our FNU community to the Facilities and Security Manager, the Safety and Security officer on duty or complete an [Accident & Incident report form](#).



FNU is not liable for student's, faculty or staff's personal possessions on the school campus. While on the Versailles Hyden campus students should take the following actions to protect themselves and their belongings:

1. Know and follow the FNU safety policies.
2. Carry your keys in your hand when walking to your car.
3. Be aware of your surroundings
4. Be familiar with the general layout of the buildings and walkways (walk around campus during the day to familiarize yourself)
5. Walk or jog in groups and stay in well lit areas. ~~Do not walk or jog alone.~~
6. Follow instructions of school employees, law enforcement officials, or other emergency response personnel
7. Stay away from isolated areas.
8. ~~Stay near lighted areas.~~
9. ~~Do not carry large amounts of cash.~~
10. Do not display expensive jewelry.
11. Keep doors locked when alone and during the night hours.
12. Do not let strangers in any FNU buildings.
13. Lock valuables when not attended.
14. Lock car doors.
15. Report all suspicious activity, whether on or off campus to the Safety & Security officer. ~~Report suspicious persons or activities to the security officer.~~

~~The Guard House phone number is (859) 251-4699. If students feel threatened in any way, they should call 911 immediately. Report any vandalism or theft to the Site Manager during weekdays.~~

Pursuant to the provisions of the Federal Crime and Campus Security Act of 1990, FNU makes crime rates and statistics available as well as security policies and procedures to interested parties. To receive a copy of this information, please contact the ~~Facilities and Security Manager~~ ~~Director of Human Resources~~ on campus, (859) 251-2036 ~~(606) 672-2312. As of the date of this publication, no crime has been reported on the FNU school property.~~

Facilities and Security Manager contact information:

David Fritz

(859) 993-6936 Extension 4661, Direct line: (859) 251-2036 & Cell Phone: (859) 388-0322.

Email david.fritz@frontier.edu

Satisfactory Academic Progress Policy

All students at Frontier Nursing University (FNU) must make reasonable and timely advancement toward completion of their degree or certificate. This is known as Satisfactory Academic Progress (SAP).

Satisfactory Academic Progress is evaluated from the first courses attended by a matriculated student at FNU, regardless of whether or not the student received financial aid for these courses. In order to be considered making Satisfactory Academic Progress, all students must meet the following criteria:

- A. Cumulative Grade Point Average: All students enrolled at FNU must maintain a minimum grade point average of 3.0. Students with less than a 3.0 at the completion of any term will be reported to the Department Chair by the Registrar. Students will be placed on Academic Warning with a Performance Plan in place. Failure to bring the grade point average to at least 3.0 in the following term will result in dismissal from FNU. Attaining a grade point average of less than 3.0 at the end of a term more than once while enrolled in a program of study will result in dismissal from FNU.
- B. Satisfactory completion of a course results in 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.
- C. Cumulative Credits Earned: Matriculated students completing five (5) credits or more will be considered full-time status in a given term. Matriculated students completing four (4) credits or less will be considered part-time status in a given term. A student's status may change from full-time to part-time status within a given term due to course withdraw. In regards to SAP (Satisfactory Academic Progress), cumulative credits earned is reviewed at the end of each term that the individual student is enrolled.
 - Course enrollment must be in courses counting toward the student's degree.
 - 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 most recent grade are counted in computing the grade point average and determining the number of credits successfully completed.
 - Transfer credits will be used to satisfy credit requirements for meeting this criterion. Transfer credits will be counted as both hours attempted and hours completed.
- D. Complete the degree or certificate within the following maximum time frame:
 - Students enrolled in the MSN must complete by the following maximum time frame:
 - CWHNP – 190% (19 terms) - Students must maintain a cumulative completion rate equal to or exceeding 53% of the credits attempted. Transfer credits should be calculated as attempted and successfully completed.
 - CFNP – 182% (20 terms) - Students must maintain a cumulative completion rate equal to or exceeding 55% of the credits attempted. Transfer credits should be calculated as attempted and successfully completed.

- ❑ CNEP – 182% (20 terms) - Students must maintain a cumulative completion rate equal to or exceeding 55% of the credits attempted. Transfer credits should be calculated as attempted and successfully completed.
- ❑ PMHNP – 182% (20 terms) - Students must maintain a cumulative completion rate equal to or exceeding 55% of the credits attempted. Transfer credits should be calculated as attempted and successfully completed.
- Students completing the ADN Bridge Entry Option must complete the Bridge Year at the following maximum time frame:
 - ❑ CFNP – 175% (8 terms) - Students must maintain a cumulative completion rate equal to or exceeding 57% of the credits attempted.
 - ❑ CNEP – 175% (8 terms) - Students must maintain a cumulative completion rate equal to or exceeding 57% of the credits attempted.
 - ❑ PMHNP – 175% (8 terms) - Students must maintain a cumulative completion rate equal to or exceeding 57% of the credits attempted.

SAP (Satisfactory Academic Progress) Calculation Example:

| Course Code | Course Name | Term | Credits | Grade |
|------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|
| PC702 | Epidemiology & Biostatistics | Summer 2015 | 3 | T |
| PC701 | Principles of Health Promotion | Summer 2015 | 3 | A |
| NP700 | The Role of the Nurse Practitioner | Fall 2015 | 3 | A |
| PC703 or PC718 | Evidence Based Practice | Fall 2015 | 3 | W |
| PC705 | Advanced Pathophysiology | Fall 2015 | 3 | A |
| PC706 | Advanced Physical Assessment | Winter 2016 | 3 | I |
| PC707 | Advanced Pharmacology Across the Lifespan | Winter 2016 | 3 | A |
| Attempted Credits | 21 | | | |
| Successfully Completed | 15 | <i>W, I or IP grades are not counted as successfully completed courses; I and IP grades are counted as successful only after they have been converted to a passing grade.</i> | | |
| SAP Percentage | 15 / 21 = 71% | | | |

Degree Completion

Students are expected to earn their degree within the parameters of Satisfactory Academic Progress in order to maintain federal financial aid eligibility. For further information, please review the **Degree Completion Policy**.

Satisfactory Academic Progress Warning

Students who do not meet the standards of Satisfactory Academic Progress at the end of the term will automatically be placed on warning for the following term. If a student is placed on warning due to an I or IP grade, their Satisfactory Academic Progress will be reassessed once the I or IP grade is replaced with the grade of an A or B. The I or IP grade must be replaced within the time frame stated in the catalog. The warning will be lifted once the grade is replaced and the student has met SAP.

Satisfactory Academic Progress Probation

At the end of the warning period term, students must again be making Satisfactory Academic Progress as outlined above or the student will be placed on probation and brought to the Administrative Team for consideration for dismissal.

Financial Aid Implications

To be eligible for financial aid from federal, state, and most FNU funding a student must be making Satisfactory Academic Progress as defined in this policy. Note that the federal government limits the total amount of aid that any student is eligible to borrow during their enrollment in higher education. This policy does not address that limit as it changes periodically. Check with the Financial Aid Director for more information.

Students on warning are eligible to receive financial aid during the one term warning period. At the end of the warning period, students must be making Satisfactory Academic Progress as outlined above or the student will be placed on probation with financial aid being terminated. The student will be brought to the Student Policy Team ~~Student Review subcommittee~~ of the Administrative Team for consideration for dismissal. Students will be removed from warning or probation if they are again making Satisfactory Academic Progress.

Appeals

Students who fail to meet Satisfactory Academic Progress standards and placed on probation, losing their financial aid eligibility can appeal this decision. The appeal must be made in writing and should be accompanied by appropriate supporting documentation. Appeals should be submitted to the Financial Aid Office. Acceptable reasons for appeal might include injury or illness of the student, illness or death of an immediate relative of the student, or other extenuating circumstances beyond the student's control. Appeals will be brought to the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team for action. Decisions will be communicated to the student within 14 days of the time the appeal was submitted.

Student Loan Deferments

Student Loan Deferments are processed by the Registrar's office. Please allow a five (5) business day turnaround time for the completion of paperwork. Please note it is the student's responsibility to ensure that lenders receive the completed paperwork and to ensure that their status is current with all lenders.

Substance Use

Alcohol & Drug Prevention Program & Policy

Under the "Drug Free Workplace Act of 1988" and the "Drug Free Schools and Communities Act Amendments of 1991" Frontier Nursing University is required to notify all employees and students of its specific alcohol and drug policy program. The elements of the policy and program include consequences that may follow the use of alcohol and other drugs, and sanctions that may be applied both by the University and by external authorities. The law requires that individuals be notified of possible sources of assistance for problems that may arise as a result of use.

This policy is intended to educate members of the University community about the health risks associated with the use and abuse of alcohol and other drugs and about the resources available for counseling and therapy. In addition, in order to assure a work and learning environment that promotes the University's mission and proper function, the University prohibits the unlawful possession, use, or distribution of alcohol or illicit drugs by faculty, staff, or students. Federal and state sanctions also apply to such conduct.

Prevention strategies include efforts to change inappropriate community norms regarding alcohol and other drug use, to alter environmental factors that support inappropriate use, and to provide information and skills regarding sensible use.

FNU reserves the right to test for drugs and/or alcohol those students who could reasonably be suspected of drug or alcohol abuse, based on appearance, smell, speech, irrational or unusual behavior, or carelessness or

disregard for the safety of others. This suspicion may be raised by students, faculty, staff, preceptors, or other concerned parties. Urine or blood samples would be obtained under the supervision of an appropriate health care professional. Results of any drug/alcohol test may be shared with the members of the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team and may result in disciplinary action up to and including dismissal. The drug/alcohol tests will not be conducted if an individual refuses to submit, however, refusal to submit may result in immediate referral to the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team for dismissal.

Health Risks

The use or abuse of alcohol and other drugs increase the risk for a number of health related and other medical, behavioral, and social problems. These include acute health problems related to intoxication or overdose (blackouts, convulsions, coma, death); physical and psychological dependence; malnutrition; long-term health problems, including cirrhosis of the liver, organic brain damage, high blood pressure, heart disease, ulcers, and cancer of the liver, mouth, throat, and stomach; contracting diseases, such as AIDS, through the sharing of hypodermic needles; pregnancy problems including miscarriages, stillbirths and learning disabilities; fetal alcohol syndrome (physical and mental birth defects); psychological or psychiatric problems; diminished behavior (hangovers, hallucinations, disorientation, slurred speech); unusual or inappropriate risk-taking which may result in physical or emotional injury, or death; violent behavior towards others, such as assaults and rape; accidents caused by operating machinery while impaired; impaired driving resulting in alcohol and drug-related arrest, traffic accidents, injuries, and fatalities; negative effects on academic or work performance; conflict with co-workers, classmates, family, friends, and others; conduct problems resulting in disciplinary actions, including loss of employment; and legal problems including imprisonment.

Counseling and Treatment Programs

The University encourages individuals with alcohol or other drug-related problems to seek assistance. If a student is enrolled in or seeks counseling for alcohol or other drug-related problems, he/she is required to discuss the situation with the appropriate Department Chair, Program Director or Clinical Director to formulate a plan for support during the educational process.

Access this link for [Confidential Assistance](#) for Frontier Nursing University students, faculty and staff members.

Counseling and Support Services

Additional information on local, state, and national resources can be accessed by clicking the [Confidential Assistance](#) link.

University Sanctions

Unlawful possession, use, manufacture, or distribution of alcohol or illicit drugs by faculty, staff, or students may lead to sanctions within the University, the severity of which shall increase as the seriousness of the violation increases. Consequences may include:

- A verbal or written disciplinary warning, with notice that repetition of the offense or continuation of the offense may result in a more serious sanction up to and/or including separation from the University;
- Required completion of an appropriate rehabilitation program, at the student's expense, in order to continue enrollment or employment;
- Required ongoing plan of support for the student which may include ongoing drug testing and reporting;
- Suspension from the University (student) or from employment (employee) or from a specific University activity or facility for a fixed period of time or until completion of specified conditions, such as completion of an appropriate rehabilitation program, at the individual's expense;
- Expulsion from the University (student) or termination of employment (faculty and staff)

Other Appropriate Sanctions: External Sanctions

Unlawful possession, use, manufacture, or distribution of alcohol or illicit drugs may also lead to a referral to the appropriate local, state, and/or federal authorities for prosecution for a misdemeanor or felony, depending on the nature of the offense. The sanctions for such offenses may include fines and/or imprisonment.

For example, under federal laws trafficking in drugs such as heroin or cocaine may result in sanctions up to and including life imprisonment for a first offense involving 100 grams or more. Fines for such an offense can reach \$4

million. Offenses involving lesser amounts, 10-99 grams may result in sanctions up to and including 20 years imprisonment and fines of up to \$20 million. A first offense for trafficking in marijuana may lead to sanctions up to life imprisonment for an offense involving 1,000 kg or more or up to 5 years imprisonment for an offense involving less than 50 kg. Such an offense carries with it fines that can reach \$4 million for an individual offender.

In Kentucky, first offense driving under the influence of alcohol or a controlled substance will result in a fine of \$200 - \$500 and imprisonment in the county jail for 2 – 30 days. A second offense within a five year period will result in a fine of \$300 - \$500, imprisonment in the county jail for 7 days – 6 months, and possibly community service labor for 10 days to 6 months.

Employee Reporting Requirement

Under the Drug-Free Workplace Act of 1988, in addition to the other requirements of this policy, a faculty or staff member who works in any capacity under a federal grant or contract must notify his or her University supervisor or department head, in writing, of his or her conviction for a violation of any criminal drug statute no later than five calendar days after such conviction. This applies to direct charge employees and to the indirect charge employees who perform any support or overhead functions related to the grant.

Distribution of Policy

A copy of this policy statement shall be located in the FNU catalog which is available to all faculty, staff, and students via the Banyan Tree Portal Page.

Review of University Program and Policy

Biennially, the University shall review its “Alcohol and Drugs Prevention Program and Policy” to determine the program’s and policy’s effectiveness and implement changes, if needed, and to ensure that the University’s disciplinary sanctions are consistently enforced.

To be under the influence of drugs or alcohol while providing patient care could jeopardize the health and safety of clients and would be a prime cause for the ~~Student Policy Team~~ ~~Student Review subcommittee~~ of the Administrative Team to recommend dismissal.

A complete copy of the Frontier Nursing University Substance Abuse Policy and Comprehensive Substance Abuse Testing Program is available to any student. This may be obtained by calling the Human Resources Director on the Versailles Campus at (859) 251-4700.

Tobacco Use Policy

Introduction

Frontier Nursing University is committed to the prevention of illness and injury through the provision and maintenance of healthy and safe conditions on its premises and due diligence in its activities.

Frontier Nursing University endeavours to provide a healthy and hazard-free environment and minimize risks by adherence to all relevant legislation, and where appropriate, through the development and implementation of additional internal standards, programs and procedures.

Frontier Nursing University recognizes scientific evidence indicating that tobacco products are harmful to one’s health and to the health of others through exposure to secondhand smoke. Tobacco use, such as smoking, dipping and chewing, can cause many illnesses such as cardiovascular and respiratory diseases and cancer. In fact, cigarette smoking is the leading cause of preventable death and disability worldwide. Non-users exposed to secondhand tobacco smoke can also incur illnesses such as asthma, bronchitis, cancer, chronic pulmonary and cardiovascular diseases.

Frontier Nursing University recognizes tobacco as an addictive substance and is committed to providing information aimed at providing protection from secondhand tobacco smoke while supporting those addicted to nicotine with resources for smoking cessation services such as counseling and medications.

Purpose

The purpose of this policy is to:

- provide protection from secondhand tobacco smoke
- communicate smoking and tobacco use restrictions
- recognize that tobacco is an addictive substance, and provide tobacco cessation support to members of the campus community who are addicted to tobacco products
- prevent tobacco uptake, and promote a tobacco-free lifestyle and tobacco cessation
- reduce the ability of tobacco companies to normalize tobacco products and tobacco use
- reduce fire risks

Scope

This policy applies to anyone on the Frontier Nursing University Versailles campus.

All events hosted on Frontier Nursing University Versailles Campus are subject to this policy.

Definitions

“Smoking” means inhaling, exhaling, burning, carrying or possessing any lighted tobacco products, including cigarettes, cigars, beedi, pipe tobacco, water-pipes, hookahs or any other lit tobacco products, as well as any product consumed in a similar manner; or the use of a vaping device with or without nicotine or tobacco products, electronic cigarettes or any other device intended to simulate lighted tobacco use.

“Tobacco products” means cigarettes, cigars, pipe tobacco, hookah, smokeless tobacco, snuff, chewing tobacco, smokeless pouches, dissolvable tobacco products like orbs (dissolvable tobacco pellets), sticks, and strips or any other forms of ignitable or smokeless tobacco.

“University property” means the Frontier Nursing University Versailles Campus including the interiors and exteriors of all buildings, land, parking facilities, university-owned or -leased vehicles (regardless of location), athletic facilities.

Policy Statements

PART A: Sale and Promotion of Tobacco Products

Frontier Nursing University prohibits the promotion, advertising, or sale of any tobacco products or related paraphernalia on Frontier Nursing University owned, rented or leased property.

In addition and in accordance with the federal Tobacco Act, corporate tobacco sponsorship of Frontier Nursing University events or groups is prohibited.

Frontier Nursing University, employees, students and retailers operating in buildings owned, rented or leased by Frontier Nursing University are prohibited from entering into contractual agreements with tobacco companies or companies that promote tobacco.

PART B: Support for Tobacco Cessation

Students: All students can get tobacco cessation assistance from local state funded programs. Tobacco cessation medications (prescription and over-the counter) are usually covered in personal insurance plans.

PART C: Designated Tobacco Use Areas

There are no outdoor Designated Tobacco Areas at Frontier Nursing University Versailles Campus, smoking and smokeless tobacco use are prohibited on campus, including all properties and vehicles owned, rented or leased by Frontier Nursing University. All forms of tobacco use in personal vehicles on the Versailles campus is prohibited. All persons who wish to smoke, vape, or use tobacco products will be directed to an adjacent property to use tobacco products.

Signs at building entrances and the main points of entry to the Versailles campus (i.e., building entrances, campus entry, parking lots, walking trails, etc.,) shall indicate the non-tobacco status of the university.

Compliance with Tobacco Use Policy

Student failure to comply with the tobacco use policy will invoke disciplinary action. The first offense will result in a verbal and written warning and further explanation of the policy by the Administrative person on campus. A second offense may result in a request to leave the property. Other disciplinary actions will be outlined according to the performance plan policy as outlined in the University catalog.

Education about Tobacco Use Policy

The Tobacco Free Campaign will issue an announcement about the new initiative along with a timeline of events and go-live date of the policy. Education and promotional items will be utilized to increase awareness to all stakeholders of the new initiative.

Students will receive information on the tobacco free policy upon admission to the University, in the catalog. In addition, students attending campus for Campus tours, Frontier Bound, Clinical Bound, ~~Crossing the Bridge~~, PMHNP Bound, PM-DNP Bound, and graduation will receive information in their event material.

Frontier Nursing University Tobacco Free Ambassadors program is aimed at creating an environment of campus ownership and responsibility for maintaining a tobacco free campus. This is a university-wide initiative comprised of staff, faculty and students who are empowered to educate the campus community about the FNU Tobacco Free policy, encourage and monitor compliance. The Tobacco Free Ambassador program will utilize an evidence-based smoking cessation module along with simulations on how to effectively approach and educate tobacco users about the policy. Tobacco Free Ambassadors will recognize tobacco users with positive reinforcement incentives and provide friendly reminders and information to students, employees, and visitors using tobacco products on campus. These interactions are central to promoting a healthier campus.

PART D: Participation of Tobacco Companies in Job Recruitment Fairs

Companies that manufacture, distribute or sell tobacco products are excluded from participating in campus career fairs and other recruitment activities.

PART E: Contracts with Tobacco Companies

Frontier Nursing University will not knowingly accept funding or other forms of support, including research grants, staff positions, or student scholarships, from tobacco companies or from any agencies or foundations in which the tobacco industry has an influence, either directly or indirectly.

PART F: Investments in Tobacco Companies

The Frontier Nursing University Board of Directors has adopted a socially responsible investment policy and does not invest, directly or indirectly, in any tobacco company.

Transcript Requests

The permanent academic record of all students enrolled at Frontier Nursing University and all alumni is maintained in the Office of the Registrar. Transcripts are available from the Registrar only upon student or alumnus written and signed request. No transcript will be provided for any student who has outstanding financial obligations to FNU. Requests for transcripts can be made online from the Registrar section of the [FNU Portal](#) and the request will be completed once payment has been made.

The current fee for transcripts can be found in the **Tuition and Fees** section of the FNU catalog.

Transfer from One Specialty Track to Another

Students may request a track change between specialties within the same degree at any time. In order to be considered for the track change, the student must be in good academic standing. Students must request permission and receive approval from the Department Chair of the specialty track they wish to leave and the Department Chair of their intended new track. Students changing tracks within a single department only need approval from their current Department Chair.

If a student receives approval from both Department Chairs and is allowed to change tracks, the student must submit the required status change form and remit payment for the Track Change fee. The student will work with their Academic Advisor, in consultation with the Department Chair as needed, to set up the new Program of Study.

Approved track change requests will be effective on the student's academic record in the immediately subsequent term. If a student is approved to change tracks the same term they are on academic hiatus, the track change will be effective in the first term following the hiatus. If a student is approved to change tracks after the first day of a term, but prior to the end of add/drop, the student may request permission of the Department Chair or Program Director for the change to be effective in the current term. The Department Chair or Program Director will inform the Registrar of this special approval.

¶

~~ADN Bridge Entry Option students will confirm their intended track at Crossing. Any track changes that occur after Crossing will adhere to the established policy for changing tracks.~~

Updating Personal Information on the Student Record

FNU relies on current and accurate records to provide adequate support to students, and for federal and state reporting guidelines, and for internal reporting and planning. Students are required to report changes as indicated below:

Address Change

Once a student is enrolled at FNU, the address reported during the application process will be used as the student's address of residence. If a student moves while enrolled at FNU, they must change their address of residence through Self-service. As stated in the Licensure policy in this Catalog, students are responsible for maintaining a current and unencumbered RN license in their state of residence.

Due to regulatory restrictions by the New York State Department of Education, FNU is not able to offer the MSN or PGC program to residents of New York state or offer MSN or PGC clinical experiences in New York state at this time. Current MSN or PGC students with a need or desire to move to New York state while enrolled in the MSN or PGC should consult with their Department Chair immediately.

Gender Change

Students can request a change in gender to be made to their academic record. To request an official gender change to the academic record, please contact the Registrar, registrar@frontier.edu for processing. Students receiving financial aid should contact FNU Financial Aid or the Department of Education to determine if additional documentation may be required.

Name Change

Once a student is enrolled at FNU their name cannot be changed unless legal documentation is provided (passport, driver's license, etc.). To request an official name change, please send legal documentation of the name change to the Registrar, registrar@frontier.edu.

Withdrawal from FNU

A student may decide to withdraw from FNU at any time. This decision should be discussed with the appropriate Department Chair or Program Director to explore alternative options. Once the final decision has been made, the student must submit a written request via the Status Change form. The date of the withdrawal will be determined by the date of the Status Change form submission and in accordance with federal financial aid guidelines.

Students are expected to remain academically engaged in all registered courses in a given term. When it is identified that a student is no longer participating in a course, the Course Coordinator and the Department Chair or Program Director will collaborate to determine if the student is considered academically engaged. If it is determined that a student is no longer academically engaged in any of their registered courses in a given term, the student will be brought forward to the Student Policy Team ~~Student Review subcommittee~~ of the Administrative

Team. Students that are determined by the ~~Student Policy Team~~ ~~Student Review subcommittee~~ to be academically unengaged will be withdrawn from FNU. The official date of withdrawal will be the last date of academic engagement.

Courses in progress at the time of institutional withdrawal will be granted a W or WF grade in accordance with the Withdrawal From a Course policy. If the institutional withdrawal occurs during the add/drop period, any courses in progress will be processed according to the Adding and Dropping Courses policy.

MSN, PGC, and DNP students who choose to withdraw from FNU but have the intent to apply for readmission to FNU at a later date should consult the Degree Completion Policy for allowable completion timeframes for readmitted students. It is possible for students to be required to retake previously completed courses upon readmission.

~~Students admitted via the ADN Bridge Entry Option~~ ~~students~~ who choose to withdraw from FNU but have the intent to apply for readmission at a later date ~~should consult the Academic Offerings: Bridge Year Curriculum section of this catalog to identify which, if any, Bridge Year courses would need to be repeated if readmitted to FNU at a later date.~~ ~~ADN Bridge Entry students~~ should consult the Degree Completion Policy for allowable completion timeframes for readmitted students. **FNU is no longer admitting students into the ADN Bridge Entry Option program. The last cohort to enter the Bridge Program was April 2020.*

Clinical Project Policies in the DNP

The policies in this section apply to all FNU students enrolled in the DNP program. Policies are listed separately for easy reference. All other FNU policies also apply to students during the DNP Clinical Practicum.

Checklist for Students Beginning the Clinical Practicum in the DNP

The complete timeline for DNP students preparing for entry into clinical can be found in the DNP Clinical Prep course in Canvas. The timeline and course in Canvas contain the most accurate and up-to-date requirements. Attendance at Clinical Bound is not required for students in the DNP program.

Prior to beginning the Clinical Practicum students will:

- Complete all required Clinical Compliance requirements [see Clinical Compliance section]
 - DNP students submit the Clinical Site Approval Form per the instructions in DNP Clinical Prep 101 in Canvas.
 - Potential clinical sites must be credentialed before students can begin clinical experiences at the site.
- Review the DNP Clinical Practicum Policies in the FNU Catalog.
- Contact site sponsor and mentor to finalize arrangements for clinical.
- Arrange a pre-clinical advising meeting with the assigned DNP clinical faculty (by state) in the term prior to entry into the DNP Clinical Planning course (PC740).
- Submit the DNP Clinical Site Sponsor and Mentor Agreement

Clinical Compliance Requirements for DNP Students

All FNU students completing a clinical project are required to maintain current Clinical Compliance throughout the clinical experience. Documentation for all Clinical Compliance requirements, except the CSAF, are completed via Castlebranch.

All FNU students should review Clinical Compliance instructions as outlined in DNP Clinical Prep course in Canvas including the [FNU Blood Borne Pathogen Exposure Plan](#).

The following Clinical Compliance requirements must be on file with FNU before students are permitted to register for PC740: DNP Clinical Planning. Clinical sites may have additional requirements, which students are required to complete in order to rotate at the site.

- Clinical Site Approval Form (CSAF) for the project site is submitted via the instructions in DNP Clinical Prep 101. This is the only requirement not submitted via CastleBranch.
- If DNP students are employed in their clinical site, they do not have to maintain current clinical compliance for the university but must adhere to all/any requirements of their employer.
- If DNP students are volunteering in their project site, the following requirements must be completed in CastleBranch.
 - Unencumbered nursing license in all states, or eligible for nursing compact state licensure, where clinicals will be completed unless the student is rotating at a site that permits any US nursing license. (military, Indian Health Services, etc). RN license verification must be completed through Nursys Quick Confirm.
 - Certification in Basic Cardiac Life Support (BCLS/BLS) for adults, pediatrics, and infants offered by either the American Heart Association (AHA, preferred), an approved AHA course provider, or the American Red Cross. Must be current and remain current throughout the Clinical Practicum for all students. ACLS is not a substitute. AHA certification cards issued by a course instructor must meet the criteria described by the AHA.
 - Clinical background check (see Background Check Policy and Procedure section of this Catalog for additional details).

- Complete all sections of the FNU Student Health Verification Form including documentation of vaccinations or titers per the guidelines in the Health Form Guidelines and Checklist. Non-university forms will not be accepted. FNU Student Health Verification Form cannot be older than 12 months at any time during the clinical project. It is the student's responsibility to keep these documents current.
- OSHA/HIPAA training module and the HIPAA Agreement Form in DNP Clinical Prep 101.
- Documentation that the student is enrolled in a personal health insurance plan or maintains membership through a health sharing program in lieu of personal health insurance. Maintaining health insurance or membership in a health care sharing program is required for the entirety of the clinical experience and a student's enrollment at FNU. Clinical sites may not accept health sharing membership programs.
- FNU records release form.

DNP Clinical Site Sponsor and Mentor

The purpose of having a DNP Clinical Site Sponsor and Mentor is to ensure the project expectations and potential time commitments are clear to all parties at the start. DNP students may not complete clinical projects in sites owned or administered by a first-degree family member, e.g. spouse, parent, or child. For further clarification of this requirement please contact the DNP Program Director.

The student, the site sponsor, and the site mentor must sign the Sponsor/Mentor agreement form no later than Week 8 prior to the term the student enrolls in PC740. Additional details can be found in the DNP Clinical Prep 101 course in Canvas.

Role Definitions:

- Sponsor - No defined level of education, has authority over some day-to-day operations, can help facilitate QI project development and implementation, will serve as a champion for the project (examples: office manager, nurse manager of hospital unit).
- Mentor - QI or clinical practice expertise, respected as a leader in the setting, will help facilitate the development and implementation of a plan (examples: medical or clinical director, physician or APRN, or QI leader).

Background Check Policy and Procedure for DNP Students

DNP students who are volunteering at their project site are required to have a background check prior to starting their clinical project. The process for obtaining the background check is outlined in the DNP Clinical Prep 101 course in Canvas. This should be done the term prior to enrolling in PC740. A background check cannot be older than 12 months at any time during the clinical project. 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 FNU Clinical Credentialing Coordinator is made aware through the contract review process.

Any findings on the pre-clinical licensure or background check will be reported to the DNP Program Director who will report the information to the DNP site sponsor and mentor and the clinical site(s) for their review.

Doctor of Nursing Practice Clinical Experience Requirements

The purpose of the DNP project is for the student to grow in nursing leadership and develop expertise in quality improvement.

DNP students complete quality improvement projects/initiatives within clinical settings, ideally at the site of APRN employment. All hours are completed during the 3 term DNP clinical course series through a series of structured clinical assignments designed to support the planning, implementation, evaluation and dissemination of a quality improvement project/initiative. Students who desire to use out of hospital clinical sites for their DNP project initiatives must discuss this plan with their Clinical Faculty early in the process. Birth centers must meet FNU

credentialing criteria and be nationally accredited by the Commission for Accreditation of Birth Centers (CABC) to be eligible for use during the clinical project.

During the 360 contact hours in the project, the student builds and broadens their quality improvement experiences and leadership. The project/initiative provides an opportunity to demonstrate application-level learning in the change process, synthesizing evidence, and planning for implementation of evidence into practice. Practicum activities are not a restudy of basic APRN skills. Clinical project hours do not include time spent on assignments for any other coursework.

Clinical Problem Resolution for DNP Students

FNU has a well-defined clinical problem resolution pathway available to students, site sponsors and mentors. The tools in the problem resolution process are the Problem Identification Sheet, the Learning Plan, and the Performance Plan. The DNP Continuity Faculty is to be notified of any identified clinical problems.

A student should continue to attend clinical while the process of problem resolution takes place unless suspended from clinical. Any student involved in the problem resolution process who fails to be present for a clinical session, without the express written permission of the DNP Director, may be suspended from FNU.

In the event that either the site sponsor and mentor or the DNP Continuity Faculty has determined that appropriate student progress is not occurring, or that appropriate supervision cannot take place within the current site, a student may be required to relocate to a site designated by the DNP Continuity Faculty and Program Director. Such relocation will be at the student's expense and is not optional. In order to graduate, students must be able to meet all the requirements of the DNP program.

Clinical Site Changes for DNP Students

It is the responsibility of the student to ensure the clinical site has gaps in care congruent with the quality improvement initiative for the DNP program. If/Where the volume of clients will not support the requirements needed for the project in a reasonable period of time, the student will be expected to either obtain a new clinical site or use more than one clinical site, as long as all sites have been properly credentialed. Students who need to change a clinical site must do so in consultation with the DNP Continuity Faculty and depending on when the change occurs, the student may need to repeat the Planning course to ensure the baseline data for their project is from the appropriate clinical sites. A student should first discuss contacting other sites with the DNP Continuity Faculty and DNP Program Director.

DNP Clinical Supervision

DNP site sponsors and mentors should adjust their level of supervision to the level of the student's development. The site sponsor and mentor can refer to the FNU site sponsor and mentor guidelines or obtain guidance from the DNP Clinical Faculty for assistance in this area.

Malpractice Coverage for DNP Clinical Students

FNU provides professional liability (malpractice) insurance for clinical students during the DNP clinical project. Coverage ends once the student completes clinical courses and graduates from FNU.

Pre-clinical Orientation Meeting with DNP Mentor/Sponsor

Before beginning the Clinical Practicum, the student will schedule a pre-clinical orientation meeting with the site sponsor and mentor(s). During this conference the student and site sponsor and mentor(s) should complete a detailed and comprehensive review of all aspects of the proposed DNP clinical project including team building, tools and checklists, plan for implementation, objectives for quality improvement.

Professional Attributes and Behaviors Expected of Students during the Clinical Practicum

Timeliness: Students are expected to comply with the clinical schedule, contact the site sponsor and mentor if a change in the schedule, such as late arrival or absence, is necessary, and stay throughout the clinical session.

Ethical Practice: Students are expected to provide care without discrimination regarding such features as age, gender, race, ethnicity, religion, lifestyle, socioeconomic status, sexual orientation, disability or nature of health problem.

Confidential Communication: Students are expected to maintain and handle client records in accordance with legal and privacy standards.

Professional Competencies: Students are expected to maintain licensure and certifications (e.g., basic life support, neonatal resuscitation, etc.) related to professional scope of work, knowledge, and skills.

Commitment to Evidence-Based Clinical Decision-Making: Students are expected to support management plans with current evidence from the professional literature.

Self-Assessment: Students are expected to reflect on clinical experiences, including issues or problems encountered, and to recognize accomplishments and continued educational needs.

Preparedness: Students are expected to prepare for anticipated client needs, but remain flexible in response to emerging priorities.

Appearance: Students are expected to wear professional attire that is congruent with the practice setting and to be well groomed at all times. Students are required to wear their FNU picture IDs at all times. The only jewelry items that may be worn in the clinical setting are a watch, a wedding band, and small earrings (maximum two per ear). Other visible body piercing will not be allowed in the clinical area.

Effective Communication: Students are expected to communicate with clients in a manner that conveys interest, respect, and concern; use reasonable measures to ensure appropriate communication if language barriers exist; write legibly on medical records; use words and titles that convey dignity and respect; and ask questions to seek clarification.

Adapted from the University of Michigan Nurse-Midwifery Program

International Clinical Sites in the DNP

Students completing the clinical courses in the DNP program may petition the DNP Program Director for permission to complete the clinical hours in an international site. If there are any questions or concerns about the DNP clinical experience, the student may be required to complete their clinical hours within the United States. Students may contact the DNP Program Director for further clarification of this policy.

Clinical Practicum Policies in the MSN, PGC, and Refresher

The policies in this section apply to all FNU students in the MSN, Post-Graduate Certificate, and Refresher programs. Policies are listed separately for easy reference. All other FNU policies also apply to students during the Clinical Practicum.

Checklist for Beginning the Clinical Practicum in the MSN, PGC and Refresher Program

The complete timeline for MSN & PGC students preparing for Clinical Bound and entry into clinical can be found in the Clinical Bound 101 Course in Canvas. The timeline and course in Canvas contain the most accurate and up-to-date requirements. Attendance at Clinical Bound is not required for the following students:

- CNM/CMs in the CNEP Refresher program
- WHNPs in the WH Refresher program
- Former FNU CNEP graduates pursuing the women's health post-graduate certificate (PGC)

Prior to beginning the Clinical Practicum students will:

- Complete all required Clinical Compliance requirements [see Clinical Compliance section]
 - Contact their Regional Clinical Faculty (RCF) to discuss clinical site preparation and requirements prior to completing and submitting the Clinical Site Approval Form (CSAF).
 - The CSAF is submitted through the Community Map, Instructions for completing the CSAF can be found in CB 101 (Canvas).
 - The RCF will assign a Clinical Bound date once the student has at least one clinical site accepted by their RCF on My Clinical Plan.
 - Students with incomplete clinical compliance [see Clinical Compliance section] prior to open registration will result in a registration block preventing Clinical Bound course registration.
 - Clinical sites and preceptors must be credentialed before students can begin clinical experiences at the site.
- Review the Clinical Practicum Policies in the FNU Catalog.
- Review CB 101 to prepare for Clinical Bound and the clinical practicum
- Contact preceptor to finalize arrangements for clinical.
- Arrange a pre-clinical orientation meeting with preceptor before or after Clinical Bound.
- Schedule the Transition to Clinical Interview with RCF prior to attending Clinical Bound. Complete necessary forms and upload to RCF before scheduled interview.

Clinical Compliance Requirements for MSN, PGC, and Refresher Students

All FNU students completing a clinical practicum are required to maintain current Clinical Compliance throughout the clinical experience. Documentation for all Clinical Compliance requirements, except the CSAF, are completed via Castlebranch.

All FNU students should review Clinical Compliance instructions as outlined in CB 101 including the [FNU Blood Borne Pathogen Exposure Plan](#).

The following Clinical Compliance requirements must be on file with FNU before students are permitted to register for their CB term courses. Failure to complete clinical compliance requirements prior to open registration the term before CB will result in a block preventing registration for Clinical Bound and all courses taken at CB. Clinical sites may have additional requirements, in which students are required to complete in order to rotate at the site.

- Clinical Site Approval Form (CSAF) accepted by your RCF. This is the only requirement not submitted via CastleBranch and instead through My Clinical Plan.

- Order the appropriate clinical compliance requirements according to the instructions in CB101 via CastleBranch and connect your CastleBranch account to your FNU Profile > My Compliance.
- Unencumbered nursing license in all states, or eligible for nursing compact state licensure, where clinicals will be completed unless the student is rotating at a site that permits any US nursing license. (military, Indian Health Services, etc). RN license verification must be completed through Nursys Quick Confirm.
- Certification in Basic Cardiac Life Support (BCLS/BLS) for adults, pediatrics, and infants offered by either the American Heart Association (AHA, preferred), an approved AHA course provider, or the American Red Cross. Must be current and remain current throughout the Clinical Practicum for all students. ACLS is not a substitute. AHA certification cards issued by a course instructor must meet the criteria described by the AHA.
- Clinical background check (see Background Check Policy and Procedure section of this Catalog for additional details).
- Complete all sections of the FNU Student Health Verification Form including documentation of vaccinations or titers per the guidelines in the Health Form Guidelines and Checklist. Non-university forms will not be accepted. FNU Student Health Verification Form cannot be older than 12 months at any time during the clinical practicum. It is the student's responsibility to keep these documents current.
- OSHA/HIPAA training module and the HIPAA Agreement Form in CB 101.
- Documentation that the student is enrolled in a personal health insurance plan or maintains membership through a health sharing program in lieu of personal health insurance. Maintaining health insurance or membership in a health care sharing program is required for the entirety of the clinical experience and a student's enrollment at FNU. Clinical sites may not accept health sharing membership programs.
- FNU records release form.

For Nurse-Midwifery students:

- Maintain current neonatal resuscitation certification through the American Academy of Pediatrics (AAP) or an AAP approved course. All lessons must be completed.
- Provide evidence of current education in fetal heart monitoring skills throughout your clinical practicum. Current education is defined in the CastleBranch To-Do List requirements.
- Clinical site(s) must include hospital birth experience. Out of hospital birth experience in an approved home birth practice or a birth center is recommended (but not required). Note that one of the requirements for a birth center is accreditation by the Commission for the Accreditation of Birth Centers (CABC). Your clinical plan needs to be approved by your RCF in coordination with the Clinical Director.

For Women's Health Care Nurse Practitioner Students:

- Provide evidence of current education in fetal heart monitoring skills throughout your clinical practicum. Current education is defined in the CastleBranch To-Do List requirements.

Background Check Policy and Procedure for MSN and PGC Students

All FNU students are required to have a background check prior to starting their clinical practicum. The process for obtaining the background check is outlined in the CB 101 course in Canvas. This should be done the term prior to attending clinical bound. A background check cannot be older than 12 months at any time during 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 FNU Clinical Credentialing Coordinator is made aware through the contract review process.

Any findings on the pre-clinical licensure or background check will be reported to the Clinical Director who will report the information to the preceptor(s) and the clinical site(s) for their review.

Clinical Requirements for MSN and PGC Students

The integration of practice and theory is the hallmark of the FNU Clinical Practicum in advanced practice nursing. During the clinical experience a student is expected to master the clinical skills necessary to become a safe beginning level nurse-midwife or nurse practitioner. FNU students must complete a minimum number of clinical hours, a minimum number of calendar weeks in which clinical is done, minimum requirements for clinical

experiences in all areas of practice as evidenced by completion of required clinical visits, a signed declaration of safety, and the RCF's final approval. The FNU minimum clinical experience for MSN students is 675 clinical hours and sixteen (16) weeks of clinical. The FNU minimum clinical experience for post-graduate students is 540 clinical hours with fourteen (14) weeks of clinical. These minimum clinical requirements apply to all specialty tracks. FNU students should plan to complete clinical in two to three terms. This allows time for coursework and adequate time to integrate didactic work and clinical skills.

The inclusion of a clinical immersion experience has been shown to help develop student assimilation into the role of advanced practice nurses. FNU requires a combination of a minimum number of hours for the clinical practicum as well as specific clinical experiences in each specialty track. RCFs may specify limitations on hours, types of experiences, etc. at their discretion in consultation with the Clinical Director (CD).

- Clinical experiences may overlap such that one patient encounter could count for two categories, but a single visit may not count for more than two categories.
- When observing patient care during the orientation process in a preceptor site, students may count this time toward the clinical hour requirement.
- Patient visits cannot be counted toward required clinical experiences if they are only observed. Exceptions: Midwifery students may count four observed births and Psychiatric-Mental Health students may count therapy visit types, both group and individual.
- Students may count four hours toward the clinical hour requirement for attending a Case Day. Students may count six hours, rather than four for attending, toward the clinical hour requirement for presenting at an in-person Case Day.
- For virtual case days: clinical students in attendance count actual hours in the meeting, and presenters count actual attendance hours plus two (2) hours' time for preparation time.
- Students may count a maximum of two Case Days toward the clinical hour requirement (not to exceed 10 hours total).
- Students may count attendance at staff meetings in the clinical site toward the clinical hour requirement (not to exceed four hours total).
- Students may count up to four hours toward the clinical hour requirement for attending a professional organization meeting; with a maximum of two professional organization meetings toward the clinical hour requirement. The RCF must approve these meetings prior to attendance for these to count.
- Students may count up to 4 hours of clinical orientation if required by the site.
- Students may count continuing education programs toward the clinical hour requirement if approved by the Clinical Director.
- In no instance may a student record more than 30 hours of non-direct patient care (exclusive of clinical course simulations) as defined above.

Any student who will be out of clinical must inform their RCF if the absence from clinical continues for more than 14 days, additionally the Clinical Director is to be informed.

Nurse-Midwifery Required MSN and PGC Clinical Experiences

Minimum number of clinical hours per week:

- 16/week in NM712-716 for students who attended CB prior to Winter term 2019
- 20/week in NM712-715 and 30/week in NM716 for students who attended CB Winter term 2019 or after

Maximum number of clinic/office hours per week: 32 dependent upon call schedule.

Please meet with your RCF to discuss any proposed exceptions.

- 10 preconception care visits
- 30 new antepartum visits
- 140 return antepartum visits
- 40 labor management experiences
- 40 births (including 4 observations, at least 5 continuity clients, at least 5 without epidurals)
- 40 newborn assessments
- 20 breastfeeding support visits
- 40 postpartum visits (2 hours to 14 days)
- 30 postpartum visits (2 to 8 weeks)
- 40 common health problems

- 30 family planning visits
- 35 non-postpartum gynecologic visits
- 15 perimenopausal/postmenopausal visits

Sleep, Rest, and Safety Policy for Nurse-Midwifery Students

Clinicians and students are frequently required to be on call or on duty for prolonged periods, the following guidelines will help minimize sleep deprivation. Some flexibility to these guidelines can be applied if a birth is imminent.

In accordance with guidelines from ACNM and ACOG:

1. Students should take a rest break of at least 4 hours following 16 hours of active work.
2. Students should arrive to the clinical rotation rested and with a minimum of 4 hours of sleep following a night call or night shift.
3. There is no restriction of “on-call” time for low volume sites where the student will often sleep through the night, so long as other guidelines are followed. However, active patient care should not exceed 40 hours per week averaged over a 4 week period.
4. Following a long work shift, a brief rest period or short nap is recommended before attempting to drive home.

Women’s Health Care Nurse Practitioner Required MSN and PGC Clinical Experiences

Minimum number of clinical hours per week:

- 16/week WH712-716 for students who attended CB prior to Winter term 2019
- 20/week in WH712-715 and 30/week in WH716 for students who attended CB Winter term 2019 or after

Maximum number of clinic/office hours per day: 10*

Maximum number of clinic/office hours per week: 40

Please meet with your RCF to discuss any proposed exceptions.

- 30 new antepartum visits
- 120 return antepartum visits
- 25 postpartum visits (< 8 wks)
- 300 gynecologic care visits
- 25 post/perimenopausal visits
- 100 primary care visits

Family Nurse Practitioner Required MSN and PGC Clinical Experiences

Minimum number of clinic hours per week:

- 16/week in NP712-716 for students who attended CB prior to Winter term 2019
- 20/week in NP712-715 and 30/week in NP716 for students who attended CB Winter term 2019 or after

Maximum number of clinic/office hours per day: 10*

Maximum number of clinic/office hours per week: 40

Please meet with your RCF to discuss any proposed exceptions.

- 10 Newborn exams
- 20 One month to 5 years well exams
- 20 One month to 5 years episodic exams
- 20 6 to 12 years well exams
- 20 6 to 12 years episodic exams
- 20 13 to 19 years well exams
- 20 13 to 19 years episodic exams
- 150 Adult episodic or wellness care
- 100 Chronic illness care (age <65)
- 50 Geriatric episodic or wellness care (age >65)
- 70 Geriatric chronic illness care (age >65)
- 20 Gynecologic visits to include wellness or episodic care (Must include 10 Speculum/bi-manual exams)
- 20 Antepartum visits (new or returning)
- 20 Mental health visits
- 10 Men’s health visits

Psych-Mental Health Nurse Practitioner Required MSN and PGC Clinical Experiences

Minimum number of clinic hours per week:

- 16/week in MH712-716 for students who attended CB prior to Winter term 2019
- 20/week in MH712-715 and 30/week in MH716 for students who attended CB Winter term 2019 or after

Maximum number of clinic/office hours per day: 10*

Maximum number of clinic/office hours per week: 40

Please meet with your RCF to discuss any proposed exceptions.

- 50 Child or adolescent visits
- 50 Adult visits
- 20 Geriatric visits
- 20 Acute/Crisis Care Management
- 300 Medication Management
- 50 Substance Use Disorder Management
- 20 Psychotherapy sessions

Required Clinical Experiences for CWHCNP Certificate for CNEP graduates (students only enrolled in WH639/N599)

Minimum number of clinic hours per week: 17

- week in WH639/N599 for students

Maximum number of clinic/office hours per day: 12*

Maximum number of clinic/office hours per week: 40

Students enrolled WH639/N599 in CWHCNP must complete 180 total clinical hours in the following:

- WH639:
 - 60 hours primary care
 - 120 hours Women's Health care
- N599
 - 90 hours primary care
 - 90 hours Women's Health care

Of the required 180 clinical hours, a total of 72 hours can be spent with a credentialed physician if desired.

Insertion and Removal of Subdermal Contraceptive Implant (Nexplanon ®/Implanon ®)

Students are not required to become certified in this procedure as part of the FNU credentialing process.

Students may insert and remove subdermal contraceptive implants under the **direct** supervision of a Nexplanon certified preceptor if they meet the following conditions:

1. Complete the training certificate process for Nexplanon/Implanon at Clinical Bound. Upload a copy of the training completion form to your clinical course in Canvas.
2. Upload a copy of a previous Nexplanon certificate to your clinical course in Canvas

Any deviation from this policy will result in the student being referred to the Student Review Committee.

MSN and PGC Clinical Problem Resolution

FNU has a well-defined clinical problem resolution pathway available to students and preceptors. The tools in the problem resolution process are the Problem Identification Sheet, the Learning Plan, and the Performance Plan. The Regional Clinical Faculty (RCF) is to be notified of any identified clinical problems. The Daily and Monthly Developmental Assessment Tools (DDATs and MDATs) should reflect the preceptor's and/or the student's concerns.

A student must continue to attend clinical while the process of problem resolution takes place unless suspended from clinical. Any student involved in the process who fails to be present for a clinical session, without the express written permission of the RCF, may be suspended from FNU.

In the event that either the preceptor or the RCF has determined that appropriate student progress is not occurring, or that appropriate supervision cannot take place within the current site, a student may be required to relocate to a site designated by the RCF/Clinical Director. Such relocation will be at the student's expense and is not optional. In order to graduate, students must be able to fulfill the clinical requirements of FNU and demonstrate safe and competent care.

MSN and PGC Clinical Site Changes

It is the responsibility of the (RCF), in consultation with the Clinical Director, to determine that a site meets the student's clinical needs. Individual student needs and site concerns may occasionally require a change in clinical sites. A student may also need to use more than one site to either meet the clinical experience requirements or to experience a variety of clinical situations. Where the volume of clients will not allow the required numbers to be attained in a reasonable period of time, the student will be expected to use more than one clinical site. This may require relocating from the student's community and possibly out of state. Students who need to change a clinical site must do so in consultation with the RCF in the region in which they currently reside. A student should not contact an RCF from another area of the country, nor should a student contact sites without first discussing this with the RCF and Clinical Director.

Clinical Site Requirements Prior to Beginning the MSN and PGC Clinical Practicum

Each student will have chosen a clinical site and will have obtained site approval from the RCF prior to registration for Clinical Bound. Students may not complete MSN or PGC clinical rotations in sites owned or administered by a family member, member of the household, or at sites where they have a stake in ownership. MSN and PGC students may not have a family member serve as a preceptor.

After the site has accepted the student, an Affiliation Agreement must be completed between FNU and the clinical site. No student may begin his or her clinical experience until FNU receives a signed Affiliation Agreement, verification the clinical site maintains professional liability insurance with acceptable limits, the preceptor has been fully credentialed, and the Pre-Clinical Site Visit has been scheduled/made if required. The student must be cleared by Clinical Credentialing and receive final approval to attend a clinical site by the RCF. Each student must meet both FNU and individual site requirements as determined by the contract between FNU and the site. **Starting clinical prior to the completion of site and/or preceptor credentialing is considered grounds for dismissal.** Affiliation agreements should be directed to the Clinical Credentialing office.

Midwifery students who desire to use out of hospital clinical sites during the clinical practicum should discuss this plan with their Regional Clinical Faculty and Clinical Director. Birth centers must meet FNU credentialing criteria and be nationally accredited by the Commission for Accreditation of Birth Centers (CABC) to be eligible for use during the clinical practicum.

Clinical Rotation Fees

FNU evaluates clinical rotation fees charged by a clinical site on an individual basis. If deemed appropriate, the university pays the rotation fee once the site provides an invoice to the university. FNU does not pay for preceptor-finding services, preceptor-for-hire services, rotation fees without an invoice, materials or supplies shipped to the site in lieu of payment, or cash payments made to sites.

Clinical Rotations at Home birth clinical sites

Home birth sites may be utilized for clinical practicum if all FNU credentialing requirements are met including malpractice insurance. Home birth sites that provide home TOLAC/VBAC, multiple gestation or breech birth are ineligible and may not be used for any portion of the clinical practicum by any FNU students. Home birth practices are reviewed and approved by the Clinical Director and the Director of Clinical Credentialing prior to the clinical practicum.

FNU students cannot function in the capacity of a birth assistant at births that occur in the student's clinical site. All labors and births in the clinical experience must be attended by the CNM, student and a third person acting in the role of birth assistant. FNP, PMHNP, and WHNP students are not permitted to attend births as part of their clinical experience.

MSN and PGC Clinical Rotations at Birth Center Sites Offering Birth Center Trial of Labor after Cesarean Services

Students in a clinical rotation at a Commission for the Accreditation of Birth Centers (CABC) accredited birth centers offering trial of labor after cesarean (TOLAC) services or birth center TOLAC services may not provide pregnancy-related care in the birth center to any pregnant client who has had a prior cesarean section and is planning a TOLAC in an out of hospital setting. This prohibits visits or care during the antepartum, intrapartum or postpartum period and prohibits care of the newborn of a vaginal birth after cesarean (VBAC) client.

Trial of Labor After Cesarean (TOLAC) Services Attestation for Out of Hospital (OOH) Sites

All students planning clinical rotations at a homebirth or CABC accredited birth center site are required to sign an attestation of their understanding of OOH TOLAC policies prior to beginning their clinical rotation with that site. Any preceptors working in an out of hospital birth site are required to attest to their understanding of this policy. Violation of this policy may result in student dismissal from the University and ineligibility of the site for any future FNU student experiences.

The MSN and PGC Clinical Site Visit

The RCF evaluates student performance at the Clinical Site Visit. During the Clinical Site Visit, the student must be able to demonstrate to the preceptor(s) and the RCF integration of didactic and clinical knowledge/skills and application in the student's area of specialty. The student should be able to demonstrate safe care for clients as appropriate to their progress in the program.

One Clinical Site Visit is conducted for each student. Additional Clinical Site Visits may be made depending on the student and/or site needs. Both students and preceptors will have an opportunity to provide a written evaluation of the Clinical Site Visit.

MSN and PGC Clinical Supervision

Preceptors should adjust their level of supervision to the level of the student's development. The preceptor can refer to the FNU preceptor training course or obtain guidance from the RCF for help in this area.

Nurse-midwifery Students

Nurse-midwifery students will generally be allowed to use no more than four clinical sites for their direct clinical experiences unless approved by RCF. A clinical site may have multiple locations that count as one site, for clarification please reach out to your RCF or Clinical Credentialing Coordinator.

CNEP students may perform up to 20% of total clinical hours with an approved MD or DO. This may include a maximum of 8 births.

In accordance with the Accreditation Commission for Midwifery Education (ACME), Nurse-midwifery students must have in-the-room FNU-credentialed NP, CNM, CM, or Board certified MD or DO supervision for all procedures, births and suturing.

Suitable sites for nurse-midwifery students include, but are not limited to:

- FNU eligible birth centers
- Hospital maternity units
- FNU approved Home birth settings
- Women's health practices
- Community health centers
- Public health department
- Family practice offices

The primary preceptor for nurse-midwifery students must be a Certified Nurse-Midwife.

Additional preceptors for nurse-midwifery clinical courses may include licensed/certified health professionals of the following types:

- Certified Midwives (CMs)
- Family Nurse Practitioners (FNPs)
- Women's Health Care Nurse Practitioners (WHCNP)
- American Board of Obstetrics and Gynecology certified Allopathic physicians (MDs)
- American Osteopathic Association board certified in OB/GYN Osteopathic physicians (DOs)

Women's Health Care Nurse Practitioner Students

Women's Health Nurse Practitioner students must have in-the-room FNU-credentialed NP, CNM, CM, or MD or DO supervision for all procedures, and suturing.

Women's Health Nurse Practitioner students will generally be allowed to use no more than three separate clinical sites for their direct clinical experiences. Clinical observation may be arranged for specialty sites but will not count towards the nurse practitioner student's total clinical hours.

Women's Health Nurse Practitioner students may spend up to a total of 20% of the clinical practicum hours with an MD or DO physician preceptor.

Clinical experiences that are supervised by an MD or DO will be counted towards the required number of patient visits for the nurse practitioner student.

Suitable sites for women's health nurse practitioner students include, but are not limited to:

- Community health centers
- Public health departments
- WH/OB GYN/Midwifery practice

The primary preceptor for Women's Health Nurse Practitioner students should be a Women's Health Nurse Practitioner. Additional preceptors for Women's Health nurse practitioner clinical courses may include licensed/certified health professionals of the following types:

- Certified Midwives (CMs)
- Family Nurse Practitioners (FNPs)
- Women's Health Care Nurse Practitioners (WHCNP)
- Allopathic physicians (MDs)
- Osteopathic physicians (DOs)

Client encounters for CWHCNP students include sexual and reproductive healthcare for all individuals across the spectrum of identity, including lesbians, bisexual, queer, and heterosexual women, transgender women, people who identify as gender neutral or nonbinary, and people on the transmasculine spectrum. The

WHNP program curriculum prepares the student to provide sexual and reproductive health promotion/disease prevention education, counseling, assessment, diagnosis, and management of common sexual and reproductive health problems, inclusive of all gender identities.

Family Nurse Practitioner Students

- Nurse practitioner students will generally be allowed to use no more than four separate clinical sites for their direct clinical experiences. Clinical observation may be arranged for additional sites but will not count towards the nurse practitioner student's total clinical hours and must be approved by credentialing, RCF, and Clinical Director.
- FNP students may spend up to a total of 40% of the clinical practicum hours with an MD or DO.
- Suitable primary care sites include, but are not limited to:
 - Community health centers
 - Public health departments
 - Family practice offices
 - Internal medicine offices
 - Pediatrics
 - WH/OBGYN/Midwifery
 - Geriatrics
 - Specialty sites (sites pertinent to the FNP scope of practice and for no more than 20% of total clinical time):
 - i. Convenient Care/Fast Track ED, Neurology, Cardiology, Endocrinology, Pulmonology, Dermatology, Gastroenterology, Mental Health, Orthopedics (adult), Nephrology, Rheumatology, ENT, and Urology are the only approved specialty sites.
 - ii. No more than one specialty rotation may be completed during the clinical practicum.
 - iii. Prior to completing rotations in specialty sites the student must complete and demonstrate satisfactory progress in primary care rotations.
 - iv. Students must be able to achieve the following learning objectives for a specialty rotation to be approved:
 1. Have the ability to provide direct care to the patient; includes history, examination, diagnosis, and development of the plan of care.
 2. Demonstrate the relevance of the specialty rotation and its relationship to the primary care provider for ongoing patient care.

Preceptors for these courses may include licensed/certified health professionals of the following types:

- Nurse-midwives
- Nurse practitioners
- Allopathic physicians (MDs)
- Osteopathic physicians (DOs)

Psychiatric Mental Health Nurse Practitioner Students

- Nurse practitioner students will generally be allowed to use no more than four separate clinical sites for their direct clinical experiences. Clinical observation may be arranged for additional sites but will not count towards the nurse practitioner student's total clinical hours and must be approved by credentialing, RCF, and Clinical Director.
- Suitable psychiatric mental health sites include but are not limited to:
 - Community Mental Health Centers
 - Intensive Outpatient Programs
 - Substance Abuse treatment centers
 - Private psychiatric offices
 - Crisis centers
 - Inpatient psychiatric units
 - Telehealth opportunities; no more than 20% or 135 hours allowed in this setting
 - Integrated Behavioral Health in Primary care
 - Long-term Care Facilities

Preceptors for these rotations include licensed/certified PMH professionals of the following types (must be at least Master's prepared):

- Psychiatric Mental Health Nurse Practitioners

- PMHCNS with prescriptive authority
- Psychiatrists (no limit on the amount of time allowed with MD/DO)
- Licensed Clinical Social Worker
- Psychologist (PsyD or PhD)
- Licensed Drug and Alcohol Counselor
- Other: Licensed master's prepared therapy providers with approval form the Clinical Director

Preceptor Honorarium

FNU offers an honorarium to clinical preceptors in appreciation for working with clinical students. The payment amount is based on the program and number of hours the preceptor spends with a student.

Completion of Clinical for MSN and PGC Nurse-Midwifery Students

When the primary preceptor determines that the student is functioning as a safe beginning-level nurse-midwife, the preceptor will sign the Declaration of Safety (DOS) and the students will submit the form into Canvas. The DOS is the declaration by the clinical preceptor that the student is a safe beginning-level practitioner in the skills delineated in the Core Competencies of the American College of Nurse- Midwives. Timing of signing the DOS is at the preceptor's discretion. Signing the DOS does not necessarily signify the end of the Clinical Practicum. If the DOS is signed before the student completes all required clinical hours or experiences, the student will still be required to complete the CNEP requirements for clinical hours and experiences.

The clinical grades reflect the evaluation of the student's clinical work by the RCF and the student's preceptor(s). The RCF will submit the student's final clinical grades when the RCF has received the following items from the student, appropriately co-signed by the preceptor:

- Clinical Assignments
- Daily Developmental Assessment Tools.
- Monthly Developmental Assessment Tool.
- In addition to the above, for NM716
 - Completed Clinical Visits/skills.
 - Completion of 675 hours (540 hours of PGC students) documented in Clinical Log
 - Satisfactory site visit.
 - Signed Declaration of Safety (DOS).

Completion of Clinical for MSN and PGC Nurse Practitioner Students

When the primary preceptor determines that the student is functioning at a safe beginning-level nurse practitioner, the APRN preceptors will sign the Declaration of Safety (DOS) and the students will submit the form into Canvas. For PMH students a psychiatrist may sign the DOS in lieu of a PMHNP. The DOS is the declaration by the clinical preceptor that the student is a safe beginning-level practitioner in the skills delineated in the Core Competencies of the National Organization of Nurse Practitioner Faculties. Timing of signing the DOS is at the preceptor's discretion. Signing the DOS does not necessarily signify the end of the Clinical Practicum. If the DOS is signed before the student completes all required clinical hours or experiences, the student will still be required to complete all specialty track requirements for clinical hours and experiences.

When the student has completed all clinical hours and experiences and all of the required documentation has been received by the Regional Clinical Faculty (RCF), the RCF will submit the final clinical grades for the student. The clinical grades reflect the evaluation of the student's clinical work by the RCF and the student's preceptor(s). These grades are based on the course rubrics. End of Clinical assignments for NP/MH must be submitted within two weeks of completing clinical or grade reduction will occur.

The RCF will submit the student's final grade all clinical courses after student submission of the following:

- Clinical assignments
- Daily Developmental Assessment Tools
- Monthly Developmental Assessment Tools
- In addition to the above, for WH/NP/MH716:
 - All visit types are completed
 - Completion of 675 hours (540 hours for PGS students) documented in Clinical Log
 - Satisfactory student clinical evaluation by RCF
 - Signed Declaration of Safety
 - End of Clinical From

Completion of Clinical for CWHCNP PGC for CNEP Graduates

- 180 hours of supervised clinical experience
- Completion of MDATs with preceptor
- End of clinical paperwork completed within two weeks

Developmental Assessment Tools (DATs) & Monthly Developmental Assessment Tools (MDATs) for the MSN and PGC

The Clinical Practicum is evaluated through FNU's Daily and Monthly Developmental Assessment Tools (DATs). The DATs are designed to evaluate application of theory to practice, safe psychomotor skills, and appropriate professional conduct. The student self-evaluates and is evaluated by the preceptor(s). Students are expected to demonstrate through their evaluations continual progress toward the provision of safe, independent care. The Daily DATs (DDATs) are specifically designed to encourage the student to reflect on her/his learning.

FNU is highly invested in the formative evaluation process for students in clinical. Clinical evaluation is a very important process requiring timely, written, objective documentation. This means:

- Each clinical session should start with a review of the student's goals for the day and the preceptor's expectations for that clinical session. This should be followed by a selection of appropriate clients for the student's care.
- At the end of each day (and after each birth, for CNEP students) the preceptor and student should conference to review the experience, complete the DDAT, and formulate a plan for the next clinical session.
- Should any questions arise about the content of any clinical activity, the student and/or preceptor should refer to specific clinical behaviors within the Monthly Developmental Assessment Tool (MDAT).
- Each month the student and preceptor will complete the MDAT to determine at what stage the student is in each area of assessment. By the end of clinical, the student should have met the criteria in all levels.

MSN and PGC Limitations During Clinical

Students are welcome to observe advanced practice skills, but risk management prohibits students from performing these skills. Certain procedures are beyond the scope of an entry-level nurse-midwifery or nurse practitioner program.

Students must not perform the following advanced practice procedures even if they have previously performed these skills. These include but are not limited to:

1. Vacuum-assisted deliveries.
2. Ultrasound.
3. Colposcopy.
4. Repair of fourth degree perineal lacerations.
5. Circumcisions.
6. First assisting at cesarean section or other major surgery.
7. Repair of facial lacerations and/or suturing of hand lacerations.
8. Joint aspirations /injections

9. Any procedure that requires advanced or specialized training that has not been undertaken as part of the FNU program.

These skills may not be part of the student clinical experience due to liability issues. Students should review the Clinical Supervision Policy to identify experiences requiring direct preceptor supervision. Nurse practitioner students should contact their Regional Clinical Faculty prior to performing any procedures not taught during Level III/Clinical Bound.

An FNU student cannot be present at out of hospital Vaginal Birth after Caesarean (VBAC), multiple gestation or breech birth.

MSN and PGC Observational Experiences

Observational experiences for FNU students have different types of credentialing requirements. ~~For Bridge students participating in the home health care observation experience in N409 Community Health Nursing Practicum, a memorandum of understanding signed by the health professional, student, and the university is required.~~ For students in the MSN and/or PGC clinical courses, participation in an observational role of any clinician may require full site, preceptor, and student credentialing.

Malpractice Coverage for MSN and PGC students

FNU provides professional liability (malpractice) insurance for clinical students during the clinical practicum.

Coverage ends once the student completes clinical courses and graduates from FNU. In order to insure that proper risk management is carried out during the Clinical Practicum, the student may not:

- Obtain clinical experiences at any site unless the site has been cleared by Credentialing and the RCF.
- Participate in clinical care as a student in any setting, in other than a clearly defined observational role, with anyone who does not have malpractice insurance and an Affiliation Agreement with FNU. For example, the student may care for laboring women in a hospital with a CNM who has an Affiliation Agreement with FNU and malpractice insurance for that hospital setting. The student may not attend home births with that CNM if the CNM does not have malpractice insurance for the home birth portion of her practice.
- Work as a nurse, nurse-midwife, or nurse practitioner in the same unit, office, or clinic where the student is in clinical as an FNU student. There is an obvious challenge to the student in terms of role transition and this blending of roles puts FNU at risk in terms of liability.
- Work in any capacity requiring client care in a birth center or home birth practice while a student is having clinical experience in that practice.

Once a student has completed all graduation requirements, he/she is no longer covered by FNU's liability insurance. No further clinical experiences may be obtained as an FNU student.

The Regional Clinical Faculty or Clinical Director should be contacted if a student has any questions about these requirements.

MSN and PGC Pre-clinical Orientation Meeting with Preceptor

Before beginning the Clinical Practicum, the student will schedule a pre-clinical orientation meeting with the preceptor(s). During this conference the student and preceptor(s) should discuss the following:

1. The student's background, skills (developmental level as reviewed at Clinical Bound), and areas identified as needing special attention. The need for an orientation period. Students need to observe the clinic and other appropriate clinical areas to become oriented to the clinical setting. The length of this orientation will vary depending on the student's familiarity with the setting.
2. Dress requirements in this practice. Students are required to wear their FNU picture IDs at all times.
3. The mechanism by which the student should communicate with the preceptor should illness or emergency necessitate a missed clinical day.
4. The practice guidelines/protocols for the nurse-midwifery or nurse practitioner service. If possible, each student should receive a copy of the practice guidelines/protocols.

5. The student's clinical schedule and the needs of the site. This should include a review of the requirements during the Clinical Practicum. The preceptor should review the student's Clinical Practicum timeline at this meeting.
6. The beginning clinical assignment should be discussed.
 - a. CNEP students are encouraged to begin their clinical experience in antepartum or women's health with one preceptor.
 - b. CFNP students may begin clinical in women's health, pediatrics, or family practice.
 - c. CFNP students may not begin clinical in a specialty site.
 - d. CWHCNP students may begin their clinical in obstetrics, gynecology, or primary care.
 - e. PMHNP students may not begin clinical rotations via telehealth.
7. The preceptor should clarify the expectations regarding physician and other consultations. Any special considerations in dealing with hospital, office, or clinic personnel or with clients, and any expectations for attendance at staff meetings, case review, grand rounds, or other department functions should be discussed.
8. Any concerns that either the student or preceptor may have regarding the clinical experience.
9. Timely completion of the Daily and Monthly Developmental Assessment Tools (DATs) each day. The student and preceptor should formulate a workable schedule so that the daily DATs can be completed and discussed immediately following each clinical session and the monthly DATs each month.