Grading
Final course grades are mathematically rounded up.

      A= 100-89.50
      B= 89.49- 79.50
      F =79.49 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.

Additional Curriculum Committee catalog edits 9/25/15

NM717: course title change to stay consistent with FNP course title
NM645: run with NM717 course description for consistency
WH717: course title change to stay consistent with FNP course title
WH645: run with WH717 course description for consistency

p. 96
NM645 Comprehensive Final Review (0-0)
Nurse-midwifery students take this course in the final term of clinical.
Content learned throughout all didactic and clinical courses is tested.
Students are guided through self-paced reviews and tested on
individual content areas and then comprehensively on a final exam. The purpose of this course is to provide a review of NM content for the
comprehensive exam and the Certified Nurse Midwife Certification
exam.
Prerequisite or Concurrent: NM643 and NM644

p. 98
NM717 Nurse-Midwifery Comprehensive Exam and Certification
Exam Review Final Comprehensive Review (1-0)
The purpose of this course is to provide a review of NM content for the
comprehensive exam and the Certified Nurse Midwife Certification
exam.
Prerequisite: NM didactic and clinical courses through NM714
Prerequisite or concurrent: NM715, NM716

pp. 101-102
WH645 Comprehensive Final Review (0-0)
Women's Health Care nurse practitioner students take this course
in the final term of clinical. Content learned throughout all didactic
and clinical courses is tested. Students are guided through selfpaced
reviews and tested on individual content areas and then

comprehensively on a final exam .This course provides a review of the WHNP content for comprehensive exam and WHCNP Certification.
Prerequisite or Concurrent: WH643 and WH644

WH717 Women's Health Comprehensive Exam and Certification
Exam Review Final Comprehensive Review (1-0)
This course provides a review of the WHNP content for comprehensive
exam and WHCNP Certification.
Prerequisite: WH didactic and clinical courses through WH714
Prerequisite or concurrent: WH715, WH716

Admission Criteria for the Post-Master's Certificate (PMC) + Companion DNP

Applicants are expected to meet the following criteria for admission to the Frontier Nursing University (FNU):
• Have a master's or higher degree in nursing granted from a nursing program that is accredited by an agency approved by the Department of Education to complete institutional accreditation. Be an advance practice registered nurse with a national certification as:

- • adult nurse practitioner (ANP)
- • certified nurse-midwife (CNM)
- • family nurse practitioner (FNP)
- • geriatric-adult nurse practitioner (GANP)
- • geriatric nurse practitioner (GNP)
- • pediatric nurse practitioner (PNP)
- • psychiatric mental health nurse practitioner (PMHNP)
- • women's health care nurse practitioner (WHCNP)

• Have a grade point average (GPA) of 3.0 from the most recent degree (nursing or related field) earned.
• Hold current, active nursing and advanced practice nursing licenses 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/s.
• Submit three professional references including at least two from nursing supervisors or CNM/NP/MD/DO colleagues and no more than one from a peer 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 applicants whose primary language is not English, but can 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 Associate Dean 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 Associate Dean prior to admission into the university.

Graduates of other types of nursing master's programs may apply for transfer credit but are not eligible for the Post Master's Certificate option.

Prerequisite Requirements

The applicant must meet all prerequisite health requirements. Contact the Admissions Counselor with any questions about meeting this requirement.

Applicants must have had the content listed in the following courses in their prior MSN program. Prior transcripts will be reviewed by the appropriate Associate Dean. Course descriptions and syllabi may be requested to assist in this evaluation.

- Stats course (may be undergraduate or graduate level) within last 10 years
- PC705 Advanced Pathophysiology (3-0)
- PC706 Advanced Physical Assessment (3-0)

Applicants admitted into the Post Master's Certificate program can transfer a maximum of 12 hours credit as reviewed and approved by the appropriate Associate Dean. The coursework approved as prerequisite courses does not count toward the maximum allowable transfer credit.

Applicants with questions regarding their qualifications for admission should contact an Admissions Officer at admissions@frontier.edu.
Each applicant is evaluated individually. The FNU Faculty Admissions Committee makes all admission decisions.

PROPOSED TEXT for FALL 2015 CATALOG, *re-order of text approved by Admin Team 9/8/15, amendments re. I/IP grade for EAH approved by Admin Team 9-22-15*

Academic Hiatus Policy (Non-Emergency)

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 (i.e. a single petition request form cannot be approved for both term). Students should explore all possible options (such as taking a lower credit load) prior to deciding on an AH.

Leaves starting 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 Policy).

Requesting an Academic Hiatus (Non-emergency)

1. It is strongly recommended that an 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.
2. The student must first discuss their request for an AH with their assigned Professional Advisor. In certain situations, the student may also be advised to speak with the Associate Dean (*MSN+Companion DNP and PMC students*) or Program Director (*PM-DNP students)* 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 Associate Dean prior to deciding on an AH.

3. The student must also discuss their request for an AH with their assigned Financial Aid Counselor to discuss the affects an AH will have on their financial aid.
    a. 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 Financial Aid Office the implications of the AH on their loan repayment schedule.
4. The student will complete the Status Change process per instructions in Self-Service.
5. 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.

If the AH is approved, the Associate Dean will notify the student and all impacted parties at FNU, including but not limited to the Professional Advisor, Faculty Mentor, Regional Clinical Faculty, Registrar, Financial Aid Director and the Accounting Department.

Emergency Academic Hiatus (EAH) Policy

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 Administrative Team Student Review Committee at the request of the student's Associate Dean (*MSN+Companion DNP and PMC students*) or Program Director (*PM-DNP students)*. 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 Associate Dean (*MSN+Companion DNP and PMC students*) or Program Director (*PM-DNP students)* 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 Associate Dean (*MSN+Companion DNP and PMC students*) or Program Director (*PM-DNP students)*.
   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 affects an EAH will have on their financial aid. The student should also contact Student Accounts 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 Associate Dean explaining the EAH request. The letter should include a statement that he/she has met with Financial Aid and Student Accounts staff and understands the financial implications of the EAH.
4. The Associate Dean (*MSN+Companion DNP and PMC students*) or Program Director (*PM-DNP students)* will take the request to FNU Administrative Team Student Review Committee for review and decision.
5. The Associate Dean (*MSN+Companion DNP and PMC students*) or Program Director (*PM-DNP students)* 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 Associate Dean (*MSN+Companion DNP and PMC students*) or Program Director (*PM-DNP students)* will notify the student and all impacted parties at FNU, including but not limited to the Professional Advisor, Faculty Mentor, Regional Clinical Faculty, Registrar, Financial Aid Director and the Accounting Department.

If an emergency AH was granted for sudden illness or pregnancy (childbirth or complications from) the student must submit medical clearance documentation to the Associate Dean (*MSN+Companion DNP and PMC students*) or Program Director (*PM-DNP students)* 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
It is recommended students on AH stay in touch with classmates, their Professional Advisor, and their Associate Dean. 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.

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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 affecting 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 Academic Hiatus (non-Emergency) and Emergency Academic Hiatus
- The student must submit the Status Change form in Self-Service to request their return from AH no later than the last day of the add/drop period. Students returning from AH will not be eligible to enroll in courses until the return from AH Status Change form has been processed. Therefore, students are strongly encouraged to submit this form prior to the start of the term.
- If an emergency AH was granted for sudden illness or pregnancy (childbirth or complications from) the student must submit medical clearance documentation to the Associate Dean 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 professional advisor to review and approve the revised Program of Study.
- Students must pay the Return from AH fee (see the Tuition & Fees) when the Status Change form is submitted.
- 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.

PROPOSED COMPANION DNP CATALOG TEXT for fall 2015, *approved by Admin Team 9-22-15*

Companion DNP (pg. 18)

Starting January 2014, the MSN curriculum was designed to integrate many of the DNP

Essentials allowing students completing the MSN to continue seamlessly in the Companion DNP program, which consists of 17 credits. The Companion DNP is only offered to students entering the MSN program after January 2014. All students are encouraged to complete the Companion DNP.

Students may begin the Companion DNP coursework in a seamless fashion immediately after completing the MSN degree. Alternately, students may take a stop-out for up to two terms after the term in which the MSN is conferred before beginning the Companion DNP coursework. Students who take a stop-out for more than two terms after the term in which the MSN is conferred are not eligible to complete the Companion DNP and would instead apply to the Post-Master's DNP program, which consists of 33 credits. If the MSN is conferred between two terms, the term immediately following the degree conferral will be considered the first term of the allowed stop-out period.

If a CNEP student chooses to do the WHNP Certificate for CNEP Grads program, the student may chose to begin the Companion DNP coursework simultaneously with the WHNP Certificate coursework. CNEP students wishing to do the WHNP Certificate separate from the Companion DNP may complete the WHNP Certificate during the allowable stop-out period between earning the MSN and beginning the Companion DNP or after completing the Companion DNP. Students are not allowed to complete any other FNU academic program simultaneously with the Companion DNP.

CURRENT CATALOG TEXT pg 18

Companion DNP

Because the MSN curriculum was designed to integrate many of the DNP Essentials, students completing the MSN may choose to continue in the Companion DNP. This program allows the student to complete a DNP degree with just 17 additional credits. The Companion DNP is only offered to students entering the MSN program after January 2014. Student may stop out for up to six months (two terms) before re-entering to complete the Companion DNP or complete their plan in a seamless fashion with the MSN degree. Students who stop out for more than six months (two terms) are not eligible to complete the Companion DNP plan but may apply to the post-master's DNP program. All students are encouraged to complete the Companion DNP Plan.

Catalog edits from Curriculum Committee for Fall term catalog

Course description for PC713 Principles of Independent Practice--course opened in Summer term but did not get correct course description in Summer catalog. This was approved by Curriculum Committee in June 2015.

p. 101

PC713 Principles of Independent Practice (3-0)
This course explores the integration of business and leadership
principles in developing and maintaining NP / midwifery practice.
Concepts of practice models, managing a practice, collaboration,
contract negotiation at various levels and management of quality
outcomes are discussed. The course focuses on the role of nurse-midwives
and nurse practitioners as entrepreneurs.
This course explores the role of nurse practitioners and nurse-midwives as entrepreneurs.
Students evaluate nurse-led service innovations with emphasis on health promotion and
disease prevention as core business functions. Participants evaluate the role of quality
assurance and quality improvement across practice models. Within interdisciplinary teams,
students share experiences integrating business and leadership principles as they propose
nurse-led and/or interprofessional business plans. Students demonstrate knowledge of practice
management, workforce development, contract negotiation, credentialing, accreditation, the
revenue cycle, grant funding, marketing and effective use of health information technology.
Prerequisite: NP700 or NM700
Prerequisite or concurrent: Clinical Bound

Revision of program SLOs for MSN + companion DNP and for PM-DNP--revision needed to
make SLOs match per accreditor requirements. This was approved by Curriculum Committee in
July 2015.

p. 12--PM-DNP
Objectives:
Graduates of the program will:
1. Demonstrate advanced levels of clinical scholarship.
2. Critically analyze complex primary care clinical situations
and health care systems to promote optimal outcomes.
3. Evaluate and apply conceptual models, theories,
and research in order to improve the health status of
individuals as well as diverse populations with a focus on
rural and underserved communities.
4. Design, deliver, direct, and disseminate evidence-based
practices.
5. Analyze the social, economic, political and policy
components of health care systems which affect primary
health care planning and delivery.
6. Assume leadership roles in the development of primary
health clinical practice models, health policy, and
standards of care.
7. Employ professional values and ethical decision making

in advanced practice nursing and midwifery.

8. Contribute to the body of nursing and midwifery knowledge.

9. Use information systems to design select, use, and evaluate health care programs, outcomes and systems.

10. Demonstrate competence as a clinical educator.

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 research in order 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 practices to include research, statistics and epidemiological principles.

6. Analyze the social, cultural, political and economic environment within the healthcare system.

7. Apply ethical principles to guide and evaluate decisions.

8. Demonstrate competence as a clinical educator.

9. Demonstrate leadership to initiate and guide change in clinical practice

10. Advocate for empowerment of clients, families and communities. (health policy)

11. Demonstrate information literacy skills in complex decision making.

12. Demonstrate an understanding of the appropriate use of technology to implement and evaluate health care.

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Revision of program SLOs for MSN + companion DNP and for PM-DNP--revision needed to make SLOs match per accreditor requirements. This was approved by Curriculum Committee in July 2015.

pp. 18-19 MSN + companion DNP

Objectives

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

• Deliver safe, culturally sensitive health care to clients across the life span.

• Apply critical and reflective thinking skills to provide evidence based care.

• Emulate characteristics of a professional.

• Apply ethical principles to guide and evaluate decisions.

• Demonstrate an understanding of the political and economic environment within which health care is provided.

• Evaluate nurse midwifery/ nurse practitioner practice through peer review and quality improvement.

• Advocate for 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.
• Demonstrates an understanding of the appropriate use of technology to implement and evaluate healthcare.
• Demonstrates leadership to initiate and guide change in clinical practice.

The objectives of the Companion DNP Plan are to provide the
opportunity for students to:
• Develop an advanced level of clinical competence for practice that provides consumers with excellent primary care in an area of specialty.
• Develop a knowledge base for systematic review, testing, and evaluation of nurse-midwifery and nurse practitioner evidence based care actions, effects, and outcomes.

Student Learning Objectives of the MSN Program with integrated DNP Essentials:
1. Deliver safe, culturally sensitive health care to clients across the life span.
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 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. Demonstrates leadership to initiate and guide change in clinical practice

Student Learning Objectives of the Companion DNP:
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.

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NM703 Primary Care of Women: pre/co requisite edit to match Plan A POS. Approved by Curriculum Committee in August 2015

p. 97
NM703 Primary Care of Women (3-0)
This course provides the knowledge base for clinical management of the primary health care needs of women throughout the life span with appropriate consultation, collaboration, and referral. Content focuses on common health problems and deviations from normal for the essentially healthy woman. Emphasis is placed on comparing different management options through a review of literature in order to assist women in making informed choices and participating in decisions about their care.
Prerequisite: PC705, PC706
Prerequisite or concurrent: PC703, PC706, PC707

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PC703 Evidence Based Practice: stats prerequisite change from 5 years to 10 years to match admission requirements. Approved by Curriculum Committee in August 2015

p. 100
PC703 Evidenced Based Practice and Research (3-0)
In this course, the theories, concepts, and methods relevant to the review, analysis, synthesis, and application of scientific evidence to nursing practice and health care will be explored. The facilitators and barriers to evidenced based advanced nursing practice will be addressed in the course.
Prerequisites: PC700, PC701, completion of a statistics course in the last 5 10 years
Prerequisite or concurrent: PC702

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p. 95
N406 Leadership (3-0)
This course is designed to synthesize previous nursing experiences
with the philosophical, social, political, legal, and ethical issues
inherent in professional nursing practice in primary care. Emphasis is
on understanding and developing the key skills employed by nursing
leaders in an advanced practice setting.
Prerequisite: PC700 and N405
Prerequisite or concurrent: N405

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p. 100
NP717 FNP Comprehensive Exam and Certification Exam Review Final Comprehensive Review(1-0)

This course provides a review of the Family Nurse Practitioner (FNP)
content for comprehensive exam and FNP Certification Examination.
This course is taken in the last clinical term and provides a comprehensive review of
management content for Family Nurse Practitioner students. Students are guided through
self-paced reviews and tested on individual content areas, then comprehensively on a final
exam.
Prerequisite: NP didactic and clinical courses through NP714
Prerequisite or concurrent: NP715, NP716

Exam policies revisions. Approved by Curriculum Committee and Admin Team 9/8/15.
Remove these sections:
- **Examination Policy p. 49**
- **Securexam Remote Proctor Policy p. 49**
- **Procedure for Canvas-based Examinations p. 49**
- **Examination Security Policy and Procedure p. 50**
- **Exam Rules Violation Policy p. 51**
- **Angel Exam Proctoring Using Software Secure's Remote Proctoring p. 51**
- **Canvas exam proctoring using Proctorio p. 51**

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PM-DNP course title and course description changes to remove "Capstone." (N720A, N720B, and N720C from Capstone Project to DNP Project) Approved by Curriculum Committee in September 2015.

p. 96

N720A Capstone DNP Project (1-0)
The purpose of the Capstone DNP Project is to provide the student the
opportunity to complete an in-depth analysis and synthesis of a
selected health care issue that will contribute to the improvement of a
health care practice or system. Students will be expected to integrate.

N720B Capstone DNP Project (1-0)
The purpose of the Capstone DNP Project is to provide the student the
opportunity to complete an in-depth analysis and synthesis of a
selected health care issue that will contribute to the improvement of a
health care practice or system. Students will be expected to integrate.

N720C Capstone DNP Project (2-0)
The purpose of the Capstone DNP Project is to provide the student the
opportunity to complete an in-depth analysis and synthesis of a
selected health care issue that will contribute to the improvement of
a health care practice or system. Students will be expected to integrate

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Typo (duplicate course) in prereqs list for NP703
p. 99

NP703 Women's Health and Childbearing (4-0)
This course is designed to provide the knowledge base for beginning
clinical nurse –practitioner management of gynecologic health,
healthy pregnant and postpartum women. The content covers
assessment, diagnosis, and management of common gynecologic
conditions, prenatal care, pregnancy and postpartum care across the
lifespan. Clinical considerations specific to the different physical and

psychosocial life stages of women are presented. Genetics related
to preconception and genetic markers are discussed. Emphasis is
placed upon the importance of providing evidence-based care to
women. Promotion of healthy pregnancy, and supportive care that
enhances the normal process of pregnancy, birth management of the
postpartum period and support of breastfeeding will be presented.
The influence of the interrelationship of gender, social class, culture,
ethnicity, sexual orientation, economic status, and socio-political
power differentials upon women's health care is also discussed.

Prerequisite: PC703, PC705, PC706, PC707, PC703

Incorrect course title for PC703--this course title has been plagued with incorrect versions in
various places. The first part (evidenced vs evidence) has just been a typo that has been
perpetuated. The second part is the addition of "and Research" at the end of the course title.
This has never been approved by the Curriculum Committee and is an error that has been
perpetuated.
p. 100

PC703 Evidenced Based Practice and Research (3-0)
In this course, the theories, concepts, and methods relevant to the
review, analysis, synthesis, and application of scientific evidence to
nursing practice and health care will be explored. The facilitators
and barriers to evidenced based advanced nursing practice will be
addressed in the course.

Correct typos (advance vs. advanced) and inconsistent spelling of "lifespan" in the FNP clinical
courses' course descriptions and several other courses
p. 99-102

NP712 FNP Clinical I (0-3)
This is the first of five clinical courses for the FNP student which
provides the opportunity to practice health assessment skills,
critical thinking/diagnostic reasoning, and clinical management/
counseling strategies across the lifespanlife span under the supervision of a
nationally certified health care provider preceptor. The student is at
a beginning level and will start to apply the management process to
plan the primary care for individuals across the lifespan while utilizing

evidence-based practice guidelines.

NP713 FNP Clinical II (0-3)
This is the second of five clinical courses for the FNP student which
provides the opportunity to practice health assessment skills, critical
thinking/diagnostic reasoning, and clinical management/ counseling
strategies across the lifespanlife span under the supervision of a nationally
certified health care provider preceptor. The student is at an advanced
beginning level and will apply the management process to plan
primary care for individuals across the lifespan while interpreting
evidence-based practice guidelines.

NP714 FNP Clinical III (0-3)
This is the third of five clinical courses for the FNP student which
provides the opportunity to practice advanced advance health assessment skills,
critical thinking/diagnostic reasoning, and clinical management/
counseling strategies across the lifespan life span under the supervision of
a nationally certified health care provider preceptor. The student
is at an intermediate level and will apply and begin to analyze the
management process to provide primary care for individuals across
the lifespan while appraising evidence-based practice guidelines. The
student will begin to manage individuals with more complex needs.

NP715 FNP Clinical IV (0-3)
This is the fourth of five clinical courses for the FNP student which
provides the opportunities to practice advanced health assessment skills,
critical thinking/diagnostic reasoning, and clinical management/
counseling strategies across the lifespan life span under the supervision of
a nationally certified health care provider preceptor. The student
is at an advanced level and will apply, analyze, and synthesize the
management process to provide primary care for individuals across
the lifespan while evaluating evidence-based practice guidelines. The
student will manage individuals with more complex needs and comorbidities.

NP716 FNP Clinical V (0-3)
This is the last of the five clinical course for the FNP student which
provides the opportunities to practice advanced health assessment skills,
critical thinking/diagnostic reasoning, and clinical management/
counseling strategies across the lifespan life span under the supervision of

a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to provide primary care for individuals across the lifespan while evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and comorbidities.

PC707 Advanced Pharmacology Across the Lifespan (3-0)
This course focuses on the role of the advanced practice nurse in applying principles of pharmacodynamics, pharmacokinetics and pharmacotherapeutics in diverse populations across the lifespan life span as a foundation for prescriptive authority. Emphasis is placed on the decision making process utilized in patient-centered, evidence-based prescribing, educating and monitoring. Ethical, cultural and legal issues related to prescribing are highlighted.

WH639 Advanced Clinical Practicum in Women's Health Care (0-4)
This clinical course provides the opportunity for the student to focus on critical thinking/diagnostic reasoning and clinical management/ counseling skills in providing health and illness care to women in a primary care setting. This intensive clinical experience allows nurse-midwives to further integrate women's health and primary care didactic and clinical knowledge and skills. Focus includes health promotion and disease prevention for women across the life span, lifespan, and the diagnosis and management of common primary care problems with emphasis on gynecologic concerns. The student is expected to begin the management of more complex health issues and to demonstrate increasingly complex clinical judgment. WH639 requires 60 hours of primary care and 120 hours of women's health care supervised clinical experience. Student is encouraged to seek opportunities to advance and build on their current clinical skills. Of the required 180 clinical hours, a total of 72 hours can be spent with an MD if desired.

WH715 Women's Health Clinical IV (0-3)
This is the fourth of five clinical course for the WH NP student which provides the opportunities to advance health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan life span under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the

management process to provide primary care for individuals across
the lifespan while evaluating evidence-based practice guidelines. The
student will manage individuals with more complex needs and comorbidities.

WH716 Women's Health Clinical IV (0-3)
This is the last of five clinical course for the WHNP student which
provides the opportunities to advance health assessment skills,
critical thinking/diagnostic reasoning, and clinical management/
counseling strategies across the lifespan life span under the supervision of
a nationally certified health care provider preceptor. The student
is at an advanced level and will apply, analyze, and synthesize the
management process to provide primary care for individuals across
the lifespan while evaluating evidence-based practice guidelines. The
student will manage individuals with more complex needs and comorbidities.

The following content is intended to REPLACE the following sections in the Catalog:
- **Examination Policy**
- **Securexam Remote Proctor Policy**
- **Procedure for Canvas-based Examinations**
- **Examination Security Policy and Procedure**
- **Exam Rules Violation Policy**
- **Angel Exam Proctoring Using Software Secure's Remote Proctoring**
- **Canvas exam proctoring using Proctorio**

Examination Policy for All Exams

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 to 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 and the available IT testing support hours (Eastern time zone). The Examination Support Policy will be posted at the beginning of each term which will list the available hours. (http://www.frontier.edu/student-services/technical-support/testing-support) This assures that technology support is available for troubleshooting in the event of technology issues.

If a student experiences a complication and cannot resume access to the examination in a reasonable amount of time, s/he should immediately call the FNU technical support staff. If the student calls support staff and an appropriate technical complication is present, the call is logged as an incident and the student's test may be reset according to the time remaining for the examination when the problem occurred.

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 an 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:

- A quiet, secure, fully lighted room for the examination
- 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
- 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
- No leaving the room at any time for any reason
- Nothing on the desk/table except the computer and a blank 11" x 14" or smaller dry erase whiteboard with a dry marker and eraser, if desired. All other books, papers, notebooks or other materials, unless specifically permitted in written guidelines for a particular examination, must be removed.
- If using the dry erase whiteboard, it must be shown to the camera prior to the start of the exam to assure that it is blank. Hold the whiteboard up to the camera for 5 seconds, front and back at the beginning of the examination. After the examination and the five minute review, erase any marks on the whiteboard and again hold it up to the camera for 5 seconds front and back to assure that it is blank. Make sure to show the whiteboard before the review time is up.
- No other electronic devices in the room, including devices that serve as a hotspot. If a mobile hotspot is used, it must be set up outside the testing room prior to starting the camera and taking the exam.
- No writing visible on desk or on walls
- No music or TV playing
- No use of headphones
- All other computer monitors 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.
- During a room/desk scan, the complete desk and surrounding areas must be clearly shown.

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 to 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) 899-2525
support@frontier.edu
http://www.frontier.edu/testingsupport

Proctorio Support
(859) 756-4820 or (844) 520-7627
Or click the shield in the Chrome address bar as illustrated below:
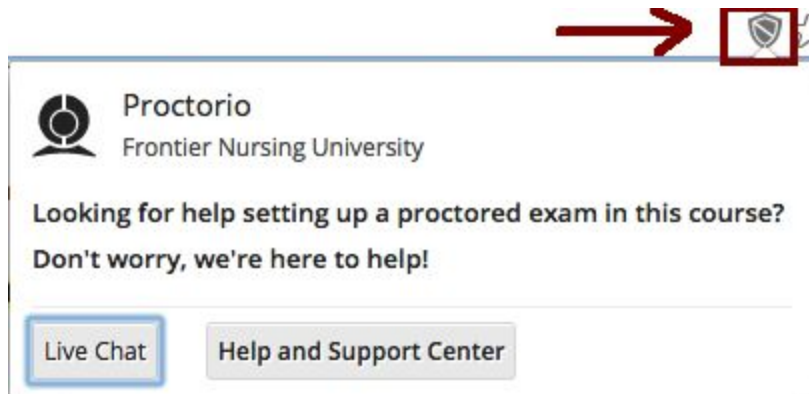
072815 Admin Team Approved discontinuation of the Frontier Community Connection Forums. The Following Catalog edits need to be made:

Areas of the Banyan Tree that must be checked at least twice each week are: (page 44)
• E-mail
• Announcements and Alerts Forums in the Frontier Community Connection
 ● FNU Portal page for important announcements.
• Course Forums in Canvas (for currently enrolled courses)
• Financial Aid Forum in the Frontier Community Connection (if receiving financial aid)

Banyan Tree Access (page 79)
The Banyan Tree is accessible to FNU faculty, staff, preceptors, students, independent contractors, and administration. Each group has differing access to different parts of the Tree.
• Alumni and preceptors have general user access, including e-mail and selected Frontier Community Connection forums (Alumni, Call Room, and other non-School forums). They do not have access to internal FNU forums.

Banyan Tree Portal PageAnnouncements Forum (page 80)
The purpose of the ABanyan Tree Portal Pagennouncements forum in the Frontier Community Connection is to convey important information to the FNU community. This forum should not be cluttered with miscellaneous messages. For that reason, access to writing Announcements is limited to selected staff members and the Administration. Anyone wishing to post a message in the Announcements forum sends the message to the moderator of the Announcement forum. If the message contains information that is important to the FNU community, it will be forwarded to the Announcements forum exactly as it was sent to the moderator.

Checking E-mail and Forum Messages (page 80)
Students are required to check e-mail and forum messages at least twice weekly while enrolled. The required Student Forums are Announcements in the Frontier Community Connection, Course Forums in Canvas (for currently enrolled courses), Financial Aid in the Frontier Community Connection (if receiving financial aid). Participation in other Frontier Community Connection forums of the FNU Community, especially the Main Street Forum, is strongly encouraged. Faculty are required to check e-mail and forum messages a minimum of three times weekly.

Forum Moderation (page 80)
In order to limit the volume of data in the Frontier Community Connection forum system the following guidelines have been established:
• Forums in the General category will be automatically purged every 12 months.
• Forum moderators are encouraged to purge the forums they moderate at least every 12 months.
• Moderators will be established for all forums in the Committees, Networking, and Class categories. Student council members will be solicited to moderate the Student forums to which faculty and staff are not privy.

Inactive Forum Deletion

In order to limit the volume of data in the Frontier Community Connection forum system the following guidelines have been established:
• Networking and Class forums with no activity for more than 12 months may be deleted on the instruction of the Communications Committee Chair. Notice of the pending deletion will be posted in the Communications Committee Forum and in the inactive forum itself. A forum will not be deleted if at least two (2) people object to its deletion.

Liability, Honor Code, and Privacy (page 80)
Business e-mail is not considered private property under federal rules of Civil Procedure. An opponent has the right to obtain copies of e-mail pertinent to litigation. All participants should be aware that e-mail messages are potentially open to subpoena in malpractice cases. Cases should be well enough disguised, so that patients cannot be identified. Patients, preceptors, doctors, nurse-midwives, nurse practitioners, and other health care providers should not be mentioned by name. Discussion of clinical incidents with potential risk management ramifications and significant FNU problems should not take place in Frontier email or in the Frontier Community Connection forums.

New Forums (page 80)
A petition for a new forum in the Frontier Community Connection should be sent to the Communication Committee Chair and the committee has final approval of new forum petitions. . The petition should include: The proposed name of the new forum, purpose justification of need for a new forum, the names of at least twenty (20) students who support the creation of this new forum, and the name of a faculty member who agrees to sponsor and moderate the forum. In the event of faculty resignation, another faculty member would need to be identified to sponsor and moderate the forum for the forum to continue. Student-initiated forums will be open to all Frontier users; there will be no access restrictions. Frontier guidelines regarding open discussion, etiquette, and courtesies must be followed. The forum may be closed by the Communications Committee if these guidelines are violated. The Communications Committee will recommend removal of any Forum which has been inactive for 12 months.

Office Correspondence (page 81)
The FNU e-mail and Frontier Community Connection forum system must be used for all office correspondence with the FNU and between FNU members. Outside vendors (e.g., such as Hotmail, EarthLink, etc.) may not be used. Communications using non-Frontier services cannot be verified by the FNU, will not be considered official, and may be discarded.

Probation Due to Non-Payment Policy (page 84)
Any student not paying tuition at the time it is due will be put on probation. From the date of probation, the student can no longer submit any coursework, nor can the student take or submit any examinations. The time period during which the student is on probation will be included in their program time frame. Faculty will be notified via email the Frontier Community Connection forums

that all grading of the student's work is to stop. A Late Payment Fee will be assessed if the payment is received more than ten calendar days after the due date. Upon full payment of all tuition and fees due, or notification by the financial aid office that funds have set to disburse, the student will be reinstated and faculty will be advised via the Frontier Community Connection forums to accept the student's work.

Disclosure of Directory Information (page 47)
The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that FNU, with certain exceptions, obtain students' written consent prior to the disclosure of personally identifiable information. However, FNU may 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 the FNU to include this type of information in certain school publications. Examples include:
• The FNU Directory
• Newsletter Articles
• Alumni Listings
• CommencementGraduation programs
• SAGE mentoring List
• 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 graduation pins and regalia.

Find and replace "Angel" with "Canvas"
Find and replace "Angel and Canvas" with "Canvas"

Find and replace "Program Director of Midwifery" with "Clinical Director of Midwifery"

Counseling and Treatment Programs (page 39)
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 Associate Dean or ClinicalProgram Director to formulate a plan for support during the educational process.

The Comprehensive Examination (for all students excluding those enrolled in the PM-DNP) (page 45)
• 2 weeks prior to planned practice comprehensive exam: contact proctor to verify that they have received the practice comprehensive exam packet and confirm the dates for the practice comprehensive exam. Notify appropriate comps coordinator by email of date of practice

comprehensive exam. Please be sure and notify your comps coordinator and your Clinical Program Director of any changes to planned testing dates.

Failure of the Final Comprehensive Review Course
If a student does not achieve a passing grade in the Final Comprehensive Review course, the student will be placed on a performance plan designed by the Clinical program Ddirector and will be required to re-take the course the following term.

Estimating the Timeline for Beginning the MSN Clinical Practicum (page 48)
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 ClinicalProgram 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.

Exam Rules Violation Policy (page 51)
3. If violations continue, at the advisor's discretion, the student will be placed on a Performance Plan with his/her Associate Dean or, if the student is in his/her clinical practicum, the ClinicalProgram Director.

Grievance Procedure (page 54)
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 Associate Dean. If the situation pertains to a clinical course, it should be discussed with the Clinical Program Director.

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

Learning and Performance Plans (page 57)
Learning Plans
When a student experiences a specific problem in either a didactic or clinical course, the student may be asked by their Associate Dean (if the situation relates to a didactic course), their Clinical Program Director (if the situation relates to a clinical course), Student Advisor, Course Coordinator, Regional Clinical Faculty, or Preceptor to write a Learning Plan. This

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

Performance Plans

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

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

Midwifery and Nurse Practitioner Practice by Frontier Students (page 57-58)
Last sentence of second paragraph
Students should contact the Clinical Program Director to discuss this before attending any out-of-hospital birth.

Prerequisites and Planning for Clinical Bound (page 60)
Clinical Bound Planning
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 Associate Dean and Clinical Program Director for review. It is the student's responsibility to notify their RCF, their preceptor, Credentialing, and the Hyden 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 Associate Dean and Clinical Program Director prior to Clinical Bound.

Registration Policy and Procedure (page 60)
3. Students must follow their program of study unless prior approval has been obtained from the appropriate Associate Dean (during the didactic period) or Clinical Program Director (during clinical).
4. Maximum course load for any student is 9 credit hours AND maximum 3 courses. Anything exceeding these criteria must be approved by the appropriate Associate Dean or Clinical Program Director.

Withdrawal from a Course
After Eight Weeks (or 56 calendar days) into the Term (page 66)
Other unusual or very special cases will be considered on their merit by the Administrative Team at the request of the student's Associate DeanProgram Director.

Women's Health Care Nurse Practitioner Post-Master's Certificate for CNEP Graduates Policy and Procedure (page 67)
The procedure for CNEP graduates completing the WHCNP postmaster's certificate is as follows:
1. Once the application, tuition, and fees are received, the Registrar notifies the Clinical Program Director of the student's name, address, e-mail, phone, and proposed preceptor site if known.
2. The appropriate Clinical Program Director notifies the student's Regional Clinical Faculty (RCF).
12. The RCF notifies the Clinical Program Director and the Clinical Credentialing Coordinator of the student's completion of the course and the appropriate allocation of the preceptor payment among the preceptor(s) used.

Clinical Practicum Policies for MSN and Post Master's Certificate(pages 68-75)
Find "Program Director" and replace with "Clinical Director" in this entire section

Faculty & Staff Roles (page 89)
Clinical Program Directors
• Qualifications for the Clinical Program Directors include the following:

FNU Administrative Team (page 90)

The Administrative Team is comprised of the President, the Dean of Nursing, the Associate Dean of Family Nursing, the Associate Dean of Midwifery and Women's Health, the Associate Dean of Research, the Associate Dean of Academic Affairs, the Clinical Program Director of Family Nursing, the Clinical Program Director of Midwifery and Women's Health, the ADN Bridge Entry Option Director, the PM-DNP Director, a faculty representative (quarterly term), the Vice President of Finance, the Chief Operations Officer, the Director of Enrollment and Financial Aid and the Director of Student Retention and Academic Records Chief Enrollment Management Officer. The Administrative Team meets to monitor program issues related to the FNU.

Regional Clinical Faculty (RCFs)
• Serve as the liaison between the clinical sites, the Clinical Credentialing Coordinator, the Preceptors, the students, and the appropriate Clinical Program Director.

Approved by Admin Team with CATALOG Edits, 7-28-15

CURRENT SUMMER 2015 CATALOG TEXT - pg. 56
Incomplete Grade Policy and Procedure
- An "Incomplete" (I) grade will be assigned only if a majority of the work for a 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.
- The requirements necessary to complete the course and a timeline for the student to complete the course work 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 the Tuition and Fees section of this Catalog for current fees.
- The Incomplete deadline is the 30th day of the term following when the Incomplete occurs as publicized in the FNU academic calendar.
- 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 IA, IB, or IF.
- An Incomplete grade may not be removed by reenrolling 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 in the next term. All work must be turned in by the incomplete deadline. It is strongly suggested that students turn work in much earlier particularly if it is a type of assignment that allows for feedback and possible revisions. Faculty members are allowed 5 business days to grade any submitted work. On the date of the Incomplete deadline as published in the FNU Catalog, all work is considered final and no further course work from the student will be accepted.

Procedure for Obtaining Permission for an Incomplete (I) Grade
1. Complete the Petition for Incomplete Grade form and submit to the Course Coordinator no later than 5:00 pm EST on the last day of the term. Bridge students still in the Bridge year

courses (PC700, N400, N404, N405, N406, N408, N409 and N410) must also submit the Incomplete Grade form to the Bridge Director.
2. The Course Coordinator will grant the Incomplete if the incomplete requirements are met as stated in the course.
3. The Course Coordinator will submit the Incomplete grade to the Registrar with the petition form attached. The student will be copied on this message.
4. If the petition for an incomplete graded is denied because the requirements were not met, the Course Coordinator will send the form to the Registrar, the student, and the Student Advisor.

Revised FALL 2015 CATALOG TEXT *Approved by Admin Team with CATALOG Edits, 7-28-15*
Incomplete Grade Policy and Procedure
● An "Incomplete" (I) grade will be assigned only if a majority of the work for a 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 the 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 the Tuition and Fees section of this Catalog for current 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. 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 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 in the next term. All work must be turned in by the incomplete deadline. It is strongly suggested that students turn work in much earlier particularly if it is a type of assignment that allows for feedback and possible revisions. Faculty members are allowed 5 business days to grade any submitted work. On the date of the Incomplete deadline as published in the FNU Catalog, all work is considered final and no further course work from the student will be accepted.

Page 38   Return from an AH
Add bullet
·   If an emergency AH is granted for sudden illness or pregnancy (childbirth or complications from) the student must submit medical clearance to the Dean from a licensed healthcare provider. The release shall identify the date the student may return to school (didactic or clinical) along with any restrictions.

A current health examination must be completed by a licensed healthcare provider prior to attendance at Frontier and kept current (within one year) throughout the clinical experience. The health examination must include documentation of vaccination/immunity to Rubella, Measles, Mumps, Hepatitis B, Varicella, and freedom from tuberculosis in a communicable stage.

Add

Upon admission all students verify in writing that they are able to meet the following technical and performance standards with or without accommodation. 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 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.

PROPOSED TEXT for FALL 2015 CATALOG, *approved by Admin Team 9-22-15*
Learning and Performance Plans (pg 57)
Learning Plans
If a student experiences a specific problem in either a didactic or clinical course, the student may be asked by the Associate Dean (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, or Associate Dean. Learning Plans for a second course withdrawal will be written by the student in consultation with the Associate Dean (*MSN+Companion DNP and PMC 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 academic 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, 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 Associate Dean (*MSN+Companion DNP, including ADN Bridge Entry, and PMC students in didactic coursework*), Clinical Director (*MSN+Companion DNP and PMC 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.

PROPOSED TEXT for FALL 2015 CATALOG, *approved by Admin Team 9-22-15*
Withdrawal from a Course (pg 65)
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.

Process for Withdrawal from a Course:
1. Meet with the 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 Associate Dean.
4. Meet with Advisor and Associate Dean to revise program of study.

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 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.

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 that 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 that 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 Associate Dean 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 Associate Dean 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 Administrative Team for possible dismissal.

…(*following paragraphs should not be changed*)...

CURRENT TEXT
Withdrawal from a Course (pg 65)

…….

All course withdrawals require a change in the student's Program of Study which is done in collaboration with the student's Advisor.
5. The first time that 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.
6. The second time that 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 for Advisor approval that addresses avoiding additional course withdrawals.
7. If a student requests to once again withdraw from a course the student must meet with the Associate Dean and will be placed on a Performance Plan to address any new or continuing academic or personal issues.
8. Withdrawal from a fourth course will be considered failure of the Performance Plan which may result in dismissal.
……………

CURRENT TEXT
Learning and Performance Plans (pg 57)
Learning Plans

When a student experiences a specific problem in either a didactic or clinical course, the student may be asked by their Associate Dean (if the situation relates to a didactic course), their Program Director (if the situation relates to a clinical course), Student Advisor, Course Coordinator, Regional Clinical Faculty, or Preceptor to write a Learning Plan. This student generated plan should help to identify the problem, the resources needed to solve it, and a time frame for resolution. Examples of situations where Learning Plans may be requested include delayed academic progress, problems with clinical skills, delayed submission of academic work, examination failures, or issues regarding communication. The goal of the Learning Plan is the student's success. The Student Advisor and Program Director are available to assist in developing this plan.

Performance Plans

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

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

Streamlined Admissions Criteria for the PM-DNP for FNU pre-2014 students immediately upon MSN graduation (page 27)
• Enter the PM-DNP within two terms following graduation Applies only for pre-2014 students.
• Enter the PM DNP within two terms following graduation from the MSN at FNU (including successful pass of the comprehensive examination).
• Have a grade point average (GPA) of 3.0 .

Admissions Criteria for the PM-DNP regular admission status (page 27)
Prerequisite Requirements

Applicants must meet all prerequisite health requirements. The prerequisite courses must be completed prior to enrolling in the FNU.
• A statistics course within 10 years.

D. Complete the degree or certificate within the following maximum time frame:
- Students enrolled in the MSN + Companion DNP must complete by the following maximum time frame:
  - CWHNP - 156% - Students must maintain a cumulative completion rate equal to or exceeding 64% of the credits attempted.

  - CFNP - 162% - Students must maintain a cumulative completion rate equal to or exceeding 62% of the credits attempted.
  - CNEP - 142% - Students must maintain a cumulative completion rate equal to or exceeding 70% of the credits attempted.
- Students completing the ADN Bridge Entry Option must complete the Bridge year at the following maximum time frame:
  - CFNP- 100% - Students must maintain a cumulative completion rate equal to or exceeding 100% of the credits attempted.
  - CNEP – 100% - Students must maintain a cumulative completion rate equal to or exceeding 100% of the credits attempted.

PROPOSED NEW TEXT

D. Complete the degree or certificate within the following maximum time frame:
- Students enrolled in the MSN + Companion DNP must complete by the following maximum time frame:
  - CWHNP – 179% - Students must maintain a cumulative completion rate equal to or exceeding 56% of the credits attempted. Transfer credits should be calculated as attempted and successfully completed.
  - CFNP – 186% - Students must maintain a cumulative completion rate equal to or exceeding 54% of the credits attempted. Transfer credits should be calculated as attempted and successfully completed.
  - CNEP – 193% - Students must maintain a cumulative completion rate equal to or exceeding 52% 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 – 150% - Students must maintain a cumulative completion rate equal to or exceeding 67% of the credits attempted.

- o   CNEP – 150% - Students must maintain a cumulative completion rate equal to or exceeding 67% of the credits attempted.

SAP (Satisfactory Academic Progress) Calculation Example:

Course Code	Course Name	Term	Credits	Grade
PC700	Communication	Summer 2015	3	T
PC701	Principles of Health Promotion	Summer 2015	3	A
PC702	Epidemiology & Biostats	Fall 2015	3	A
NP700	The Role of the Nurse Practitioner	Fall 2015	3	A
PC703	Evidence Based Practice	Fall 2015	3	W
PC705	Advanced Pathophysiology	Winter 2016	3	A
PC706	Advanced Physical Assessment	Winter 2016	3	I
PC707	Advanced Pharmacology Across the Lifespan	Winter 2016	3	A
	Attempted credits	24		
	Successfully completed	18	*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*	
	SAP percentage total	18 / 24 = 75%		