STUDENT CATALOG

GALEN COLLEGE OF NURSING

Louisville Campus | Volume 79

May – December 2024

GalenCollege.edu

GALEN COLLEGE
OF NURSING

Table of Contents

GENERAL INFORMATION 7
- Vision, Mission, Goals and Values 8
- Our History 9
- Accreditations 10
- Approvals 18
- Memberships and Affiliations 23
- Campus Locations, Amenities, and Degree Offerings 24
- Galen College of Nursing Administration 31
- Where to Go When You Need to Know 34

ADMISSIONS 37
- Admission to Galen 38
- Distance Education Enrollment Matters 40
- Readmission to Galen 43
- Transfer Policies 44
- Equal Opportunity, Discrimination, and Harassment Policy 47
- Accommodations for Qualified Students with Disabilities 48
- Establishing and Maintaining Eligibility for Accommodations 49

FINANCIAL INFORMATION 53
- Student Fees 54
- Financial Assistance 54
- Financial Aid Satisfactory Progress Policy 56
- Repeating a Course 58
- Incomplete 58
- Refunds 59
- Scholarships 61

ACADEMIC POLICIES 63
- Academic Integrity 64
- Academic Integrity Honor Code 64
- Licensure for Kentucky 66
- Definition of a Credit Hour 66
- Grading Policies 66
- Grade Reporting 67
- Grade Point Average Calculation 67
- Grading Scale 67
- Graduate Programs 67
- Standards for Academic Progression 68
- Graduation Information 69
- Residency Requirements 69
- Academic Honors 69
- Courses 70
- Adding a Course (Degree programs only) 72
- Dropping/Withdrawing from a Course (Degree programs only): 72
- Dual Credit Courses for RN to BSN Students 73
- Withdrawing from the Program 74
- Dismissal 74
- General Attendance Policies 75
- Student Participation in Governance 77

STUDENT CONDUCT 79
- Student Rights and Responsibilities 80
- Student Code of Conduct 80
- Disciplinary Process 82
- Resolution of Grievances and Complaints 82
- Policy and Procedure 82
- Dress Code 84
- Identification Cards 85
- Copyright Infringement Policy 85
- Acceptable Use Policy 87

CLINICAL POLICIES 89
- Clinical Placement 90
- Clinical Attendance Policies 90
- Clinical Participation Requirements 90
- Clinical Registration Requirements 90
- Practicum Experiences 91
- Practicum Registration Requirements 92
- Health Insurance 92
- Health & Immunization Requirements 92
- Physical Examination 93
- Criminal Background Screening 93
- Fingerprinting and Drug Screening 93
- Cardiopulmonary Resuscitation (CPR) 94
- Requirements 94
- Clinical Dress Code 94
- Clinical Confidentiality 94

STUDENT SERVICES 97
- Academic Advisement 98
- Student Orientation 98
- Liability Insurance 98
- Personal Counseling 98
- Loss of Personal Property 98
- Technology 98
- Library/Learning Resources 99
- Name Change 99
- Transcripts 99
- Career Placement Counseling 99

HEALTH & SAFETY 101
- Parking 102
- Electrical Storms 102
- Power Failures 102
- Cancelled Classes or Clinical Experiences 102
- Life Safety Systems 102
- Cell Phones 102
- Children 102
- Food and Beverages 102
- Smoking 102
- Fire and Evacuation Plan 102
- Medical Emergency 103
- Incident Reporting 103
- Campus Security 104
- Bomb Threat 104
- Latex 105
- Drug Free Policy 105
- Weapons Policy 107
- Anti-hazing Policy 107
- Annual Security Reports 108
- Family Educational Rights and Privacy Act (FERPA) 110

NURSING PROGRAMS 113
- Nursing Programs 114
- Doctor of Nursing Practice Degree Program Description 116
- Master of Science in Nursing Degree Program Description 118
- Baccalaureate Degree in Nursing Program Description 119
- Associate Degree in Nursing Program Description 120
- Practical Nursing Program Description 121
- General Education 122
- Curriculum Plans 123

COURSE DESCRIPTIONS 153
Course Descriptions 154
OTHER RESOURCES 179
Hours of Operation 180
Academic Calendar and Holidays 180
2024 Academic Calendar – Online Programs 181
2024 Academic Calendar – Prelicensure Programs 182
Faculty Credentials 183

www.GalenCollege.edu

Information is current at the time of publication.
All policies contained in this volume are in effect until a subsequent catalog or addendum is published online at
https://galencollege.edu/campuses/louisville
https://galencollege.edu/campuses/hazard
https://galencollege.edu/campuses/pikeville
https://galencollege.edu/campuses/online-nursing-programs.

Galen College of Nursing reserves the right to modify and make exceptions to policies as necessary, without prior notice.
Students accepted into any program of study agree to this upon signing the Enrollment Agreement.

Main Campus - Louisville, Kentucky
Off-campus Instructional Sites - Hazard and Pikeville, Kentucky
Volume 79, May – December 2024

The Higher Education Opportunity Act of 2008 (HEOA) requires that postsecondary institutions participating in federal student aid programs make certain disclosures to enrolled and prospective students, parents, employees, and the public. Galen makes this information available to you online at https://galencollege.edu/consumer-disclosures.

GALEN COLLEGE
OF NURSING

GENERAL INFORMATION

GALEN
COLLEGE OF NURSING

Vision, Mission, Goals and Values

Our Vision
We change the life of one to care for the lives of many.

Our Mission
Galen College of Nursing, driven by a culture dedicated to expanding access to nursing education, prepares diverse learners to demonstrate excellence and compassion in nursing through an educational approach immersed in innovation, technology, and student support.

Our Goals
Student Success - Galen College of Nursing fosters a culture of academic quality and individualized student support, recognizing the student as our highest priority.

Institutional Excellence - Galen College of Nursing engages in systematic, focused, and ongoing assessment to continuously improve people, programs and services.

Relationships - Galen College of Nursing builds trust through collaboration and action in support of a healthy and dynamic organization, healthcare landscape, and the community at large.

Stewardship - Galen College of Nursing responsibly manages fiscal, human, and physical resources to assure stability and growth.

Our Values
Inclusivity - I foster an environment that provides opportunity for every individual to reach their full potential.

Character – I act with integrity and compassion in all I do.

Accountability – I own my role and accept responsibility for my actions.

Respect – I value every person as an individual with unique contributions worthy of consideration.

Excellence - I commit myself to the highest level of quality in everything I do.

Our History

Galen was established by Humana Health Institutes, Inc. (Humana) in 1989 with a sole focus on nursing education. At this time, Humana was positioned as one of the largest insurance providers and healthcare systems in the country and developed a practical/vocational nursing (PN/VN) program in response to a severe national nursing shortage. Initially offered in Louisville, Kentucky; San Antonio, Texas; and Tampa Bay, Florida, these programs continue to address the healthcare needs of the communities they serve and are exemplars of excellence in nursing education.

Galen officially became Galen College of Nursing in 2005, with the establishment of a prelicensure associate degree nursing (ADN) program at the Florida and Kentucky campuses. As part of Galen's evolution as a college came the decision to establish its first independent Board of Directors in 2006. In 2007, Galen established its first new campus in 17 years in Cincinnati, Ohio. The College received initial accreditation with SACSCOC in 2013 and became a Level II institution upon offering a baccalaureate degree in nursing in 2014. In 2016, Galen responded to a severe nursing shortage in rural Appalachia by offering the ADN program in Hazard, KY. In 2019, Galen became a Level III institution upon offering a master's degree in nursing. In 2020, HCA Healthcare, Inc., the nation's largest healthcare provider, acquired a majority ownership stake in the College's parent company in order to partner with the College in meeting its mission of expanding access to nursing education for diverse learners across the country.

Galen has over 30 years of experience in delivering nursing education, and since 1989 has graduated over 31,000 nurses. Galen is one of the nation's largest educators of practical and registered nurses, a success we attribute in part to our committed, caring faculty and small class sizes, diverse clinical and field/preceptorship experiences, as well as our expertise in delivering quality on-ground and online nursing education programs.

Accreditations

For additional information regarding the accreditation of Galen and our programs, please visit our website at https://galencollege.edu/about-galen/accreditation.

Regional Accreditation

Galen College of Nursing (Galen) is accredited by the **Southern Association of Colleges and Schools Commission on Colleges** (SACSCOC) to award associate, baccalaureate, master's, and doctoral degrees. Galen may also offer credentials and diplomas at approved degree levels. Questions about the accreditation of Galen may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Galen consists of a Main Campus located in Kentucky and off-campus instructional sites in Florida, Colorado, Ohio, Nevada, North Carolina, South Carolina, Tennessee, Utah, Kansas, Virginia, and Texas. Branch campus accreditation is dependent upon the continued accreditation of the Main Campus.

Programmatic Accreditation

Campus	Program	Programmatic Accreditor
Asheville, NC	Associate Degree in Nursing Program	Effective August 1, 2022, the associate nursing program at Galen College of Nursing at the Asheville Campus located in Asheville, North Carolina, is a candidate for initial accreditation by the **Accreditation Commission for Education in Nursing**. This candidacy status expires on August 1, 2024. **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 View the public information disclosed by the ACEN regarding this candidate program at: Search ACEN Programs Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education,** 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.
Aurora, CO	Associate Degree in Nursing Program	The Aurora Campus is in the process of submitting the documentation necessary to obtain candidacy status with the **Accreditation Commission for Education in Nursing (ACEN)**.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.

Austin, TX	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the San Antonio Campus located in San Antonio, Texas, and off-campus instructional sites located in Austin, Richardson, and Houston, Texas, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.
Cincinnati, OH	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Cincinnati Campus located in Cincinnati, Ohio is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree in nursing program at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.
Dallas, TX (Richardson)	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the San Antonio Campus located in San Antonio, Texas, and off-campus instructional sites located in Austin, Richardson, and Houston, Texas, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.

Dallas, TX (Richardson)	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.
Gainesville, FL	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Gainesville Campus located in Gainesville, Florida, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Initial Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.
Hazard, KY	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Louisville Campus located in Louisville, Kentucky, and off-campus instructional sites located in Hazard and Pikeville, Kentucky, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
Houston, TX	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the San Antonio Campus located in San Antonio, Texas, and off-campus instructional sites located in Austin, Richardson, and Houston, Texas, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.

Houston, TX	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.
Las Vegas, NV	Associate Degree in Nursing Program	Effective March 19, 2024, the associate nursing program at Galen College of Nursing at the Las Vegas Campus located in Las Vegas, Nevada, is a candidate for initial accreditation by the **Accreditation Commission for Education in Nursing.** This candidacy status expires on March 19, 2026. Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 http://www.acenursing.com/candidates/candidacy.asp View the public information disclosed by the ACEN regarding this candidate program at Search ACEN Programs. **Note**: Upon granting initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the ACEN Board of Commissioners granting initial accreditation.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.
Louisville, KY	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Louisville Campus located in Louisville, Kentucky, and off-campus instructional sites located in Hazard and Pikeville, Kentucky, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Miami, FL (Pembroke Pines)	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Miami Campus located in Pembroke Pines, FL is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Initial Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree in nursing program at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.
Myrtle Beach, SC	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Myrtle Beach campus located in Myrtle Beach, South Carolina, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Initial Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
Nashville, TN	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Nashville Campus located in Nashville, Tennessee, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Initial Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.

Online	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.
	Master's Degree in Nursing Program	The master's nursing program at Galen College of Nursing at the Louisville campus located in Louisville, Kentucky, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the master's nursing program is Initial Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
Pikeville, KY	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Louisville campus located in Louisville, Kentucky, and off-campus instructional sites located in Hazard and Pikeville, Kentucky, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
Richmond, VA	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Richmond Campus located in Richmond, Virginia, and off-campus instructional site located in Roanoke, Virginia, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Initial Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.

Roanoke, VA	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Richmond Campus located in Richmond, Virginia, and off-campus instructional site located in Roanoke, Virginia, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Initial Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
San Antonio, TX	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the San Antonio campus located in San Antonio, Texas, and off-campus instructional sites located in Austin, Richardson, and Houston, Texas, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.
Salt Lake City, UT	Associate Degree in Nursing Program	Effective January 17, 2023, the associate nursing program at Galen College of Nursing at the Salt Lake City Campus located in Salt Lake City, Utah, is a candidate for initial accreditation by the **Accreditation Commission for Education in Nursing**. This candidacy status expires on January 17, 2025. **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 View the public information disclosed by the ACEN regarding this candidate program at: Search ACEN Programs Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.

Sarasota, FL	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Tampa Bay campus located in Tampa Bay, Florida and off-campus instructional site located in Sarasota, Florida, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.
Tampa Bay, FL (St. Petersburg)	Associate Degree in Nursing Program	The associate nursing program at Galen College of Nursing at the Tampa Bay campus located in Tampa Bay, Florida and off-campus instructional site located in Sarasota, Florida, is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website.
	Baccalaureate Degree in Nursing Program	The baccalaureate degree program in nursing at Galen College of Nursing is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.
Wichita, KS	Associate Degree in Nursing Program	Effective September 7, 2023, the associate nursing program at Galen College of Nursing at the Wichita Campus located in Wichita, KS is a candidate for initial accreditation by the **Accreditation Commission for Education in Nursing**. This candidacy status expires on September 7, 2025. **Accreditation Commission for Education in Nursing (ACEN)** 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 View the public information disclosed by the ACEN regarding this candidate program at: Search ACEN Programs Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation
	Baccalaureate Degree in Nursing Program	The College is in the process of submitting the documentation necessary to add the Wichita Campus to our existing CCNE accreditation.

Approvals

The individual programs offered by Galen College of Nursing are approved by the Board of Directors of the College. Galen and its individual programs have met the educational standards for approval, authorization, or licensure from the following national and state organizations:

NC-SARA

National Council for State Authorization Reciprocity Agreements
3005 Center Green Drive, Suite 130
Boulder, CO 80301
(303) 848-3764

Galen College of Nursing participates in the State Authorization Reciprocity Agreements. Because distance education authorization requirements vary by state, the online RN to BSN, MSN, and DNP programs may not be available to students in all states. In order to continue enrollment in these programs, students in the these programs must remain a resident of a state in which Galen has all necessary approvals. Authorizations for Distance Education are current at the time of publication and found on the Galen website.

All students are encouraged to first attempt to resolve complaints following Galen's Resolution of Grievances Policy. If an issue cannot be resolved internally, students in the online RN to BSN, MSN, and DNP programs may file a complaint with Kentucky's portal agency for NC-SARA, the Kentucky Council on Postsecondary Education (CPE), located at 100 Airport Road, 2nd Floor, Frankfort, KY 40601.

California

California Bureau for Private Postsecondary Education
P.O. Box 980818
Sacramento, CA 95798-0818
(916) 431-6959

Student Protection Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as

required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Colorado

Colorado Board of Nursing (CBON)
1560 Broadway, Suite 1350
Denver, CO 80202
(303) 894-7800
https://dpo.colorado.gov/Nursing

Colorado Commission on Higher Education (CCHE)
1600 Broadway, Suite 2200
Denver, CO 80202
(303) 862-3001
https://cdhe.colorado.gov/

Galen College of Nursing is provisionally authorized by the Colorado Commission on Higher Education to award associate and bachelor degrees.

Florida

Florida Board of Nursing
4052 Bald Cypress Way, BIN C02
Tallahassee, Florida 32399

Licensed by the Florida Commission for Independent Education
Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 323099-0400, toll-free telephone number (888)224-6684.

Florida Department of Veterans' Affairs
P.O. Box 31003
St. Petersburg, FL 33731
(727) 319-7402

Georgia

Complaints about this institution should be directed to

Georgia Nonpublic Postsecondary Education Commission
2082 E. Exchange Place, #220
Tucker, GA 30084-5334

Through relevant agencies and the Attorney General's office, any U.S. state, district, or territory will accept complaints regardless of whether Galen is required to be licensed in that location. Georgia students may follow the Complaint Process posted on the NPEC website located at https://gnpec.georgia.gov/.

Kansas

Kansas Board of Nursing
900 SW Jackson Street, Suite 1051
Topeka, KS 66612-1230

Kentucky

Kentucky Approving Agency for Veterans Education
300 North Main Street
Versailles, Kentucky 40383

Kentucky Board of Nursing
312 Whittington Parkway, Suite 300
Louisville, KY 40222

Program of nursing benchmark data can be found at https://kbn.ky.gov/KBN%20Documents/kentucky-program-of-nursing-benchmarks.pdf.

Kentucky Commission on Proprietary Education
500 Mero Street, 4th Floor
Frankfort, KY 40601

To file a complaint with the Kentucky Commission on Proprietary Education, each person filing must submit a completed "Form to File a Complaint" (PE-24) to the Kentucky Commission on Proprietary Education by mail to 500 Mero Street, 4th Floor, Frankfort, KY 40601. This form can be found on the website at https://kcpe.ky.gov/Pages/index.aspx.

Student Protection Fund
KRS 165A.450 requires each school licensed by the Kentucky Commission on Proprietary Education to contribute to a Student Protection Fund which will be used to pay off debt incurred due to the closing of a school, discontinuance of a program, loss of license, or loss of accreditation by a school or program. To file a claim against the Student Protection Fund, each person filing must submit a completed "Form for Claims Against the Student Protection Fund". This form can be found on the website at https://kcpe.ky.gov/Pages/Student-Protection-Fund.aspx.

Kentucky Council on Postsecondary Education
100 Airport Road, 2nd Floor
Frankfort, KY 40601

Ohio
Ohio Board of Career Colleges and Schools
35 East Broad Street, Suite 2481
Columbus, Ohio 43215-3414
Certificate of Registration Number: 07-01-1808T
(877) 275-4219

Ohio Board of Nursing
17 South High Street, Suite 660
Columbus, Ohio 43215-3947

Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215
(614) 466-6000

Ohio Department of Veterans Services, State Approving Agency
77 South High Street, 7th Floor
Columbus, OH 43215
(614) 466-9287

Nevada
The Nevada Commission on Postsecondary Education maintains a tuition indemnification fund that may be used to refund students who have suffered damage as a result of discontinuance of operation of a postsecondary educational institution licensed by the Nevada Commission on Postsecondary Education or the violation by a licensed institution of any provision of the Nevada Revised Statutes (Nev. Rev. Stat.) § 394.383 to 394.560, inclusive, or the regulations adopted pursuant thereto. The existence of this account does not create a right in any person to receive money from the account. In order to file a complaint, please contact:

Nevada Commission on Postsecondary Education
2800 E. St. Louis
Las Vegas, NV 89104
Telephone: (702) 486-7330
Fax: (702) 486-7340

Nev. Rev. Stat. § 394.553 – Account for Student Indemnification

1. The Account for Student Indemnification is hereby created in the State General Fund. The existence of the Account does not create a right in any person to receive money from the Account. The Administrator shall administer the Account in accordance with regulations adopted by the Commission.
2. Except as otherwise limited by subsection 3, the money in the Account may be used to indemnify any student or enrollee who has suffered damage as a result of:
    a. The discontinuance of operation of a postsecondary educational institution licensed in this state; or
    b. The violation by such an institution of any provision of NRS 394.383 to 394.560, inclusive, or the regulations adopted pursuant thereto.
3. If a student or enrollee is entitled to indemnification from a surety bond pursuant to NRS 394.480, the bond must be used to indemnify the student or enrollee before any money in the Account may be used for indemnification.
4. In addition to the expenditures made for indemnification pursuant to subsection 2, the Administrator may use the money in the Account to pay extraordinary expenses incurred to investigate claims for indemnification or resulting from the discontinuance of the

operation of a postsecondary educational institution licensed in this state. Money expended pursuant to this subsection must not exceed, for each institution for which indemnification is made, 15 percent of the total amount expended for indemnification pursuant to subsection 2 or $10,000, whichever is less.

5. No expenditure may be made from the Account if the expenditure would cause the balance in the Account to fall below $10,000.
6. Interest and income earned on the money in the Account, after deducting any applicable charges, must be credited to the Account.
7. The money in the Account does not lapse to the State General Fund at the end of any fiscal year.

Nevada Board of Nursing
4220 S Maryland Pkwy #300
Las Vegas, NV 89119

North Carolina
North Carolina Board of Nursing
4516 Lake Boone Trail
Raleigh, NC 27607

The University of North Carolina System
140 Friday Center Drive
Chapel Hill, NC 27517

The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy (PDF) and submit their complaint using the online complaint form at https://studentcomplaints.northcarolina.edu/form.

For more information contact:

North Carolina Post-Secondary Education Complaints
223 S. West Street, Suite 1800
Raleigh, NC 27603
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at: http://www.ncdoj.gov/complaint. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058.

If you choose to mail a complaint, please use the following address:

Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

South Carolina
South Carolina Board of Nursing
110 Centerview Drive
Columbia, South Carolina 29210

Texas
Texas Board of Nursing
333 Guadalupe #3-460
Austin, Texas 78701

Texas Higher Education Coordinating Board
P.O. Box 12788, Capitol Station
Austin, TX 78711
https://www.highered.texas.gov/

The Texas Higher Education Coordinating Board has granted a Certificate of Authority to Galen College of Nursing to award the degree listed below:

Associate of Applied Science Degree in Nursing
This certificate does not constitute accreditation; the issuance of this certificate attests only to an institution's having met the Board's standards established for nonexempt institutions.

Questions or complaints about this institution should be addressed to:

Texas Higher Education Coordinating Board
P.O. Box 12788, Capitol Station
Austin, TX 78711
or email StudentComplaints@thecb.state.tx.us.
Rules governing student complaint procedures, Title 19 of the Texas Administrative Code, Rules 1.110-112, can be found here.

Texas Veteran's Commission
P.O. Box 12277
Austin, TX 78711-2277
or email info@tvc.texas.gov

Tennessee

Tennessee Board of Nursing
665 Mainstream Dr.
Nashville, TN 37228

Tennessee Higher Education Commission
312 Rosa L Parks Ave 9th Floor
Nashville, TN 37243

Any person claiming damage or loss as a result of any act or practice by this institution that may be a violation of the Title 49, Chapter 7, Part 20 or Rule Chapter 1520-01-02 may file a complaint with the Tennessee Higher Education Commission, Division of Postsecondary State Authorization.

Tennessee SAA Veterans Education Transition Support (VETS), a division of the Tennessee Higher Education Commission
312 Rosa L Parks Ave 9th Floor
Nashville, TN 37243

Utah

Utah Board of Nursing
Heber M. Wells Building, 4th Floor
160 East 300 South
Salt Lake City, UT 84111

Utah Department of Commerce, Division of Consumer Protection
Heber M. Wells Building
160 East 300 South
P.O. Box 146704
Salt Lake City, UT 84114-6741

Virginia

Virginia Board of Nursing
9960 Maryland Dr., #300
Richmond, Virginia 23233

State Council of Higher Education for Virginia
James Monroe Building
101 North Fourteenth Street
Richmond, VA 23219
Galen College of Nursing is Provisionally Certified to Operate by the State Council of Higher Education for Virginia.

Most concerns and complaints can be resolved at the campus level. However, after following the Galen College of Nursing grievance procedures, you may file a complaint with the State Council of Higher Education for Virginia (SCHEV) through the student complaint process described on the SCHEV website:

https://www.schev.edu/students/resources/student-complaints.

West Virginia

West Virginia Council for Community and Technical College Education
1018 Kanawha Boulevard, East, Suite 1700
Charleston, WV 25301

Galen College of Nursing is authorized to offer post-secondary educational programs, and legally appointed representatives may solicit students in the State of West Virginia.

Memberships and Affiliations

Galen is a member agency of the National League for Nursing (NLN). The NLN is a leader in setting national educational standards for the nursing workforce through education, development, and research.

Galen is a member agency of the Organization for Associate Degree Nursing (OADN). OADN is the leading advocate for associate degree nursing education and practice and promotes collaboration in the future of healthcare education and delivery.

Campus Locations, Amenities, and Degree Offerings

Amenities at the Galen campuses include access to:

- multimedia classrooms;
- clinical learning laboratories outfitted with highly specialized models, mannequins, and equipment to simulate clinical practice;
- student study and lounge areas;
- conference rooms;
- free parking; and,
- accessible restrooms.

Main Campus – Louisville

Galen College of Nursing
3050 Terra Crossing Boulevard
Louisville, KY 40245
Campus: (502) 410-6200
Admissions: (502) 813-4747
https://galencollege.edu/campuses/louisville
https://galencollege.edu/campuses/online-nursing-programs

The Main Campus (pictured right) is 132,000 square feet. Nursing programs offered at the Main Campus include the PN, ADN, BSN, MSN, and DNP programs.

Off-campus Instructional Sites

Hazard Campus

Galen College of Nursing
101 Airport Gardens Road, Suite 200
Hazard, KY 41701
Campus: (606) 629-3141
Admission: (606) 629-3121
https://galencollege.edu/campuses/hazard

The off-campus instructional site is 18,000 square feet. Nursing programs offered at the ARH Campus include the ADN program.

Pikeville Campus

Galen College of Nursing
150 Healthcare Drive
Pikeville, KY 41501
Campus: (502) 813-4747
Admissions: (877) 223-7040
https://galencollege.edu/campuses/pikeville

The off-campus instructional site is 20,000 square feet. Nursing programs offered at the Pikeville Campus include the PN and ADN programs.

Branch Campus – Asheville

Galen College of Nursing
30 Town Square Blvd.
Asheville, NC 28803
Campus: (828) 209-2500
Admissions: (877) 223-7040
https://galencollege.edu/campuses/asheville

The Asheville Campus is 19,000 square feet. Nursing programs offered at the Asheville Branch Campus include the ADN and BSN programs.

Branch Campus – Aurora

Galen College of Nursing
3190 S Vaughn Way
Aurora, CO 80014
Admissions: (877) 223-7040
https://galencollege.edu/campuses/aurora

The Aurora Campus is 34,700 square feet. Nursing programs offered at the Aurora Branch Campus include the ADN and BSN programs.

Branch Campus – Cincinnati

Galen College of Nursing
100 E-Business Way
Cincinnati, OH 45241
Campus: (513) 475-3600
Admissions: (513) 475-3636
https://galencollege.edu/campuses/cincinnati

The Cincinnati Campus (pictured right) is 34,000 square feet. Nursing programs offered at the Cincinnati Branch Campus include the ADN and BSN programs.

Branch Campus – Gainesville

Galen College of Nursing
7001 SW 24th
Gainesville, FL 32607
Campus: (352) 224-7300
Admissions: (352) 224-7324
https://galencollege.edu/campuses/gainesville

The Gainesville Campus (pictured right) is 21,000 square feet. Nursing programs offered at the Gainesville Branch Campus includes the PN, ADN, and BSN programs.

Branch Campus – Las Vegas

Galen College of Nursing
9260 West Sunset Road, Medical Office II
Las Vegas, NV 89147
Admissions: (877) 223-7040
https://galencollege.edu/campuses/las-vegas

The Las Vegas Campus (pictured right) is 40,000 square feet. Nursing programs offered at the Las Vegas Branch Campus include the ADN and BSN programs.

Branch Campus – Miami

Galen College of Nursing
1200 SW 145th Avenue
Pembroke Pines, FL 33027
Campus: (954) 634-3200
Admissions: (954) 634-3000
https://galencollege.edu/campuses/miami

The Miami Campus (pictured right) is 40,500 square feet. Nursing Programs offered at the Miami Branch Campus include the ADN and the BSN programs.

Branch Campus – Myrtle Beach

Galen College of Nursing
920 Doug White Drive, Suite 120
Myrtle Beach, SC 29572
Campus: (843) 282-4200
Admissions: (843) 282-4282
https://galencollege.edu/campuses/myrtle-beach

The Myrtle Beach Campus (pictured right) is 19,535 square feet. Nursing programs offered at the Myrtle Beach Branch Campus include the ADN program.

Branch Campus – Nashville

Galen College of Nursing
1100 Dr. Martin Luther King Jr. Blvd.
Fourth Floor
Nashville, TN 37203
Campus: (615) 277-6300
Admissions: (615) 277-6363
https://galencollege.edu/campuses/nashville

The Nashville Campus (pictured right) is 35,000 square feet. Nursing programs offered at the Nashville Campus include the ADN and BSN programs.

Branch Campus – Richmond

Galen College of Nursing
Boulders VIII
7300 Beaufont Springs Drive
Richmond, VA 23225
Campus: (804) 521-7700
Admissions: (804) 521-7721
https://galencollege.edu/campuses/richmond

The Richmond Campus (pictured right) is 35,784 square feet. Nursing programs offered at the Richmond Branch Campus include the ADN program.

Off-Campus Instructional Site

Roanoke Campus

Galen College of Nursing
Roanoke Metis Plaza
1819 Electric Rd. Suite H
Roanoke, VA 24018
Admissions: (877) 223-7040
https://galencollege.edu/campuses/roanoke

The Roanoke Campus (pictured right) is 36,395 square feet. The ADN program is offered at the Roanoke Branch Campus.

Branch Campus – San Antonio

Galen College of Nursing
7411 John Smith Drive, Suite 1400
San Antonio, TX 78229
Campus: (210) 733-3056
Admissions: (210) 733-3056
https://galencollege.edu/campuses/san-antonio

The San Antonio Campus (pictured right) is 68,000 square feet. Nursing programs offered at the San Antonio Branch Campus include the VN, ADN, and BSN programs.

Extended Classrooms

Galen College of Nursing
8109 Fredericksburg Road
San Antonio, TX 78229

The extended classroom (pictured right) is approximately 20,000 square feet. Nursing programs offered at Methodist include portions of the ADN and BSN programs.

Off-Campus Instructional Sites

Austin Campus

Galen College of Nursing
1201 W. Louis Henna Blvd., Bldg. B, Suite 101
Austin, TX 78681
Campus: (512) 420-5100
Admissions: (512) 420-5121
https://galencollege.edu/campuses/austin

The off-campus instructional site (pictured right) is 19,000 square feet. Nursing programs offered at the Austin Campus include the VN, ADN, and BSN programs.

Extended Classrooms

Galen College of Nursing
Frontera Crossing
101 Louis Henna Blvd.
Round Rock, TX 78664

The extended classroom is approximately 11,000 square feet. Nursing programs offered at Frontera Crossing include portions of the VN, ADN, and BSN programs.

Dallas Campus

Galen College of Nursing at Dallas
1301 W President George Bush Hwy,
Richardson, TX 75080
Admissions: (877) 223-7040
https://galencollege.edu/campuses/dallas

The off-campus instructional site is 40,000 square feet. Nursing programs offered at the Dallas Campus include the VN, ADN, and BSN programs.

Houston Campus

Galen College of Nursing at Houston
11210 Equity Drive,
Houston, TX 77041
Admissions: (877) 223-7040
https://galencollege.edu/campuses/houston

The off-campus instructional site is 45,000 square feet. Nursing programs offered at the Houston Campus include the VN, ADN, and BSN programs.

Branch Campus – Salt Lake City

Galen College of Nursing
Irvine Office Park – Building One
344 West 13800 South
Draper, UT 84020
Admissions: (877) 233-7040
https://galencollege.edu/campuses/salt-lake-city

The Salt Lake City Campus (pictured right) is 40,000 square feet. Nursing programs offered at the Salt Lake City Branch Campus include the ADN and BSN programs.

Branch Campus – Tampa Bay

Galen College of Nursing
10200 Dr. Martin Luther King Jr. Street N
St. Petersburg, FL 33716
Campus: (727) 577-1497
Admissions: (727) 722-9292
https://galencollege.edu/campuses/tampa-bay

The Tampa Bay Campus (pictured right) is 70,000 square feet. Nursing programs offered at the Tampa Bay Branch Campus include the PN, ADN, and BSN programs.

Extended Classrooms

Galen College of Nursing - Northside
6006 49th St North, Suite 140
St Petersburg, FL 33709

The extended classroom is 8,931 square feet. Nursing programs offered at Northside include portions of the ADN Program.

Off-Campus Instructional Site:
Sarasota Campus
501 N. Cattlemen Road
Sarasota, FL 34232
Campus: (727) 577-1497
Admissions: (941)343-3643
https://galencollege.edu/campuses/sarasota

The off-campus instructional site (pictured right) is 22,702 square feet. Nursing programs offered at the Sarasota Campus include the ADN and BSN programs.

Branch Campus – Wichita

Galen College of Nursing
551 N. Hillside Street
Wichita, KS 67214
Admissions: (877) 233-7040
https://galencollege.edu/campuses/wichita

The Wichita Campus is 25,000 square feet. Nursing programs offered at the Wichita Branch Campus include the ADN program and BSN programs.

Galen College of Nursing Administration

Mark A. Vogt..... Chief Executive Officer
Tracy A. Ortelli, PhD, RN, CNE, ANEF, FAAN..... Chief Academic Officer
Steve Hyndman, EdD ..... Executive Vice President and Provost
Audria Denker, DNP, RN, FAADN ..... Executive Vice President of Nursing; Interim Associate Dean and Program Director
Tara Dailey, DNP, MSN, RN.....Associate Vice President and Executive Dean of Nursing
Lisa Peak, DNP, MSN, RN, CNE .....Regional Dean (PN, ADN, and Prelicensure BSN Program Administrator)
Jennifer L. Stewart, PhD ..... Dean of Arts & Sciences
Emily Selch, DNP, RN, CNE..... Dean
Ariel Young, MSN Ed., RN, CMSRN, CNE..... Associate BSN Program Director
Brian Devore, EdD, MSN, MHA, RN..... ADN/PN Program Director
Melissa Dimitri, MSN, RN, CPN..... Associate ADN Program Director
Amy Sands, MSN, RN, CNEcl..... Associate PN Program Director
Brittney Welch, DNP, RN.....Director of Clinical Experience
Shalonda Arnold, MSN, RN ..... Director of Clinical Education
Hope Jones, MSN, RN, CHSE.....Regional Director of Simulation and Clinical Learning Laboratories
Dashanda Stanton, MSN, RN .....Director of Clinical Learning
Holli Wolfe.....Simulation Laboratory Coordinator
Shiloh Graham, DC, BS ..... Associate Chair, Arts and Sciences
Shanti Srinivas, EdD, MA, BA ..... Associate Chair, Arts and Sciences
Ellen Krumme, DC, MS, BS, AAS ..... Associate Chair, Arts and Sciences
Ayesha Zafir, PhD, MS, BS ..... Associate Chair, Arts and Sciences
Tanya Quiroz, MS, BS ..... Associate Chair, Arts and Sciences
LiSandra Washington ..... Lead Content Enrichment Specialist
Jean Heiskell, DNP, RN ..... Content Enrichment Specialist (NCLEX/terminal courses)
Christine Dimaculangan, MSN, RN, CNE ..... Content Enrichment Specialist (RN Fundamentals)
Paul Haidet, MSN, RN-BC ..... Content Enrichment Specialist (RN Fundamentals)
Melissa Campagna, MSN-Ed, BSN, RN ..... Content Enrichment Specialist (RN M/S 1)
Audrey Rideout, MSN, RN ..... Content Enrichment Specialist (RN M/S 1)
Nancy McConnell, MSN, RN, CNE..... Content Enrichment Specialist (RN M/S 2 (ADV))
Joanna Holmes, MSN-Ed, RN, CNE ..... Content Enrichment Specialist (RN M/S 2 (ADV))
Felicia Echezona, MSN, RN ..... Content Enrichment Specialist (PN/VN Courses) (Pharmacology)
Heather Jones, MEd., BSN, RN ..... Content Enrichment Specialist (VN Courses)
Lori Revis, MSN, BSN, RN ..... Content Enrichment Specialist (Pediatrics, Mental Health, Dosage Calculation)
Lindsey May, MSN, RN, C-EFM ..... Content Enrichment Specialist (OB/Maternity)
Michelle Whittet, MSN, RN ..... First Quarter Student Experience Lead
Sanja Murga Preston, MSW, CSW ..... Community Resource Specialist; Section 504/Title IX Coordinator
Danielle Edwards, MSSW ..... Community Resource Specialist; Section 504/Title IX Coordinator
Elizabeth Mulhollon, MA, BS ..... Disability Services Manager
Addelana Virtys, MS ..... Manager of Academic Advising
Michelle Young..... Senior Administrative Assistant
Karen Lichtefeld..... Executive Assistant to the COO
Emma Vandyke..... Executive Administrative Assistant
Joe Price ..... Administrative Librarian
Sarah Wellman, PsyD ..... School Counselor
Lauren Rosas ..... Regional Registrar

Louisville Campus

Jeremy Call.....Director of Campus Operations
Brittany Recktenwald.....Administrative Assistant
Carol Mack ..... Receptionist
Jaycie Tong ..... Receptionist
Jennifer Abrahamson ..... Senior Admissions Representative
Rachel Owens ..... Senior Admissions Representative
Bianca Moorman .....Admissions Representative
Jodi Parker .....Admissions Assistant
Amanda Greathouse.....Enrollment Manager
Alex Jordan.....Enrollment Counselor
Jayme Scott.....Enrollment Counselor
Lindsay D'Amico.....Enrollment Counselor
Lisa Wright ..... Financial Aid Manager
Avery Hardy ..... Financial Aid Advisor
Stacy Clauss ..... Financial Aid Advisor
Laura Bower ..... Financial Aid Advisor
Alex Petersohn..... Financial Aid Advisor
William Price ..... Financial Aid Advisor
Dee McMillin.....Financial Aid Advisor
Deynese Evans..... Bursar
Deborah Wilde ..... Lead Academic Advisor
Kassandra Stanfield ..... Academic Advisor
Shermia Spencer ..... Academic Advisor
Julia Mackenzie-Rollinson..... Campus Registrar
Patrick Craycraft..... Registrar Service Specialist
Asia McQuarter ..... Registrar Service Specialist
Dominique Collins .....Campus Engagement Specialist
Christian Lister..... IT Support Specialist
Jonathan Lyons.....IT Support Specialist

Pikeville Campus

Kayla Tackett, MSN, RN ..... Associate Program Director
Kate Pinion..... Clinical Education Coordinator
Lacey Gayheart..... Director of Campus Operations
Savannah Cochran..... Administrative Assistant
Andrew Stidham..... Student Account Specialist
Miranda Davis..... Enrollment Manager
Joseph Charles.....Enrollment Counselor
Shermia Spencer ..... Academic Advisor
Rebecca Ward .....Registrar Service Specialist
Taylor Adkins .....Campus Engagement Specialist

Hazard Campus

Allison Boggs, DNP, APRN, FNP-BC .....Associate Dean
Ann Eldridge.....Clinical Education Coordinator
Andrea Eldridge..... Clinical Education Coordinator
Erica Haddix.....Academic Clinical Support Liaison
Lacey Gayheart..... Director of Campus Operations
Shannon Peck..... Administrative Assistant-Operations
Lane Reynolds..... Administrative Assistant-Academics
Andrew Stidham..... Student Account Specialist

Melissa Brashear..... Admissions Representative
Miranda Davis..... Enrollment Manager
Suzan Maddin .....Financial Aid Team Lead
Jennifer Little.....Financial Aid Advisor
Kassandra Stanefield ..... Academic Advisor
Leighann Bartley.....Campus Registrar
Ashley Stamper .....Registrar Service Specialist
Taylor Adkins .....Campus Engagement Specialist
Megan Cornett.....Campus Engagement Specialist
Taylor Adkins.....Campus Engagement Specialist
Jeremiah Caudill..... IT & Facilities Coordinator

Online Campus

John D. Lundeen, EdD, RN, CNE, ANEF .....Dean of Graduate Education and Professor
Elizabeth Brown, BSN. MSN, DNP ..... Graduate Program Director and Associate Professor
Kathy Burlingame, EdD, MSN, RN, PHN, CNE ..... Dean (RN to BSN Program Administrator)
Pamela Carver, APRN, CNE .....RN/BSN Associate Program Director
Gina Rivera, PhD, MSN, RN..... RN to BSN Program Director
Matthew Sheehan.....Regional Director of Campus Operations (Online/Virtual/West)
David Ritz..... Admissions Manager
Eric Cunningham.....Admissions Team Lead
Dan Squires.....Senior Admissions Representative
Julie Meihaus.....Senior Admissions Representative
Kaitlyn Simpkins..... Online Admissions Representative
Karina Humphrey..... Online Admissions Representative
Lindsay Crutchfield ..... Online Admissions Representative
Maleeka Wright ..... Online Admissions Representative
McAnthony Foster ..... Online Admissions Representative
Michael Chavez ..... Online Admissions Representative
Thuy Dominguez.....Online Admissions Representative
Natalie Reed.....Online Admissions Representative
Hazel Baker..... Financial Aid Manager & VA College Manager
Elaine Fisher.....Student Financial Services Specialist
Kaelin Curtsinger.....Online Financial Aid Document Specialist
Megan Williams.....Online Financial Aid Document Specialist
Amanda Thrasher.....Associate Bursar
Courtney Baker.....Student Accounts Specialist
Tammy Spencer.....Associate Bursar
Sarah Wiesehan ..... Lead Academic Advisor
Erin Guthrie ..... Post Licensure Process Specialist
Alison Diggs ..... Academic Advisor
Amanda Golden ..... Academic Advisor
Donald Faunce..... Academic Advisor
Jake Stresen-Reuter ..... Academic Advisor
Karrie Wright..... Academic Advisor
Erin Guthrie..... Online Student Academic Advisor

Where to Go When You Need to Know

Academic Counseling ..... Faculty
Academic Support ..... Content Enrichment Specialist
Administrative Policies ..... Program Administrator
Billing and Payments ..... Bursar
Career, Personal, Non-academic Support ..... Community Resource Specialist
Disability Information ..... Section 504/Title IX Coordinator
Financial Aid Eligibility ..... Current Student Financial Aid Advisor
Personal Counseling ..... School Counselor
Registration ..... Registrar
Transcripts and Education Verification ..... Registrar
Veteran's Education Benefits ..... Current Student Financial Aid Advisor

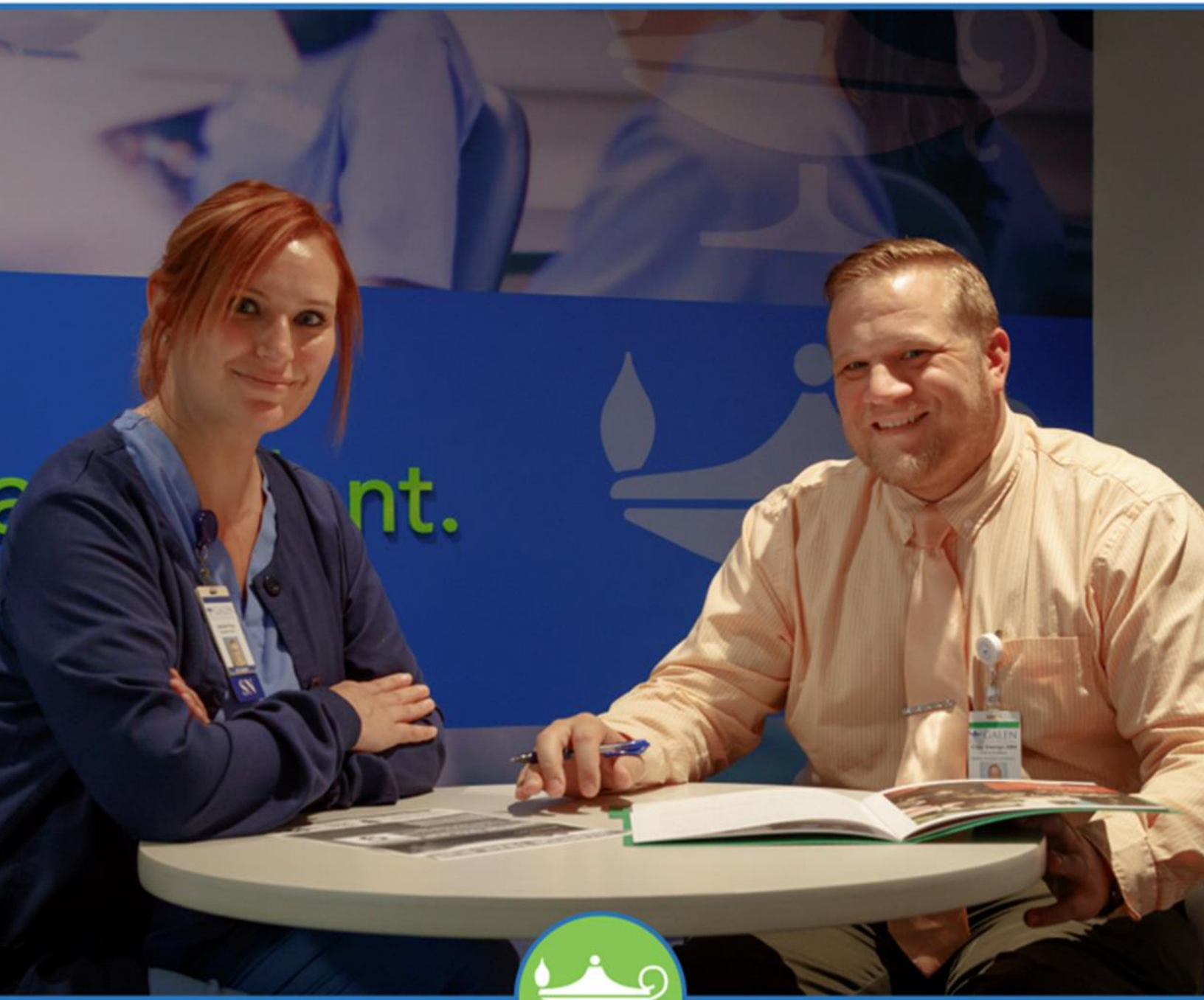
Applicants and students can also find additional College and student information at the following locations:

Attendance ..... Student Self-Service Portal
Booklist ..... Galen Website – Campus Page
Financial Aid Award Letter ..... Student Self-Service Portal
Grades ..... Student Self-Service Portal
Job Search ..... Galen Website – Alumni Page
Ledger ..... Student Self-Service Portal
Transcript Request ..... Galen Website – Alumni Page

GALEN COLLEGE
OF NURSING

GALEN COLLEGE
OF NURSING

ADMISSIONS



GALEN
COLLEGE OF NURSING

Admission to Galen

Admission is selective and based upon available facilities and resources in the community and within Galen. Applicants may apply for admission into the program for the Spring, Summer, Fall, or Winter quarter (PN/VN Program, ADN Program, and BSN Program, Prelicensure Option) or Spring, Summer, or Fall semester (BSN Program, RN to BSN Option, MSN Program, and DNP Program). Acceptance into the desired program will be made after a review of the applicant's file. Students may be accepted up to the third day of classes, subject to approval by the Program Administrator (or designee). The Program Administrator is identified as the academic administrator of record with the State Board of Nursing. These responsibilities are assumed by an academic administrator and may have the title of Program Director, Assistant Dean, Associate Dean, Dean, Regional Dean, Executive Dean, or other. An applicant, previously enrolled at Galen who did not graduate and who is not seeking program re-entry, needs Program Administrator (or designee) approval prior to acceptance into another program. Please refer Galen College Administration section for a listing of academic administrators.

Undergraduate Programs

Requirements	PN/VN Program*	ADN Program*		BSN Program	
		Two-year Option	LPN/LVN to ADN Bridge Option	Prelicensure Option*	RN to BSN Option
General Admission Requirements	• Must be a high school graduate, possess a General Education Development (GED) diploma, or other recognized high school equivalency test. • Must be able to communicate effectively in English.				
TESTING REQUIREMENTS The Test of Essential Academic Skills (TEAS) is the College's official entrance examination. Applicants may be granted acceptance into the College based upon equivalent entrance test scores on other qualifying examinations, including the ACT, SAT, HESI A2, and Multilevel PAX, or evidence of a previously earned bachelor's degree or higher from an accredited institution. Admission test scores must have been earned within the last five years.					
TEAS	52.0%	55.0%	*52.0%* *Galen PN/VN graduates are not required to take the TEAS Examination.*	58.7%	
ACT	18	19	18	20	
SAT	980	1030	980	1100	
Multilevel PAX	78	95	90	101	
Any individual wishing to retake the TEAS examination is required to wait a minimum of 30 days before being eligible to repeat. The TEAS examination may not be taken more than three times within a 12-month period.					
Earned Degree			An earned diploma in practical/vocational nursing.		An earned associate degree or diploma in nursing from an accredited registered nursing (RN) program or institution
GPA			2.5 or better on a 4.0 scale from a PN/VN program. *Galen PN/VN graduates with a GPA of 2.0 or greater qualifies for the Galen LPN/LVN to ADN Bridge Option.*		2.0 or better on a 4.0 scale from an ADN program
Licensure			Must provide proof of current, active, unencumbered PN licensure, unless the applicant begins the ADN program, LPN/LVN to ADN Bridge Option within six months of completing Galen's PN program. Students accepted into Galen's ADN program, LPN/LVN to ADN Bridge Option within six months of graduating from Galen's PN/VN program will be required to provide proof of current, active, unencumbered PN/VN license as a course registration requirement for PNS 202 LPN/LVN to RN Role Transition.		Must provide proof of current, active, unencumbered RN licensure to practice as a registered nurse in the United States.

**Galen's prelicensure programs consist of the PN/VN Program, the ADN Program (Two-year and LPN/LVN to ADN Bridge options), and the BSN Program, Prelicensure Option. Applicants that have a previously earned baccalaureate degree and a cumulative GPA of 2.0 or better on a 4.0 scale are not required to submit a college admission score.*

Graduate Programs

Requirements	Nurse Educator Option; Nursing and Healthcare Leadership Option	Doctor of Nurse Practice	
		Post-master's Option	BSN to DNP Option
General Admission Requirements	• Must be a high school graduate, possess a General Education Development (GED) diploma, or other recognized high school equivalency test. • Must be able to communicate effectively in English.		
Earned Degree	An earned Bachelor of Science in Nursing (BSN) degree from an accredited program or institution.	An earned Master of Science in Nursing (MSN) degree from an accredited program or institution† OR An earned Master of Science (M.S.) degree with a concentration in nursing from an accredited program or institution†	An earned Bachelor of Science in Nursing (BSN) degree from an accredited program or institution†
GPA	3.0 or better on a 4.0 scale from a BSN program	Minimum cumulative grade point average of 3.0 on a 4.0 scale from an MSN or master's program Completion of a basic statistics course with a grade of B or better	Minimum cumulative grade point average of 3.0 on a 4.0 scale from a BSN program Completion of a basic statistics course with a grade of B or better
Experience		Minimum of one (1) year of full-time experience in the practice of nursing or health-related administrative role within three (3) years of first graduate nursing course	Minimum of one (1) year of full-time experience in the practice of nursing as a registered nurse within three (3) years of first graduate nursing course
Licensure			

† *Foreign degree equivalencies will be reviewed and may be accepted on a case-by-case basis.*

Conditional Acceptance

ADN Program, LPN/LVN to ADN Bridge Option	BSN Program, Prelicensure Option	BSN Program, RN to BSN Option	MSN Program	DNP Program, Post-master's Option
Applicants may be granted conditional acceptance into the ADN program, LPN/LVN to ADN Bridge Option at the Program Administrator's (or designee's) discretion. Students admitted with a conditional status must maintain satisfactory standing (a grade of 'C' or above in each nursing, science, and math course, and a cumulative GPA of 2.0) or may be subject to dismissal. Students will gain full acceptance upon satisfactory completion of 20 quarter credit hours within the program.	Applicants may be granted conditional acceptance into the BSN Program, Prelicensure Option at the Program Administrator's (or designee's) discretion. Students admitted with a conditional status must maintain satisfactory standing (a grade of 'C' or above in each nursing, science, and math course, and a cumulative GPA of 2.0) or may be subject to dismissal. Students will gain full acceptance upon satisfactory completion of 28 quarter credit hours within the program.	Applicants may be granted conditional acceptance into the BSN Program, RN to BSN Option at the Program Administrator's (or designee's) discretion. Students admitted with a conditional status must maintain satisfactory standing (a grade of 'C' or above in any math course and a cumulative GPA of 2.0) or may be subject to dismissal. Students will gain full acceptance, and be able to enroll in nursing courses (NSG), upon obtaining RN licensure.	Applicants may be granted conditional acceptance into the MSN program at the Program Administrator's (or designee's) discretion. Students admitted must complete six (6) semester credits at the master's level with an earned grade of "B" or greater in each course taken to gain full acceptance to Galen's MSN program.	Applicants may be granted conditional acceptance into the Post-Master's DNP program at the Program Director's discretion. Students admitted on conditional status must complete six (6) semester credits at the DNP level with an earned grade of "B" or greater in each course take to gain full acceptance to Galen's DNP program.

Unencumbered Licensure

Unencumbered licensure is defined as a license in which there are no provisions that limit the licensee's scope of practice, such as an active disciplinary action(s), condition(s) or restriction(s) by a State Board of Nursing.

Distance Education Enrollment Matters

In order to enroll and continue enrollment, students attending any Galen program must remain a resident of a state which Galen has all necessary approvals. Students who travel or change their residency to a state or territory where Galen does not have all necessary approvals may be required to withdraw from the program. It is the student's responsibility to notify the Program Administrator immediately if they intend to change their state or territory of residency or travel outside of the country. Additional information related to Galen's approvals can be found at http://www.galencollege.edu/about-galen/approvals/.

Other Policy Matters

Galen reserves the right to:

- Deny admission to an otherwise qualified applicant,
- Revoke admission based on an adverse background, drug or fingerprint screening, or
- Defer qualified applicants to future start dates.

Legal Matters

Some state professional standards prohibit the issuing of a nursing license to a convicted felon. In addition, healthcare facilities routinely refuse to allow convicted felons into the clinical setting to obtain a clinical experience. As a result, Galen requires applicants of the prelicensure programs who have been convicted of a felony, misdemeanor, or any criminal acts to disclose this information as a mandatory step in the application process. Galen reserves the right to deny admission to any applicant who has a criminal record and may revoke acceptance of a student who does not fully disclose the nature or extent of any felonies, misdemeanors, or criminal convictions. Please see the Criminal Background Screening Policy below for more information.

Application Process for Galen College of Nursing Programs:

	PN/VN Program, ADN Program, and BSN Program, Prelicensure Option	BSN Program, RN to BSN Option	MSN Program	DNP Program
Submit completed application.	√	√	√	√
Submit non-refundable entrance testing fee or request copy of ACT or SAT scores to be sent directly to Galen.	√			
Schedule an Entrance Examination.	√			
Submit proof of high-school graduation, receipt of General Education Development (GED) diploma, or other recognized high school equivalency test.	√			
Submit proof of receipt of ADN diploma.		√		
Submit proof of receipt of BSN diploma.			√	√ BSN-DNP Applicants Only
Submit proof of receipt of MSN diploma.				√
Submit proof of current, unencumbered registered nursing license.		√	√	√
Submit current resume or curriculum vitae (CV).				√
Submit transcripts from all postsecondary schools attended which demonstrate completion of a statistics course with a grade of B or better.				√
Submit transcripts from all postsecondary schools attended if requesting evaluation of transfer credit.	√	√	√	√

Upon completion of the application process, Galen will consider the application in totality. Applicants accepted or rejected by Galen will be notified in writing.

Enrollment Process Following Program Acceptance:

	PN/VN Program, ADN Program, and BSN Program, Prelicensure Option	BSN Program, RN to BSN Option	MSN Program	DNP Program
Schedule appointment with Financial Aid Specialist to sign enrollment agreement and arrange for payment of tuition and fees. *	√	√	√	√
Attend orientation held prior to the first day of classes. Orientation familiarizes students with Galen officials, policies, and procedures.	√	√	√	√
Submit a medical packet that includes physical examination and immunization record documentation to the Office of Academic Records. †	√			
Pass criminal background screening prior to start of classes. Criminal background screening fee is non-refundable.	√			

* *All requests for transfer credit must be approved prior to signing the enrollment agreement. Please see the Transfer Credit Earned at Other Institutions Policy for complete information. Contact information for scheduling the appointment is included in the acceptance letter.*

† *For specific immunization requirements currently in effect, please see Health & Immunization Requirements on the Galen website at https://galencollege.edu/consumer-disclosures/.*

Proof of High School Graduation or GED Diploma

All applicants must submit proof of high school Graduation, GED diploma, or other recognized high school equivalency test in order to demonstrate compliance with admission criteria. Please contact Admissions for information about acceptable forms of documentation.

Once Galen has evaluated the documentation, the applicant will be notified whether they may proceed with the admissions process.

Home-Schooled Applicants

Admissions will evaluate home-schooled applicants to determine if the high school education for the applicant meets our proof of graduation requirement. Please contact the Admissions Office for information about required documentation.

Once Admissions evaluates home-schooled student documentation, the applicant will be notified whether they may proceed with the admissions process. Applicants may also proceed with the admissions process by earning a GED diploma or other recognized high school equivalency test.

Admission and Enrollment Requirements for Dual Enrollment Students

PN/VN students enrolled in a high school program with which Galen has a current, formalized, dual enrollment agreement on record must remain continuously enrolled at the high school noted, and supply a transcript at the start of each term. In order to receive a Galen diploma at the completion of the program and be eligible to sit for the NCLEX®, students must also supply proof of high school graduation.

Transcripts from Foreign Schools

Transcripts from foreign schools must be reviewed by a National Association of Credential Evaluation Services (NACES) approved evaluating agency. Visit www.naces.org/members for a list of approved agencies. The official transcript evaluation must be submitted directly to the Office of Academic Records.

Criminal Background Screening Policy

Galen believes that the enrollment of qualified students contributes to the overall success of the education process. Background screens and reference checks serve as important parts of the enrollment process at Galen. These types of information are collected as a means of obtaining additional applicant-related information that helps determine their overall qualifications, ensuring the protection of the current people, property, and information of the organization.

At Galen, background screens and reference checks are conducted on every student applicant. This process is conducted to verify the accuracy of the information provided by the applicant. The following verifications may be conducted:

1. Social Security Number Verification
2. Criminal Convictions (applicable State and/or County records)
3. Sexual Offender and Predator Registry
4. Applicable State Medicaid Exclusion List
5. GSA List of Parties Excluded from Federal Programs
6. OIG List of Excluded Individuals

Applicants who have been convicted of committing or attempting to commit one or more of the following offenses will not be eligible for enrollment with Galen. The applicant will not be admitted if the criminal history report indicates a conviction of either a felony classification or misdemeanor within the past seven (7) years unless there are mitigating circumstances.

1. Murder, homicide, manslaughter, or concealment of a homicidal death
2. Kidnapping, child abduction, criminal child enticement, or contributing to the delinquency of a minor
3. Unlawful restraint or forcible detention
4. Felonious or aggravated assault, menacing, battery or infliction of great bodily harm
5. Sexual assault/battery, sexual abuse or unlawful sexual behavior
6. Abuse, abandonment, criminal neglect or financial exploitation of or indecency with a child, elderly or disabled person
7. Theft, robbery or burglary
8. Aiding suicide
9. Criminal trespass
10. Arson
11. Misapplication of fiduciary property or property of a financial institution
12. Securing execution of a document by deception
13. Unlawful possession or use of weapons or aggravated discharge of a firearm;
14. Felony conviction for manufacture, delivery, possession or trafficking possession of controlled substance(s).
15. A conviction under the laws of another state, federal law, or the Uniform Code of Military Justice for an offense containing elements that are substantially similar to the elements of an offense listed above.

Exceptions must be approved by the Program Administrator (or designee). A student may appeal this decision to the Provost.

Galen will ensure that all background screens and reference checks are conducted in compliance with all federal and state statutes, such as the Fair Credit Reporting Act, as applicable.

Students who experience any break in service, or who begin a new program of study, will be subject to an additional background screening, at the student's expense, upon reentry.

Recordkeeping

All information obtained from the background screening and reference check process will only be used as part of the enrollment process and kept strictly confidential. Only approved personnel at Galen will have access to this information. In addition, Galen may release information obtained from background screening to clinical providers as a result of the applicant's participation at said clinical facility.

Readmission to Galen

Prelicensure Programs

A former student may apply for readmission by submitting the Request for Readmission Form to the Office of Academic Records. The completed form and supporting documentation will be reviewed by the Readmission Committee, who will make a Recommendation to the Program Administrator (or designee), whose decision will be final. The student will be notified of the Program Administrator's (or designee's) decision in writing within ten (10) business days of the Readmission Committee's meeting. Please refer to sections on Repeating a Course and Financial Information for additional information regarding these policies.

Students re-entering the PN/VN program within 180 days of their last date of attendance in the program will return under the tuition, fees, and refund policy associated with the previous enrollment. Students re-entering the PN/VN program outside 180 days of their last date of attendance in the program are subject to any published changes to tuition, fees, and refund policy. All other policy changes are effective immediately with *Student Catalog* publication.

Graduate Programs and BSN Program, RN to BSN Option
Former students may apply for readmission by contacting an Online Admissions Representative.

All Programs
Readmitted students who experience any break in service may be required to retake courses or demonstrate proficiency in competency requirements, and are required to meet curriculum requirements in effect at the time of readmission. Students who are readmitted following a dismissal for unsatisfactory academic performance may be admitted in a conditional status and may be required to follow some remedial steps to help them be successful in their coursework. Failure to adhere to the conditional admission requirements may result in the student's dismissal from the program. This conditional status will be reviewed at the end of each term.

Repeated courses may be at the student's expense, upon reentry. All decisions will be made final at the discretion of the Program Administrator (or designee). Please refer to the Transfer Policies Section for additional information regarding general education course credits.

Transfer Policies

Transfer of Galen Credits

Galen College of Nursing (Galen) is regionally accredited. Prospective students who plan to continue their educational studies are encouraged to speak with Galen staff members about their plans and to request assistance in answering questions regarding transfer of credit.

Credits earned at Galen may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Galen. You should obtain confirmation that Galen will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. You should also contact any educational institutions that you may want to transfer credits earned at Galen to determine if such institutions will accept credits earned at Galen prior to executing an enrollment contract or agreement. The ability to transfer credits from Galen to another educational institution may be very limited. Your credits may not transfer, and you may have to repeat courses previously taken at Galen if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended, and you are advised to make certain that you know the transfer of credit policy of Galen and of any other educational institutions you may in the future want to transfer the credits earned at Galen before you execute an enrollment contract or agreement.

Intercampus Transfers

Both current and former students may wish to transfer from the nursing programs at one Galen campus to another. To be considered, contact the Program Administrator of both programs.

Program Transfers

A student may request to transfer between programs/program options, if applicable, if they are in satisfactory academic standing and if the space is available. To be considered, contact the Program Administrator of both programs.

Transferring Credit Earned at Other Institutions

If an applicant is currently attending or has attended a school other than Galen with a related curriculum, they may be able to obtain credit for those courses. A request for evaluation of prior or current courses and credits must be submitted and approved prior to signing the enrollment agreement. A copy of the official transcript(s) of the courses to be considered for transfer must be sent to Galen directly from each school, college, or university attended. Submission of these documents is a request for evaluation.

The Program Administrator (or designee) will have discretion to accept or reject transfer credits. Applicants may be requested to provide a copy of the school catalog with course description and/or a syllabus for the course. To be considered for transfer credit, a grade of "C" or higher must have been earned in the course, and the course must have been earned at an accredited college or university. Letter grades for courses that are accepted for transfer will not be computed into the student's Galen grade point average (GPA). Please refer to Galen's Residency Requirements for complete information.

Credit earned in a term covered by academic bankruptcy will not be considered for transfer to Galen regardless of the grade recorded. Academic Bankruptcy is a practice at some institutions whereby an entire term is removed from a student's progress record and does not count toward GPA, SAP or graduation requirements.

Prelicensure Programs

Only general education and interdisciplinary courses listed in the curriculum plan may be options for transfer to Galen's prelicensure programs. The following table provides additional information and requirements regarding those courses that may be eligible for transfer.

Course(s)	Eligible for Transfer	Eligible for Transfer
	ADN Program	BSN Program, Prelicensure Option
BSL 101 - Principles of Pharmacology	No	Not offered
CSC 1040 - Information Literacy & Technology Essentials	No	Not Offered
GPS 1200- Pathway to Success	Will be considered if applicant has an earned bachelor's degree from an institution with which Galen has a current, formalized articulation agreement on record.	
PHM 2500 – Introduction to Pharmacology	Not Offered	Will be considered if completed within the last five (5) years
BIO 1100/50 Anatomy and Physiology 1 BIO 1300/50 Anatomy and Physiology 2 BIO 2100 Microbiology for Healthcare Professionals	Will be considered if applicant has 1) achieved Galen's established benchmark score on the ATI TEAS science subcomponents on an ATI TEAS taken in the past five years OR 2) if applicant has an earned bachelor's degree from an institution with which Galen has a current formalized articulation agreement on record.	
Other Science and Math Courses	Will be considered if completed within five (5) years of start date	

BSN Program, RN to BSN Option

RN to BSN program students may be eligible to transfer in a maximum of six (6) semester credit hours of 3000 or 4000 baccalaureate-level nursing courses that have been successfully completed within the last five (5) years. The Program Administrator (or designee) will have the discretion to review and accept or reject baccalaureate-level nursing courses that have been completed successfully and are greater than five (5) years old on a case-by-case basis, for a maximum of six (6) transferrable semester credit hours. Nursing courses that are part of the RN to BSN program's core must be an equivalent course. Transfer credit is not accepted for NSG 3050 (Transition to Baccalaureate Nursing) or NSG 4850 (Capstone). Non-equivalent nursing courses may be considered electives.

1. Remedial or developmental courses will not be eligible for transfer credit.
2. Transfer credit is considered for courses supportive of a Liberal Arts foundation including communication, humanities, mathematics*, and sciences**:
   - Communications (e.g., communications, English, languages, and speech)

- **Humanities** (e.g., history, performing arts, philosophy, religious studies, theology, and visual arts)
- **Mathematics** (e.g., algebra, calculus, statistics, and trigonometry)
- **Sciences** (e.g., anatomy & physiology, biology, chemistry, computer, and microbiology)
- **Social Sciences** (e.g., anthropology, cultural diversity, psychology and sociology)

3. A "C" or higher must have been earned in the course, and the course must have been earned at an accredited post-secondary institution of higher education.

**A minimum of 3 semester credit hours in Statistics is required for mathematics.*
*** A minimum of 3 semester credit hours in Anatomy and Physiology is required for science.*

If there are extenuating circumstances, RN to BSN students may request permission from their program administrator (or designee) to enroll in courses at another institution. Transfer credit requested after signing the enrollment agreement must be approved by the Program Administrator (or designee) prior to the student's registering for a course at any other institution. Please refer to Galen's Residency Requirements for complete information.

MSN Program

The MSN program enables students to potentially transfer in a maximum of six (6) semester credit hours of master's-level nursing courses that have been successfully completed within the last five (5) years. The Program Administrator (or designee) will have the discretion to review and accept or reject master's-level nursing courses that have been completed successfully and are greater than five (5) years old on a case-by-case basis, for a maximum of six (6) transferrable semester credit hours. To be considered for transfer credit, a grade of "B" or higher must have been earned in the course, and the course must have been earned at an accredited college or university. Transferred nursing courses must be an equivalent course to the MSN Core, Direct-Care Core, or Specialty Core. Transfer credit will not be accepted for *NSG 6400 Nurse Educator Practicum I, NSG 6410 Nurse Educator Practicum II, NSG 6700 Leadership Practicum I, or NSG 6720 Leadership Practicum II*.

DNP Program

The DNP program enables students to potentially transfer in a maximum of six (6) semester credit hours of doctoral-level nursing courses that have been successfully completed within the last five (5) years. The Program Administrator (or designee) will have the discretion to review and accept or reject doctoral-level nursing courses that have been completed successfully and are greater than five (5) years old on a case-by-case basis, for a maximum of six (6) transferrable semester credit hours.

To be considered for transfer credit, a grade of "B" or higher must have been earned in the course, and the course must have been earned at an accredited college or university. Transferred nursing courses must be an equivalent course to the DNP Core Transfer credit will not be accepted for *NSG 7000 Transition to Doctoral Learning, NSG 7100 Organizational Leadership, NSG 7120 Leadership in Higher Education, NSG 7200 Financial and Data Analysis, NSG 7220 Leadership of Organizational Resources, NSG 7300 Health Policy Leadership, NSG 7320 Nursing Program Development and Leadership, NSG 7400 Advanced Concepts in Nursing Informatics, NSG 7500 DNP Project I, or NSG 7550 DNP Project II.*

Transfer of Credit – Advanced Placement (AP) Courses

Transfer credit will only be considered for general education courses listed in the Student Catalog. The applicant will be required to have an official grade report sent by the College Board demonstrating subject mastery of "3" or above on the corresponding examination before credit will be awarded. The applicant must indicate that they wish to request an evaluation of advanced placement coursework when submitting the initial application. If accepted, this score will be recorded as a "transfer" or "T" grade on the grade transcript. Please refer to Galen's Residency Requirements for complete information. To be considered for transfer, AP credit must have been earned within the past five (5) years for science and math courses.

Proficiency Examinations Policy

Students may be eligible to earn credit for select general education courses on the basis of scores earned on the College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST), nationally standardized proficiency examinations. Official results must be received by the College prior to signing the enrollment agreement. If accepted, scores will be recorded as a "transfer" or "T" grade on the transcript. Credit may not be granted for a proficiency examination in which a student has already taken the equivalent course. Please refer to Galen's Residency Requirements for additional information.

The following CLEP and DSST proficiency examinations will be considered for credit at Galen.

Associate Degree in Nursing Program and BSN Program, Prelicensure Option

CLEP Proficiency Examination	Course Equivalent	Minimum Passing Score Required
College Composition Modular or English Composition	ENG 1105 - English Composition	50
College Algebra	MAT 1205 - College Mathematics	50
Introductory Psychology	PSY 1205 – Introduction to Psychology	50
Sociology	SOC 1305- Introduction to Sociology	50

CLEP credit for MAT 1205 College Mathematics must have been earned within the past five (5) years.

BSN Program, RN to BSN Option

Credit for CLEP and DSST will be considered based on the RN to BSN liberal arts and general education core areas. In order to be considered for credit, students must earn the minimum passing score as outlined by DSST.

Equal Opportunity, Discrimination, and Harassment Policy

Galen maintains and enforces a policy of affording equal opportunity to all individuals. This policy prohibits Galen, its faculty, staff and other employees from discriminating against any applicant or student because of gender, race, age, color, disability, national origin, religion, or other category protected by applicable federal, state, or local law. This policy extends to all of Galen's programs and activities and to all aspects of Galen's relationship with its applicants and students, including admissions and access to, and treatment and employment in, Galen's programs and activities.

Galen maintains and enforces a policy that prohibits harassment of its applicants and students based on legally protected status. Unwelcome conduct based on gender, race, age, color, disability, national origin, religion, or other protected category, that interferes with an applicant's or student's equal access to, or equal opportunity to participate in, Galen's programs or activities, or creates an intimidating, hostile or offensive environment, is prohibited. Such harassment may include sexual propositions or innuendos, suggestive comments, teasing or jokes concerning race, gender, etc., obscene or offensive language or gestures, displays of obscene or offensive materials, or physical conduct. It is unlawful and a violation of Galen policy for a faculty member or anyone in a position of authority to base any evaluation or decision on submission to or rejection of unwelcome sexual advances, requests for sexual favors, or other harassment.

Galen's policy also encourages applicants and students to promptly report discrimination and harassment. If a student has been the victim of discrimination or harassment, has witnessed discrimination or harassment, or has a question about the discrimination or harassment policies (including student-on-student harassment), the student should notify a ***Section 504/Title IX Coordinator: Sanja Preston, (502) 709-8278, spreston@galencollege.edu, Danielle Edwards, (726) 245-2026, dedwards@galencollege.edu or Elizabeth Mulhollon, (502) 709-8011, emulhollon@galencollege.edu.***

Galen prohibits retaliation against applicants or students because they have reported discrimination or harassment or participated in an investigation of a discrimination or harassment complaint.

Galen will conduct a prompt and appropriate investigation of each discrimination or harassment complaint. If discrimination or harassment is alleged to have occurred, Galen will take steps to stop the discrimination or harassment and will take disciplinary action against the person responsible.

Accommodations for Qualified Students with Disabilities

Galen complies with all state and federal laws concerning individuals with disabilities and provides reasonable accommodations to individuals with disabilities in accordance with applicable laws. Any applicant or student who wishes to request an accommodation may do so by contacting a ***Section 504/Title IX Coordinator: Sanja Preston, (502) 709-8278, spreston@galencollege.edu, Danielle Edwards, (726) 245-2026, dedwards@galencollege.edu or Elizabeth Mulhollon, (502) 709-8011, emulhollon@galencollege.edu.***

Any individual who has a concern about an accommodation, or about discrimination or harassment based on a disability, should report his or her concern using the procedures described in Galen's "Equal Opportunity, Discrimination, and Harassment" policy.

Accommodations are individually determined. The provision of academic adjustments and auxiliary aids and services are based upon necessity and appropriateness. Some accommodations may be appropriate in a classroom setting, but might prove unworkable, compromise the integrity of the setting's expectations, or pose an undue burden or unsafe patient care in a clinic placement. Students eligible to receive disability accommodations are expected to review implementation of supported accommodations with their course faculty as early in the term as possible. In online courses, students receiving accommodations for quizzes or exams may, at the faculty member's discretion, be required to test on-ground, in a proctored environment. If a particular accommodation would fundamentally alter the course or create an undue burden or unsafe patient care application, Galen reserves the right to modify or decline the accommodation as deemed appropriate and necessary. It is the student's responsibility to promptly notify the Section 504/Title IX Coordinator if they believe they have not received timely or effective accommodations to enable the Section 504/Title IX Coordinator to investigate and take appropriate action in a timely manner.

Students who experience any break in service and wish to have their prior accommodations considered for reinstatement must contact their campus Section 504/Title IX Coordinator. Depending on the length of time that has passed and the nature of the condition, a student may be required to provide updated documentation from their external treatment professional which will be reviewed according to Galen's Establishing and Maintaining Eligibility for Accommodations procedure. Until the eligibility process is completed, a student may not be afforded accommodation.

Additional information can be found in Galen's Nursing Technical Standards, as well as the Establishing and Maintaining Eligibility for Accommodations procedure.

Reduced Distraction Testing Environment

A reduced distraction testing environment means that the student with approved accommodations will be provided a testing environment that is reasonably quiet and limits interruptions and other environmental influences with low external distractions.

A reduced distraction testing environment allows for increased control of lighting, noise, seating arrangements or other distractions that may impact student performance in a testing situation. Tools that may help further reduce distractions for students may include: noise cancelling headsets, ear plugs, or study carrels, etc. when available. The environment can include taking examinations with other students in a classroom, laboratory or computer lab setting, where there is at least one empty seat between each test taker, speech is restricted on entering the test environment, movement into or out of the testing environment is limited, with a proctor (or proctors) in the room to ensure minimal distractions and test security.

Related Functional Characteristics Defined Sensory Distractibility: A reduced distraction environment improves a student's ability to concentrate on a task.

Attentional Under focus: A reduced distraction environment helps students stay on task and minimize wandering thoughts.

Test Anxiety: A reduced distraction testing environment provides a setting where students can use strategies to manage their test anxiety and where the amount of anxiety-inducing stimuli is reduced.

Pregnant and Parenting Students

Students may request reasonable accommodations as a result of pregnancy, childbirth, or related conditions by following Galen's Establishing and Maintaining Eligibility for Accommodations procedure. Examples of accommodations may include:

- Accessible seating
- Restroom breaks during class
- Access to lactation rooms during class
- Rescheduling exams
- Submitting work after a deadline missed due to pregnancy or childbirth
- Excusing absences due to pregnancy or related conditions

Additional information may be found on the Galen website.

Establishing and Maintaining Eligibility for Accommodations

1. Information regarding accommodations for applicants or students with disabilities is available on the Galen website, in the Student Catalog and by contacting the campus admissions office or Section 504/Title IX Coordinator.
2. Any applicant or student who wishes to request an accommodation may do so by contacting the Section 504/Title IX Coordinator.
3. The student is expected to provide Galen with pertinent documents from an external treatment professional*, such as a physician, licensed psychologist, or psychiatrist. These documents alone may not be sufficient to establish eligibility but will be used in evaluating the student's request and will assist designated Galen representatives to assess the student's condition. These documents will be kept confidential, in accordance with the Family Educational Rights and Privacy Act (FERPA).
4. Official documentation from the student's external treatment professional* should include at least the following information:
   a. A diagnosis of the student's condition and onset of same;
   b. Severity of the condition and if intermittent, explain when the condition arises and its impact on functioning;
   c. Impact of the condition(s) on major life activities in comparison with most people in the general population;
   d. Functional limitations associated with the condition(s);
   e. Specific recommendations for accommodations, with rationale for recommendations, in any placement setting.
   f. Depending on the nature of the condition, documentation may need to fall within a certain time frame. Most conditions will need to be assessed during adulthood. Galen recommends that documentation generally be no older than three years. However, a condition that is not likely to change over time will not necessarily be subject to such a timeframe. In contrast, with respect to certain health and mental health conditions that may be active and require accommodation adjustments, Galen reserves the right to require documentation as recent as six months. Students are encouraged to consult with the campus' 504 coordinator before securing additional documentation that may not be necessary. In all cases, the documentation should include recommendations for reasonable accommodations that may be necessary to address a student's current functional limitations.
5. The student must meet with a Galen counselor to discuss the request for accommodations. If the documentation is incomplete, the counselor will inform the student of what is missing. For an appointment, contact the campus Section 504/Title IX Coordinator. Accommodations will not typically be afforded until these steps are completed and are not retroactive. Therefore, Galen recommends that the student proceed to collect the necessary documentation during enrollment to the College. When the counselor or campus representative has confirmed that proper documentation required to receive an accommodation is in place, the counselor will arrange for an official notification to be provided by the Section 504/Title IX Coordinator to the student's faculty for the current term (and Program Administrator, if applicable). Specific accommodations will be named in the notification.

The student will be notified of the accommodations to be provided.

6. Once the student's faculty has been notified by the Section 504/Title IX Coordinator that the student is eligible for disability accommodations, the student is expected to review implementation of required accommodations with their course faculty as early in the term as possible.
7. At the end of each academic term during which the student is enrolled at Galen, the student is responsible for requesting that notification about his or her eligibility for accommodations be sent to his or her faculty for the following academic term. Depending on the nature of the student's condition, accommodations may be altered. The student must submit the notification request in writing to the campus Section 504/Title IX Coordinator.
8. Questions or concerns may be directed to the Section 504/Title IX Coordinator.

** An external treatment professional is defined as a healthcare professional qualified in the diagnosis and treatment of learning, emotional, health, or physical disabilities.*

GALEN COLLEGE
OF NURSING

GALEN COLLEGE
OF NURSING

FINANCIAL INFORMATION

GALEN
COLLEGE OF NURSING

Student Fees

Students attending Galen will be responsible for certain fees, as applicable:

Background Check Fee - A non-refundable fee for performing a background check is due at the time of enrollment.

Books - Books may be purchased as needed.

Parking and Tolls - If required, students are responsible for public parking fees and tolls while attending classes at Galen and when at participating facilities during clinicals.

Registration Fee - A registration fee is due at the time of enrollment.

NCLEX® Learning Resources – If required, students are responsible for fees associated with the use of these resources.

Testing Fee - This non-refundable fee is due upon registering for the preadmission test.

Uniforms - Students are required to purchase uniforms to wear during selected learning experiences.

Tuition and Fee Schedule – PN/VN Program*

Background Check Fee	$100
Registration Fee	$100
Testing Fee	$40
Tuition	$22,400/Program

Tuition and Fee Schedule – ADN Program*

Background Check Fee	$100
Registration Fee	$100
Testing Fee	$40
Tuition (Gen Ed Courses)	$425/quarter credit hour
Tuition (Nursing Courses)	$460/quarter credit hour
Laboratory Fee	$50/Laboratory Course
Clinical Fee	$125/Clinical Course
Technology Fee	$105/Online Course

Tuition and Fee Schedule – BSN Program, Prelicensure Option*

Background Check Fee	$100
Registration Fee	$100
Testing Fee	$40
Tuition (Gen Ed Courses)	$425/quarter credit hour
Tuition (Nursing Courses)	$500/quarter credit hour
Laboratory Fee	$50/Laboratory Course
Clinical Fee	$125/Clinical Course
Technology Fee	$105/Online Course

Tuition and Fee Schedule – BSN Program, RN to BSN Option*

Registration Fee	$50
Tuition	$424/Semester Credit Hour
Technology Fee	$50/Online Course

Tuition and Fee Schedule – MSN Program*

Registration Fee	$50
Tuition	$545/Semester Credit Hour
Technology Fee	$50/Online Course

Tuition and Fee Schedule – DNP Program*

Registration Fee	$50
Tuition	$750/Credit Hour
Technology Fee	$100/Online Course
Project Fee **	$500 assessed in NSG 7500 $500 assessed in NSG 7550

** Tuition rates effective with the 2024 Summer Term beginning April 4, 2024.*

*** Project fees are non-refundable.*

Tuition must be paid per the payment plan agreed upon before starting classes, unless other formal arrangements have been made. Students receiving financial assistance for all or part of the cost of tuition must submit a copy of the tuition reimbursement, scholarship, or tuition assistance form from the sponsoring agency prior to the first day of class.

Financial Assistance

A full-time Financial Aid Advisor is available to assist students in obtaining financial assistance information, which includes information related to procedures and forms by which students apply for assistance, student eligibility requirements, the criteria for selecting recipients from the group of eligible applicants, and the criteria for determining the amount of a student's award. Additional information can be found on the Galen website at https://galencollege.edu/tuition-financial-aid.

For those who qualify, available financial assistance resources include PELL and Supplemental Educational Opportunity Grant ("FSEOG") grants, Direct Subsidized loans, Direct Unsubsidized loans, Direct PLUS loans, Veteran's Educational benefits, cash payment plans, and private student loan programs.

Federal Pell Grants

Federal Pell Grants are awarded to undergraduate students who display exceptional financial need and have not previously earned a bachelor's, graduate, or professional degree. A Federal Pell Grant, unlike a loan is considered Gift Aid. Awards vary based on the student's need as defined by the United States Department of Education needs analysis formula and the availability of funds.

To be eligible for a PELL grant, a student must be a United States citizen or an eligible non-citizen; be in compliance with selective service registration requirements; and not be in default on, or owe a refund or repayment for, any Federal aid. Students must also provide all documents requested to process the application for financial assistance.

Federal Supplemental Educational Opportunity Grants (FSEOG)

FSEOG provides supplemental funds to undergraduate students with exceptional need, with priority given to Federal Pell Grant recipients. To be eligible for FSEOG, students must be enrolled in an undergraduate program and have not previously earned a bachelor's, graduate, or professional degree. FSEOG funds are limited and awards are determined on a case-by-case basis.

Federal Direct Loans

Direct Subsidized, Direct Unsubsidized and Direct PLUS Loans obtained through the Direct Loan Program are acquired from the U.S. Department of Education. A loan is money that is borrowed and must be paid back with interest. The amounts borrowed for Direct loans are based on several factors including student's dependency status, grade level, aggregate loan limits, and cost of attendance (educational costs as defined by the school). Borrowers are able to review their Direct loan history and learn more about federal eligibility requirements online at www.studentaid.gov.

- **Federal Direct Subsidized Loans**: Available to undergraduate students who have financial need and meet other criteria as defined by the Department of Education. Student is typically not charged interest on the loan during certain periods, such as when enrolled in school at least half-time.
- **Federal Direct Unsubsidized Loans**: Available to undergraduate and graduate degree students, regardless of financial need. Student is responsible for interest charged during all periods.
- **Federal Direct PLUS Loans**: Available for parents who are borrowing funds to pay for their dependent undergraduate child's education, and for graduate students, regardless of financial need. The Direct PLUS loans are based on creditworthiness.

Prospective students will be provided with information on the Free Application for Federal Student Aid ("FAFSA") and may be individually counseled by the Financial Aid Advisor prior to acceptance into the program to determine what financial assistance will be requested.

Additional Financial Opportunities

Students in the ADN and BSN programs may be eligible to participate in additional financial opportunities based on need or scholarship as explained by the Financial Aid Advisor.

Additionally, employed students may have access to tuition reimbursement programs offered as educational incentives by their employer.

Financial Aid Enrollment Status for Degree Programs

Associate Degree and Baccalaureate Degree Programs

Credits Per Term	Enrollment Status
1-5 credits	Below half-time
6-8 credits	Half-time
9-11 credits	Three-quarter time
12 credits and up	Full-time

Graduate Degree Program

Credits Per Term	Enrollment Status
1-2 credits	Below half-time
3 credits	Half-time
4-5 credits	Three-quarter time
6 credits and up	Full-time

Veteran's Educational Benefits

In accordance with Title 38 U.S. Code Section 3679 subsection (e), Galen College of Nursing adopts the following additional provisions for any student using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Chapter 33) or Vocational Rehabilitation & Employment (Chapter 31) benefits, while payment to the institution is pending from the VA. Within ninety (90) days of the date Galen certifies the student's tuition and fees, following receipt of the student's VA Certificate of Eligibility, Galen will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (such as access to classes, library, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, for students to qualify for the above, students will be required to provide Galen with:

- A copy of their VA Certificate of Eligibility (COE) – *A certificate of eligibility can also include a "Statement of Benefits" obtained from the U.S. Department of VA website; eBenefits;*

  OR

- An approval letter for Chapter 31 benefits, such as a VAF 28-1905 Form.

  AND

- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

A student's certificate of eligibility (COE) for entitlement to assistance does not guarantee acceptance into any program or particular start date.

Students are required to electronically verify their attendance with the VA.

For additional information, please visit the Military Veterans page of our website.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

Cohort Default Rate (CDR)

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. Galen's cohort default rate for the most recent three years is:

	FY2020	FY2019	FY2018
Default Rate	0*	1.2	7.1
No. in Default	0*	39	197
No. in Repay	3191	3060	2756
Enrollment figures	10382	9651	8204
Percentage Calculation	30.74	31.7	33.5

* FY 2020 cohort default rates were significantly impacted by the pause on federal student loan payments that began March 13, 2020. During the pause, borrowers with ED-held student loans were not required to make any payments, and no borrowers with ED-held loans entered default.

Financial Aid Satisfactory Progress Policy

Federal regulations require that all students who receive any federal or state financial assistance make measurable academic progress toward completion. Progress is determined quantitatively and qualitatively.

Please see the Academic Policies Section for additional information regarding incomplete course grades, withdrawals, and repetitions on Satisfactory Academic Progress. All program withdrawals will count toward attempted courses in determining quantitative progress. All dropped courses after Week 1 will count toward attempted credits in determining quantitative progress. Transfer credits will be counted toward credits earned and attempted when determining satisfactory academic progress. Quantitative and qualitative progress will be evaluated and monitored each term.

To be considered making satisfactory progress, students must meet standards for both:

- Academic performance, and
- Required completion rate.

If a student is placed on academic probation during the term, they will remain eligible for Title IV assistance. Upon completion of the term, the student's status will be reviewed for continued eligibility.

Quantitative

Students must progress toward successful completion of the program within a maximum timeframe as outlined below. If the student does not meet these requirements, they are permitted to complete their studies, but may not be able to receive Title IV financial assistance. Other

financial arrangements must be made prior to the start of the term.

Qualitative

Students must also show progress by maintaining and achieving a minimum GPA as outlined below. Please note that transfer credits are not included in GPA calculations.

PN/VN Diploma, Associate Degree and Baccalaureate Degree (Prelicensure Option Only) Seeking Students

- At 1 but less than 35 credits attempted or 1 but less than 719 clock hours attempted, students must successfully complete 33 percent of the credit hours or clock hours attempted and have a cumulative GPA of 1.0 or above.
- At 35 but less than 71 credits attempted or 720 but less than 1440 clock hours attempted, students must successfully complete 50 percent of the credit hours or clock hours attempted and have a cumulative GPA of 1.5 or above.
- At 71 credits attempted and above or 1440 clock hours attempted and above, students must successfully complete 67 percent of the credit hours or clock hours attempted and have a cumulative GPA of 2.0 or above.

Credits attempted (Credit hour programs)	Clock hours attempted (Clock hour programs)	Minimum completion rate (earned credits or clock hours divided by attempted credits or clock hours)	Minimum cumulative GPA
1-34.99	1-719	33%	1.0
35-70.99	720-1439	50%	1.5
71 and up	1440 and up	67%	2.0

Baccalaureate Degree (RN to BSN Option Only) Seeking Students

At all times, students must successfully complete 67 percent of the credit hours attempted and have a cumulative GPA of 2.0 or above.

Credits attempted (Credit hour programs)	Minimum completion rate (earned credits or clock hours divided b attempted credits or clock hours)	Minimum cumulative GPA
1 and up	67%	2.0

Graduate Degree Seeking Students

- At 1 but less than 16 credits attempted, students must successfully complete 50 percent of the credit hours attempted and have a cumulative GPA of 3.0 or above.
- At 16 credits attempted and above, students must successfully complete 67 percent of the credit hours attempted and have a cumulative GPA of 3.0 or above.

Credits attempted (Credit hour programs)	Minimum completion rate (earned credits or clock hours divided by attempted credits or clock hours)	Minimum cumulative GPA
1-15	50%	3.0
16 and up	67%	3.0

All Students

Students failing to earn the minimum completion rate percentage and/or GPA (as defined above) will be placed on Financial Aid Warning for one term and will retain financial aid eligibility for that payment period. The completion rate and cumulative GPA will be recalculated at the end of the warning period and if the student failed to meet the minimum percentage for completion rate and/or minimum cumulative GPA, the student will no longer be eligible for Title IV assistance until the minimum percentage rates and/or cumulative GPA are earned based on the scale of attempted credits or clock hours.

At the point where it is established that a student cannot complete the program in less than 150 percent of the published credit hours or clock hours, all financial assistance shall cease.

Reinstatement of Financial Assistance

If a recipient becomes ineligible to receive financial assistance, reinstatement of federal or state aid will occur either when the student successfully meets the above requirements or when the Committee for Financial Aid Appeals approves the continuation of assistance through a student's written appeal.

Note: Students will be granted only one appeal which re-instates financial aid for only one term.

Definitions

Financial Aid Warning – Status assigned to a student who fails to make satisfactory academic progress. Student may continue to receive Title IV aid for one payment period. No appeal is necessary for this status.

Title IV Suspension – Status assigned to a student who has failed to make satisfactory academic progress after a Financial Aid Warning period or has reached a point where it has been established that the student cannot

complete the program within 150% of the published credit or clock hours.

Financial Aid Probation – Status assigned to a student who fails to make satisfactory academic progress that has appealed and has had eligibility for Title IV aid reinstated. Student may receive aid for one payment period.

Appeals

Students assigned Title IV Suspension may submit written documentation to the Financial Aid Manager within ten days of the suspension to appeal the decision. A committee consisting of the Main Campus Financial Aid Director, Main Campus Financial Aid Assistant Director and Director of Campus Operations will review the documentation submitted. The Financial Aid Manager will provide a written response to the student within five working days of the appeal. The committee may only grant an appeal if it is determined that the student will be able to meet the satisfactory academic progress standards by the end of the term. All decisions are final.

The student's appeal must include the mitigating circumstances which led to the failure to maintain satisfactory academic progress, what has changed that will allow the student to make satisfactory academic progress at the next evaluation (end of the term), all documentation supporting the claim of mitigating circumstances and any other information that the student feels may be relevant in evaluating their appeal. Appeals that do not contain all required elements will be denied.

Possible mitigating circumstances include student's illness or injury, death of an immediate relative, illness or injury to an immediate family member where the student is the primary caretaker or that family member is the student's primary financial support. This is not an exhaustive list, it is only provided to give some possible reasons to warrant an appeal. The committee will review the appropriateness of the mitigating circumstances in regards to severity, timeliness, and the student's ability to avoid the circumstance.

Repeating a Course

Failed coursework will count as attempted credits as well as affect the GPA calculation when calculating Satisfactory Academic Progress. Students will be charged the cost for repeating the course based on the published tuition amount in effect at the time of enrollment in the repeated course. Successfully completed courses repeated to improve a grade in a degree-granting program are eligible for financial aid once per course.

Repeat Tuition

Repeat tuition is charged according to the Tuition and Fee Schedule outlined in the Student Fees section.

Tuition in the PN/VN program is charged at the tuition per clock hour rate and can be calculated using the following formula:

Total Program Tuition in Dollars ÷ 1440 Total Program Clock Hours = Dollar Amount per Clock Hour Repeat Tuition Rate

Your per clock hour repeat tuition rate can then be used in the following formula to determine the total tuition that will be assessed for the repeated course(s):

Dollar Amount per Clock Hour Repeat Tuition Rate × Repeat Course Clock Hours = Repeat Course Tuition in Dollars

Tuition will be specified according to the policies set forth in the enrollment agreement.

Incomplete

A grade of "I" does not affect a student's grade point average, but it is considered in calculating progress toward satisfactory completion of a program within a maximum time frame and may impact Title IV funding and satisfactory academic progress. When the "I" is converted to a final grade for the course, the grade is applied to the term in which the student took the course. The GPA is then recalculated for the that term, but the recalculated GPA does not reverse the previous impact of the "I" upon academic standing. The final grade in the course may impact the academic standing of the next enrolled term.

Withdrawals/Course Drops

Courses that are withdrawn and/or dropped will count toward attempted credits in calculating the quantitative measurement of Satisfactory Academic Progress.

Courses that are withdrawn and/or dropped with a grade of WF or DF will count as a course failure for the purposes of the qualitative measurement of Satisfactory Academic Progress

Refunds

If a student should withdraw for any reason, fail to enter the course for reasons other than rejection by this school, or be dismissed, Galen shall retain $100, and a portion of the balance of the tuition will be refunded, unless otherwise indicated below.

PN/VN Program

Students exiting the PN/VN Program after attendance has begun, through 60% completion of the current payment period, will receive an adjusted tuition charge, prorated based on the number of hours completed to the total payment period hours. Students exiting after completing more than 60% of the current payment period will result in no tuition adjustment.

ADN Program and BSN Program, Prelicensure Option

The amount of tuition refunded will be according to the following schedule:

Percentage of Term Completed	Refund
0.1-15.00%	90%
15.01-25.00%	80%
25.01-50.00%	50%
50.01-60.00%	10%
60.01% and greater	0%

BSN Program, RN to BSN Option, MSN, and DNP Program

Refunds will be calculated using the Galen College of Nursing refund policy and any applicable state refund policy. The refund most favorable to the student will be issued. The Galen refund policy is as follows:

Percentage of Term Completed	Refund
0.1-10.00%	90%
10.01%-20.00%	80%
20.01%-50.00%	50%
50.01%-75.00%	10%
75.01%-100.00%	0%

Students are entitled to a 100% refund of tuition and fees (excluding the testing fee) if:

- The student cancels the enrollment within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the date they signed the enrollment contract. If the student does not enter the program after the expiration of the above-mentioned, 72-hour cancellation privilege, no more than $100 will be retained by Galen.
- The student's enrollment was procured as a result of any misrepresentation in advertising/promotional materials of Galen or other misrepresentations.
- Galen discontinues the program and this prevents the student from completing the course.

Refunds will be made within 45 days of the effective determination date (or earlier as required by state regulation), which will be the earlier of:

- The date written notice of withdrawal is received.
- 14 calendar days following the last date of attendance.

Prior to completing the institutional withdrawal calculation, the Department of Education requires the school to compute a Federal Return of Title IV funds calculation for students who receive Title IV assistance. The Higher Education Act requires a calculation to determine the amount of aid a student and school can retain when the student totally withdraws from all courses. A percentage of Title IV aid will be returned for any student who withdraws before completing at least 60% of the term. The amount returned will be based on the percentage of days remaining in the term. The school will determine the calendar days completed in the term divided by the total number of calendar days in the term. If the amount is greater than 60%, then all aid received for the term may be retained. If the amount is less than or equal to 60%, that percentage will be retained and the difference will be returned to the Federal Title IV Aid program from which the funds were received in this order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Federal PLUS Loan, Pell Grant, Academic Competitiveness Grant, and Supplemental Education Opportunity Grant.

If Federal Title IV funds have been given to a student who withdraws during the first 60% of the term, the student may need to return some of those funds. If the financial aid office determines a student owes a return of financial aid funds, the student will be notified in writing regarding how much is owed and how it is to be returned. The Return of Title IV funds calculation is separate from Galen's Tuition/Fee Refund Policy.

Federal funds may not cover all unpaid charges owed to the institution upon the student's withdrawal.

Scholarships

Scholarships are provided to graduating high school seniors who plan to pursue a career in nursing.

Eligibility Requirements

Program	Scholarship	Minimum High School GPA	Minimum Entrance Exam	Additional Requirements
PN/VN	Ruth D. Corcoran Scholarship	3.0 Cumulative High School GPA printed on HS Transcript	ATI TEAS 57, or ACT 20, or SAT 1030	Complete application form and short-essay questionnaire; 2 letters of recommendation
ADN	Ruth D. Corcoran Scholarship	3.0 Cumulative High School GPA printed on HS Transcript	ATI TEAS 57, or ACT 20, or SAT 1030	Complete application form and short-essay questionnaire; 2 letters of recommendation
BSN Prelicensure Option	Dr. Marjorie M. Perrin Scholarship	3.0 Cumulative High School GPA printed on HS Transcript	ATI TEAS 61, or ACT 22, or SAT 1120	Complete application form and short-essay questionnaire; 2 letters of recommendation

A selection committee comprised of campus leadership will choose the recipients based on the merit of the candidate using the eligibility criteria. Scholarship awards may be presented by a representative of Galen College of Nursing during the recipient's high school honors or graduation ceremony.

Students awarded one of these scholarships must accept and initiate the award within the school year following their high school graduation. The award is non- transferrable, non-renewable and may only be applied toward tuition at Galen College of Nursing. Award recipients must maintain a minimum 2.5 GPA throughout the length of their program and remain continuously enrolled to retain the award.

Award recipients will receive a $3,000 scholarship (PN/VN and ADN programs) or a $6,000 scholarship (BSN Program) divided equally over the length of their chosen program. The school-funded award is paid directly to the student's tuition balance at Galen College of Nursing.

To request a scholarship application, contact your Enrollment Counselor.

GALEN COLLEGE
OF NURSING

ACADEMIC POLICIES

GALEN
COLLEGE OF NURSING

Academic Integrity

Galen nursing students are expected to abide by the College's Academic Integrity Honor Code and to demonstrate exemplary behaviors and integrity in all academic endeavors. Students are responsible for learning and upholding professional standards of writing, assessment, and ethics in all coursework and clinical experiences, virtual or in-person, in order to prepare for future professional responsibilities. Academic dishonesty, which includes cheating, plagiarism, any attempt to receive or give assistance during an examination, and other forms of dishonest or unethical behavior, is prohibited and considered a critical offense. Please refer to the Student Code of Conduct for complete information related to critical offenses.

Plagiarism is using the written work or idea of an author or another student as one's own. In an effort to verify the integrity of submitted works, faculty may require students to submit assignments through plagiarism detection software, such as Turnitin. Plagiarism detection software assists students in properly citing sources and provides an opportunity to correct accidental or intentional errors of documentation. Although plagiarism detection software can be a very valuable tool, it is not the only determinant faculty will use to monitor submitted works. For information regarding the use of plagiarism detection software, please see your course faculty member. For more information on plagiarism, please visit https://galen.libguides.com/c.php?g=1288035&p=9458685.

Academic Integrity Honor Code

The Academic Integrity Honor Code is as follows:

As a student of Galen College of Nursing, I acknowledge the requirement for conducting myself in a manner that demonstrates academic integrity and commitment to professional standards. By initialing each statement and signing my name, I agree to conduct myself as described in these ethical behaviors.

I will be honest. Academic dishonesty includes copying or allowing someone to copy from my paper, asking or giving help or answers on assignments that are not designed to be collaborative, using notes or electronic devices that are not authorized, plagiarism, substituting myself for another student during an exam or vice versa, obtaining prior exams by any means, giving or receiving answers to exams to students that are about to take the exam, selling or buying instructor's manuals for textbooks or test questions/item banks, or buying any type of material by an individual or company and using it as my own when submitting papers or assignments.

I will only sign my own name on all documents which includes assignments, examinations, or class attendance sign-in sheets.

I will refer to my syllabus for rules and regulations that are designed for this class. I will refer to the syllabus for grading rubrics and understand what level of performance is expected of me.

I will behave and exhibit a professional manner in all undertakings in this College and with all members of this institution. This will include respecting myself and others, and acting civilly toward other students, faculty, and administration in a physical setting and/or online. I will encounter each person with respect and dignity.

I will ask for clarification on any paper, project, or concept from my faculty to prevent any issues of dishonesty or unethical behaviors.

I will demonstrate integrity in all situations. I will hold others accountable to act respectfully and honestly.

I will not steal any materials from the College or clinical setting. All materials that belong to the College will be authorized as being provided to me as a student and will be documented accordingly.

I will maintain the security of protected health information and will access only authorized patient information within all clinical and laboratory experiences including simulation activities, whether virtual or in-person. I will only copy authorized documents.

I will honor the ANA Code of Ethics including principles of confidentiality and privacy. This includes the privacy of my colleagues, faculty members, patients and their family members, or any situation that deems it necessary to honor confidentiality.

I will understand what informed consent means and will make sure photographs or information about faculty, peers, patients, their family members, clinical facilities, or the College is not disseminated without permission. This includes posting photographs or information using social media platforms such as Facebook, Twitter, LinkedIn, YouTube, Tumblr, Instagram, personal websites, and blogs.

Licensure for Kentucky

In order to become licensed by the Kentucky Board of Nursing (KBN) when you graduate from the BSN, ADN, or PN program at Galen, you must make application to the state of Kentucky and to the National Council Licensure Examination (NCLEX®).

The Kentucky Board of Nursing will make graduate nurses eligible to sit for the NCLEX® following their registration with Pearson Vue testing company. As of June 8, 2011 graduates must also sit for and pass a jurisprudence examination in lieu of completing a 120-hour post graduate clinical internship.

When all application requirements are met and the jurisprudence examination has been passed, KBN will issue a provisional license and concurrently make the applicant eligible to test if they are registered with Pearson Vue. The applicant may or may not test before all applicants for licensure may be made eligible to sit for NCLEX® and be issued a provisional license. This allows an applicant to take NCLEX® prior to passing the jurisprudence examination, if they so choose. Passing NCLEX® and passing the jurisprudence examination are required by law in order to be licensed as a nurse in Kentucky. This regulation change affects all applicants for licensure by examination.

Continued communication with the KBN upon licensure includes the following:

- Notification to the board promptly in writing of any changes in address after submitting the application;
- Submission of a copy of marriage certificates or court order to change name after submitting the original application; and
- Pay all fees required for licensure.

Galen will provide you with information and assistance in time for the application procedure.

If you have questions about this policy, please contact the Program Administrator immediately for further instruction.

Additional state licensing eligibility information can be found at https://galencollege.edu/consumer-disclosures.

Definition of a Credit Hour

	Theory Contact Hours	Laboratory Contact Hours	Clinical Contact Hours
Quarter Credit	12	24	36
Semester Credit	15	30	45

Each contact hour is equal to one 50-minute session.

Grading Policies

Students will be evaluated and receive final course grades at the end of each course. Grades will be based on assignments, testing, and evaluation throughout the term, course or phase. Some courses include a clinical component, which allows students the opportunity to gain experience practicing in a healthcare setting. The grades earned for these courses will be based on the student performance in theory, clinical learning lab, and clinical.

Students must meet all course and clinical objectives, satisfactorily complete all required Competency Performance Examinations (CPEs), and achieve a "pass" for clinical in order to successfully pass the course. Failing to meet the course objectives will result in a course failure.

PN Program, ADN Program, and BSN Program, RN to BSN Option

Students must achieve a grade of "C" or higher in each course. Students who fail any component of a course will receive an "F" as the final grade for the course, regardless of the grade earned in the other components of the course.

In addition to the above, students may be required to pass the other evaluations for specific nursing courses, as outlined in the course syllabi. These evaluations may include, but are not limited to, the following:

- A nationally-normed, standardized examination, such as the Assessment Technologies Institute (ATI) exams
- Clinical Performance Examinations (CPEs)
- Medication Calculation Test
- Weekly online discussions/activities (online courses only)

Graduate Programs

Students must achieve a grade of "B" or higher in each course. Students in the graduate program may be required to pass other evaluations for specific nursing courses, as outlined in course syllabi. These evaluations may include, but are not limited to, the following:

- Written assignments
- Weekly online discussions/activities (online courses only)

All Programs

Faculty are responsible for assessing a student's academic performance in a course. Students are encouraged to discuss grades with their faculty. If a student has identified an error in the grade calculation, it is their responsibility to contact faculty as soon as possible. Grade changes must be authorized by the course faculty.

Grade Reporting

Final grades will be available within the Student Self-Service Portal within one week after the last day of the grading period. Students with a failing grade, as outlined in the grading scale, at midterm in any theory course and/or a midterm unsatisfactory evaluation in a science or clinical learning laboratory, or clinical rotation will be notified.

Students who require verification of grades for tuition reimbursement purposes can request an official or unofficial transcript for this purpose. Please see the Transcripts section for more information.

Grade Point Average Calculation

A student's Grade Point Average (GPA) is calculated by totaling each course's Quality Points multiplied by the credit hour equivalents for that course, divided by the total credit hour equivalents a student has completed. If a course is repeated, the repeated course grade replaces the original grade in the GPA calculation. Any course which has a grade solely based on pass/fail or satisfactory/unsatisfactory will not be used in computation of the GPA.

Rounding of Grades

There is no rounding of grades. All grades will be recorded as earned.

Grading Scale

PN Program, ADN Program, and BSN Program

Grade	Explanation		Quality Points
A+	98.00-100	Excellent	4
A	95.00-97.99		4
A-	92.00-94.99		3.7
B+	89.00-91.99		3.3
B	86.00-88.99	Good	3
B-	83.00-85.99		2.7
C+	79.00-82.99		2.3
C	74.00-78.99	Average	2
F	Below 74	Failing	0
S	Satisfactory		
U	Unsatisfactory		
Audit	Audit		
I	Incomplete		
W	Withdrawn		
WP	Withdrawn Passing		
WF	Withdrawn Failing **	Failed	0
T	Transfer		
DP	Dismissed Passing		
DF	Dismissed Failing **	Failed	0

**Students must earn a grade of at least 74.00 to pass each course*

***Grades of WF or DF will be considered when computing GPA.*

Graduate Programs

Grade	Explanation		Quality Points
A	92.00-100	Excellent	4
B	83.00-91.99	Good	3
F	Below 83	Failed	0
Audit	Audit		
I	Incomplete		
W	Withdrawn		
W	Withdrawn Passing		
WF	Withdrawn Failing	Failed**	0
T	Transferred		
DP	Dismissed Passing		
DF	Dismissed Failing	Failed**	0

***Grades of WF or DF will be considered when computing GPA.*

Standards for Academic Progression

All students' academic standing will be evaluated at the end of each term.

Academic Standing	Prelicensure Programs	RN-BSN Program	Graduate Programs
Honors awarded – Dean's List or President's List *	Achieved Academic Honors *	Achieved Academic Honors *	Achieved Academic Honors *
Good Academic Standing	Grade of C or above in each course	Grade of C or above in each course	Grade of B or above in each course
Probationary Academic Standing	Grade below C in any course	Grade below C in any Course	Grade below B in any course

*See Academic Honors Section for additional information.

Students who fail to achieve Good Academic Standing or honors in two consecutive terms may be dismissed from the program.

Repeating a Course

Students who fail one course will be allowed to repeat the course, space permitting. Students who fail an on-ground course may not be permitted to repeat the course online without permission of the Program Administrator (or designee). Prelicensure students who fail an online course may be required to repeat the course on-ground. Prelicensure students who fail two nursing or science courses, or a combination of any of these courses, may be subject to dismissal. A student who fails two courses may petition the Readmissions Committee, who shall then make a recommendation to the Program Administrator (or designee). Successfully completed courses repeated to improve a grade in a degree-granting program are eligible for financial aid once per course. Please see the Financial Information Section for additional information.

Incomplete

A grade of Incomplete "I" may be given to a student at the faculty's discretion, in consultation with the Program Director, if the student has not completed or met all course requirements due to extenuating circumstances (documentation may be required to support the request for an incomplete). A grade of "I" will only be considered if the student has completed a majority of the coursework (including lab and clinical coursework) and there is a reasonable possibility that a passing grade will result from completing the coursework. Faculty may approve an "I" for up to two weeks after the last day of the course. If the faculty member determines more than two weeks are warranted for the student to satisfy the requirements of an "I", then the faculty may grant up to the end of the following term for the student to successfully complete the outstanding work and meet the course requirements, upon Program Administrator (or designee) approval. If the work is not satisfactorily completed and/or the course requirements are not met by the established deadline, the grade will automatically convert to "F."

A grade of "I" does not affect a student's grade point average, but is considered in calculating progress toward satisfactory completion of a program within a maximum time frame and may impact Title IV funding and satisfactory academic progress. When the "I" is converted to a final grade for the course, the grade is applied to the term in which the student took the course. The GPA is then recalculated for that term, but the recalculated GPA does not reverse the previous impact of the "I" upon academic standing. The final grade in the course may impact the academic standing of the next enrolled term.

Once the grade of "I" is converted to a final grade and the student successfully passes the course, the student will be permitted to register for and attend subsequent courses, for which the course serves as a prerequisite.

Graduation Information

Students in the prelicensure programs will receive a diploma or degree from Galen, and be recommended to the State Board of Nursing as an eligible candidate to sit for their respective NCLEX®, under the following conditions:

- All course requirements are met. Course requirements may include nationally-normed, standardized examinations such as ATI, including an exit examination in the final course; Clinical Performance Examinations (CPEs); Medication Calculation Tests; and weekly online discussions/activities (online courses only) as outlined in the course syllabi;
- All residency requirements are met;
- Achievement of a cumulative GPA of at least 2.0; and
- All financial obligations are met.

Students in the BSN Program, RN to BSN Option will receive a degree from Galen under the following conditions:

- All course requirements are met; and
- Achievement of a cumulative GPA of at least 2.0;
- All residency requirements are met; and
- All financial obligations are met.

Students in the MSN Program will receive a degree or certificate from Galen under the following conditions:

- All course requirements have been met;
- Achievement of a cumulative GPA of at least 3.0;
- All residency requirements are met; and
- All financial obligations are met.

Students in the DNP Program will receive a degree from Galen under the following conditions:

- All course requirements are met; and
- Achievement of a cumulative GPA of at least 3.0;
- All residency requirements are met; and
- All financial obligations are met.

Students who have successfully fulfilled all diploma, degree, or certificate requirements in their selected program of study are eligible to participate in commencement.

Residency Requirements

In the prelicensure programs, at least 35% of course credits required for graduation must be earned at Galen.

In the BSN Program, RN to BSN Option, at least 25% of course credits required for graduation must be earned at Galen.

In the MSN Program, at least 30 of the semester credit hours required for graduation must be earned at Galen.

In the DNP Program, Post-master's Option, at least 31 of the semester credit hours required for graduation must be earned at Galen. In the DNP Program, BSN to DNP Option, at least 61 of the semester credit hours required for graduation must be earned at Galen.

Please refer to Galen's Transfer Policies for additional information related to transfer of credit from other institutions.

Maximum Time to Complete Program

Once a student has attempted the first nursing (NU, NUR, NSG) course in their selected program of study, the student is expected to successfully complete the program within a timeframe that does not exceed 150% of the intended length of the program. A student may progress at the part-time level, but first priority for course availability will be given to full-time students. A student receiving financial aid should reference the Financial Aid Satisfactory Progress Policy, or contact their Financial Planning Coordinator in regards to their outlined program of study.

DNP Program

Students in the DNP program must complete all degree requirements within 5 years from the time of initial admission into the Post-master's Option or 7 years into the BSN to DNP Option.

Academic Honors

Galen College of Nursing recognizes the scholastic achievement of its students by designating the following academic awards and honors:

- **Dean's List**: An acknowledgement of outstanding academic achievement of 3.5 - 3.74 grade point average in a term;
- **President's List**: An acknowledgement of superior academic achievement of 3.75 or greater grade point average in a term.

Courses taken as a second attempt are not eligible for consideration.

Graduation Honors

Galen College of Nursing recognizes the academic achievement of its graduates by designating academic honors for students with the following cumulative grade point average:

Diploma and Associate Degree

- Honors: 3.5 - 3.74
- High Honors: 3.75 – 3.89
- Highest Honors: 3.9 or greater

Baccalaureate Degree

- Cum Laude: 3.5 – 3.74
- Magna Cum Laude: 3.75 – 3.89
- Summa Cum Laude: 3.9 or greater

Students with any course failures are not eligible for consideration for graduation honors.

Alpha Beta Zeta Honor Society

Alpha Beta Zeta is Galen's chapter of the Sigma Theta Tau International's Honor Society, which recognizes and invites baccalaureate and graduate nursing students, alumni, nurse educators, and nurse leaders who have demonstrated a commitment to nursing excellence and academic achievement. Sigma (n.d.) is "dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research." Candidates for membership in Alpha Beta Zeta Chapter include students in the undergraduate RN to BSN and prelicensure BSN programs that have completed 50% of the nursing curriculum, earned at least a 3.0 GPA in nursing, and are in the top 35% of their class. Graduate (MSN & DNP) students who have completed 25% of the curriculum and have at least a 3.5 GPA are additionally eligible to join. Galen student alumni, nurse educators, and nurse leaders that have earned at least a BSN or graduate degree in nursing and have demonstrated achievement in nursing are eligible to apply for consideration in the honor society. More information can be found on the following websites: Sigma Theta Tau International and Alpha Beta Zeta Chapter.

Courses

Sequence of Courses

All pre-requisite and co-requisite requirements must be followed as noted in the course descriptions. Galen reserves the right to cancel classes based on course enrollment. General Education courses will be offered online if an on-ground section is not available.

Simulation

Simulation in nursing is an important teaching modality. It can be used to portray and mimic the basic care and comfort needs of the patient utilizing the nursing process, Quality and Safety Education for Nurses (QSEN), and National Patient Safety Goals (NPSG).

Simulation can be used to focus on the care of patients throughout the lifespan experiencing common and complex acute health problems related to the concepts of protection, oxygenation, tissue perfusion, mobility, sensation, cognition, nutrition, metabolism, bowel and bladder elimination, and fluid and electrolyte imbalance. Learners are challenged to develop critical thinking skills, apply psychomotor skills and concepts, perform assessments, and use ISBARR (I=Identify Self, S=Situation, B=Background, A=Assessment, R=Recommendations, R=Read Back Orders), to communicate in a group setting through both oral and/or written means. Each simulation activity concludes with a facilitated debriefing process where the actions, thoughts, feelings, skills, and legal/ethical responsibilities of the group are discussed so that all may learn in a safe, simulated environment. Simulated experiences are designed to support student achievement of course student learning outcomes. Simulated experiences may be video recorded for the purpose of teaching and evaluation during debriefing only and will not be archived.

Clinical Learning Laboratory

The clinical learning laboratory provides the student the opportunity to learn and practice nursing skills. The learning laboratory experience helps the student apply nursing concepts to real life patient situations. Learning laboratory experiences are designed to support student achievement of the course student learning outcomes.

Independent Plan of Study Courses

BSN Program, RN to BSN Option

Students in the BSN Program, RN to BSN option may be permitted to enroll in Independent Plan of Study Courses (IPS), as outlined in the curriculum plan, with prior permission from the Arts and Sciences Dean. Students may enroll in a maximum of two IPS courses during their enrollment in the program.

DNP Program

Students in the DNP program may be permitted to enroll in Independent Plan of Study Courses (IPS) to satisfy continuous enrollment requirements, with prior permission from the Graduate Dean.

Course Delivery Methods

Online Courses

Online courses are delivered asynchronously using a learning management system (LMS). Galen uses the LMS Canvas™ as the primary tool for online course delivery, although some online courses may use other additional online delivery. Online delivery is limited to the theory component of general education courses and select nursing courses. All nursing courses in the RN to BSN, MSN, and DNP programs are delivered online with the exception of the practicum component. In the prelicensure programs, the laboratory component in general education courses may be delivered online. Clinical learning laboratory nursing courses and clinical nursing courses are designed to be delivered on-ground.

Virtual (Zoom) Courses

Virtual courses are delivered in real time (synchronously) using video-conferencing software, such as Zoom. Students enrolled in virtual courses log into their course at their regularly scheduled class time and participate in the course just as they would an on-ground course. Galen's Dress Code and Student Code of Conduct are expected to be followed in this setting. Students are required to use audio and video in Virtual Courses, and attendance is taken following Galen's General Attendance Policies.

On-ground Courses

On-ground courses are delivered face-to-face in a Galen classroom, clinical learning laboratory, or at a healthcare facility.

Web-enhanced Courses

All prelicensure on-ground general education and nursing courses are web-enhanced. These courses are delivered face-to-face, on-campus and use technology to support the course. Galen uses the LMS Canvas™ to allow students the ability to:

- retrieve or view course materials such as syllabi, handouts, PowerPoints, supplemental lesson presentations, etc;
- receive course announcements;
- access embedded links to faculty-selected internet sites that provide additional course content;
- submit assignments;
- take course examinations online (general education courses only); and
- receive grades via the online gradebook.

Students will typically not receive paper copies of syllabi, handouts, PowerPoints, etc. Students will need to access Canvas™ using a computer that has the ability to connect to the Internet. Galen students may access a computer or the Internet through the on-campus library. An online orientation to Canvas™ is provided to all students enrolled in a web-enhanced course. Web-enhanced courses are not considered online courses.

Technology and Browser Requirements for Online and Web-enhanced Courses

Information regarding the technology and browser requirements necessary for participating in coursework is made available on the Galen website at https://galencollege.edu/technology-requirements.

Time Zone Policy for Online Courses

All online coursework will be due as outlined in the course syllabi. All due dates and times will be enforced following the Eastern Time Zone, which is the time zone of the Main Campus located in Louisville, Kentucky.

Registration

Galen reserves the right to cancel classes based on course enrollment. General education courses will be offered online if an on-ground section is not available. During the registration process, students are able to register for courses provided the following criteria have been met:

1. All course prerequisites must be satisfactorily completed or in progress in order to register for the next course in the curriculum.

2. For those courses with a clinical component, documents required for clinical participation must be submitted prior to registering for the course. Students failing to meet College or site clinical requirements prior to the beginning of quarter may be unregistered from the course. Please see the Clinical Registration Requirement section for complete information.
3. A student's financial obligations must be in good standing in order to register for courses. A student who fails to meet their financial obligations prior to the start of the term may be unregistered from a course. Please see the Student Fees section for complete information.

All obligations must be met by the last date of the prior term or the student may be unregistered for the next term and the student may need to restart the registration process. Seating is subject to availability.

Readmitted Students

A student making application for re-admission, must have all required documentation submitted four weeks prior to the end of term in order to be accepted. This includes having financial obligations met and clinical participation documentation current and complete for courses with a clinical component.

Adding a Course (Degree programs only)

The following procedure should be followed to add a course:

1. Obtain Add/Drop Form from the Office of Academic Records;
2. Schedule appointment with Program Administrator (or designee);
3. Receive approval from Program Administrator (or designee); and
4. Course added, attend class.

The student will receive a bill from the College upon adding a class and is expected to make arrangements promptly. Failure to do so could result in dismissal from the course. Courses may be added through the end of the third business day after the start of the term.

Dropping/Withdrawing from a Course (Degree programs only):

It is strongly suggested that students meet with the Program Administrator (or designee) prior to withdrawing from a course, given that withdrawal from any course may affect a student's ability to progress within the program. Students are also encouraged to meet with a financial aid advisor to understand financial aid implications. The cost of the course will be refunded according to Galen's Refund Policy. To drop/withdraw from an individual course, the student should contact the Office of Academic Records.
Students who drop/withdraw from a course will receive the following notation on their transcript. A week is defined as seven (7) consecutive days.

Students enrolled in an 8-week course

Who withdraw during:	Transcript will indicate:
Week 1	No record**
Week 2	W
Week 3 and after	WP or WF*

Students enrolled in a 12-week course

Who withdraw during:	Transcript will indicate:
Week 1	No record**
Week 2-4	W
Week 5 and after	WP or WF*

**WP or WF is assigned based on the grade that the student has earned at the time of official withdrawal from the course. A DF or WF will count as a course failure for the purpose of student academic progression.*

***Students who withdraw from the program will receive a grade of W. All program withdrawals will count toward attempted courses in determining quantitative progress.*

Please refer to the policies on Repeating a Course and Withdrawing from the Program for further information.

Adding/Dropping/Withdrawing from a Course (PN/VN Program)

Students enrolled in the PN/VN program must enroll for all scheduled courses within a grading period and may not add, drop, or withdraw from an individual course.

Adding/Dropping/Withdrawing from a Course (RN to BSN and Graduate Programs)

Students withdrawing from courses in the first module of their semester who will continue enrollment in the second module of their semester may remain enrolled by completing an Intent to Return in writing within seven days after withdrawing from courses. Students who submit an Intent to Return and fail to begin attendance in the second module will be administratively withdrawn from the program. Contact your Academic Advisor for an Intent to Return form.

Students withdrawing from all courses in the second module of their semester who have not successfully completed at least one course in the first module of their semester will be administratively withdrawn from the program.
Withdrawn students wishing to continue must apply for readmission. Guidelines for readmission may be found in the Readmission Policy.

Course Audit

Applicants may apply to the Program Administrator for permission to audit a course. In auditing a course, a student may participate in the class and attend labs (with faculty permission), but will not complete assignments or take examinations. Students will not receive a grade when auditing a course. Students will be charged 30 percent of the standard credit hour fee. Students must be registered as a full-time student to receive permission to audit a course. Online courses are not available for audit.

Course Load

PN Program, ADN Program, and BSN Program

The maximum course load a student may carry during any term at Galen is 19 quarter credit hours (ADN Program and BSN Program, Prelicensure Option) or 16 semester credit hours (BSN Program, RN to BSN Option). No more than 8 semester credit hours per module may be taken in the BSN Program, RN to BSN Option. Students with a GPA of 3.5 or above may seek approval from the Program Administrator for permission to take credit hours in excess of the recommended load. Written approval must be obtained prior to registration.

Graduate Programs

The maximum course load a student may carry during any term at Galen is 12 semester hours in the graduate programs. No more than 6 semester credit hours per module may be taken in the graduate programs. Students with a GPA of 3.5 or above may petition the Program Administrator for permission to take courses in excess of the recommended load. Written approval must be obtained prior to registration.

Dual Credit Courses for RN to BSN Students

Students enrolled in the BSN Program, RN-to-BSN option may take, space permitting, up to two Master of Science in Nursing (MSN) courses (NSG 5000 and NSG 5300) for the purpose of (a) meeting RN to BSN graduation requirements and (b) transferring credits into Galen's MSN program. In order to be eligible to enroll in NSG 5000, as a dual-credit course, an RN-to-BSN student must:

- have a cumulative GPA of 3.0
- earn a grade of "B" or higher, on the first attempt, the following courses in the RN to BSN program:
  - NSG 3050, NSG 3150, NSG 3200, and NSG 4000

Students who have a cumulative GPA of less than 3.0 may request permission from the RN-to-BSN Program Director to enroll in a dual-credit course.

Dual-credit courses in which the student earns a grade of "B" or higher may be applied to the BSN Program, RN to BSN Option as an elective. In order to receive credit for a dual credit course, a student must earn a grade of B (83%) or higher as stated in the MSN grading scale located in the student catalog.

A student who earns a failing grade (less than a B) in a dual-credit course may not repeat the course while enrolled in the RN to BSN option without the permission of the RN to BSN Program Administrator (or designee).

Students enrolled in a dual-credit course are expected to meet all program and graduation requirements. Please refer to Galen's Residency Requirements and Graduation Information and course descriptions for additional information. If a student applies and is accepted into the MSN program, the dual-credit course and grade earned will transfer into the MSN program if (a) the course was completed with an earned grade of "B" or higher and (b) was completed within five (5) years of the date of matriculation into Galen's MSN program, and (c) the course is part of the current MSN program of study. Completion of one or more dual-credit courses does not guarantee acceptance into the MSN program.

The policy below pertains to students in the Associate Prelicensure Baccalaureate Degree Nursing Programs:

Students in the Associate and Baccalaureate Degree Nursing Programs who earned a C or lower on any attempt of BIO 1100 - Human Anatomy and Physiology 1 or BIO 1300 - Human Anatomy and Physiology 2, or the equivalents from an outside institution, will be required to take the next course(s) in sequence in the virtual or ground format if offered on their campus. Additionally, if a student fails BIO 1100, BIO 1300, or BIO 2100, they must repeat in a virtual or ground format if offered on their campus.

*Any exceptions to this policy will be in collaboration with the Program Administrator (or designee) and Dean of Arts & Sciences.

Remedial Courses
Galen does not currently offer remedial courses.

Cancellation of Classes
There may be times when, due to circumstances beyond our control, class components, either theory, laboratory or clinical may be cancelled. For cancelled classes, the class will be removed or shortened to reflect that the class was not held or was not held for the full amount of time. To fulfill our commitment to deliver the expected instruction, cancellations of regularly scheduled classes will be made up by one of the following methods:

- Offering an alternative meeting time of equal duration and content. This alternate meeting may be offered at a different time, day of the week (including Saturdays and Sundays), or location and could occur during a scheduled break depending on scheduling constraints. Students will be notified via their Galen email account of the adjusted schedule and it will be posted in their Student Self-Service Portal calendar. Attendance will be taken during this make-up session and students will be marked present or absent as appropriate.
- Adjusting the time of subsequently scheduled classes to incorporate the missed time.
- Providing assignments and online content to cover the material that would have been presented in class. This option only applies to credit hour programs.

If the component is not completed by the end of the term, an "Incomplete" may be entered for the course. If the work is not satisfactorily completed and/or the course requirements are not met by the established deadline, the grade will automatically convert to "F."

Withdrawing from the Program

Withdrawing from the Program
Students who plan to withdraw from their selected program of study are encouraged to contact the Program Administrator. To withdraw from the program, the student should contact the Office of Academic Records.

Refunds will be made according to policies stated in the Financial Information Section. All program withdrawals will count toward attempted courses in determining quantitative progress. Students who plan to withdraw from the program should review the Dropping/Withdrawing from a Course Policy for information related to what the transcript will indicate upon withdrawal.

Students who do not register for any courses by the end of the Adding a Course period during a given term, or attend at least one of their scheduled classes during the first week of the term, will be administratively withdrawn from the program.

Continuous Enrollment
Students in all programs must be continuously enrolled. Students who do not maintain continuous enrollment will be administratively withdrawn from the program according to Galen's Withdrawing from the Program Policy.

DNP Program Students
Students in the DNP program who have reached the DNP project courses must be continuously enrolled, completing a minimum of one credit hour per semester.

Late Withdrawal
In the case of extreme circumstances where the deadline to withdraw without academic penalty has passed, a student may petition the Program Administrator for a late withdrawal from all courses. Tuition charges for the time of attendance will be calculated according to the refund policy as published on the student's enrollment agreement. If granted, the student would receive a grade of "W" for any course not completed in the term.

Request to Withdraw from Course or Program Due to Military Obligations
For those students wishing to withdraw from the course or program due to military obligations, a Withdrawal Form must be completed and an official copy of the military orders must be attached and submitted to the Program Administrator.

Dismissal
Please refer to General Attendance Policies, Repeating a Course, Financial Information and Student Code of Conduct for additional information regarding these policies.

Course Dismissal
A student may be dismissed from a course for failure to meet course or program attendance requirements.

Program Dismissal
A student may be dismissed for any of the following reasons, in accordance with the respective policy published in this Student Catalog:

- Failure to meet scholastic progress standards after a probationary period;
- Failure to meet conditional acceptance scholastic progress standards;
- A second failure (F, WF, DF) in any nursing or science course;
- Failure to meet Code of Conduct standards;
- Failure to meet Academic Integrity Honor Code standards;
- Failure to meet attendance or distance education enrollment standards;
- Failure to meet admission requirements;
- Failure to meet clinical placement or participation requirements, which includes health, immunization, and applicable testing requirements; or
- Failure to meet financial obligations.

Tuition will be refunded in accordance with the enrollment agreement. Students who are dismissed from their selected program of study due to lack of satisfactory academic progress may be eligible for readmission. Guidelines for readmission may be found in the Readmission Policy. If the student is readmitted, the student will be placed on academic probation upon re-enrollment. A student who does not meet the standards of conduct or whose academic standing is unsatisfactory will be evaluated as to further continuance in the program.

General Attendance Policies

All Programs

Consistent class attendance is essential for academic success. Learning activities designed for each lecture, clinical learning laboratory, simulation laboratory, and clinical experience provide students with essential information and practical experience. As a result, prompt arrival and attendance during the entire scheduled time for each class component is expected, just as it will be in your career as a nursing professional. Faculty will record and report attendance for each scheduled class component. Students are expected to be prepared for all assignments, attend theory, laboratory and clinical experiences on time and for the entire designated time. **In all programs, students who do not attend at least one of their scheduled classes during the first week of the term will be administratively withdrawn from the program.**

ADN Program and
BSN Program, Prelicensure Option

A student will be dismissed from a course if:

A. the student misses more than 20% of the total scheduled course time (for nursing courses, this is all components combined); OR
B. the student does not attend two (2) consecutive calendar weeks of any individual class or nursing components (two (2) weeks of theory, or two (2) weeks of laboratory).

Students who miss two (2) or more clinical days per course will receive a failing grade for the course.

PN/VN Program

If the student misses ten (10) consecutive days or 10% of the scheduled hours in a quarter, the student will be dismissed from the program.

Students who violate the dress or behavior code may not be permitted to attend or remain in the class, laboratory, simulation laboratory, or clinical experience and an absence will be recorded. Students must wear a Galen-issued student ID card at all times while on campus and at clinical sites. Students who violate the dress or behavior code may also be subject to the Disciplinary Process.

Virtual Course Attendance Policy

Students enrolled in a virtual course are expected to be on-time, prepared, and engaged for all experiences for the entire designated time, just as they are in an on-ground class. Attendance will be recorded, tracked, and enforced according to Galen's General Attendance Policies. Students will be expected to interact with the class and to respond within a reasonable amount of time, or they will be marked absent.

Online Course Attendance Policy

Regular online attendance is vital to student academic success and is required for all students. Attendance is tracked on a weekly basis. Attendance is recorded by completing academic activities. Each day a student submits an academic activity, they will be marked as present (in attendance). The date of the last academic activity will serve as the official Last Day of Attendance

(LDA). Students are required to complete a minimum of one academic activity each week to be marked in attendance. Attendance is recorded on the day of the submission regardless of the assignment due date. Students who fail to submit at least one academic activity per week will be marked absent for the respective week. A student who fails to complete at least one academic activity for two (2) consecutive academic weeks within the term will be dropped from the course. An academic week starts on day one (1) of the course and runs in a seven (7) day cycle.

The following items are considered academic activities:

- Participating in a faculty led Threaded Discussion, Blog or Wiki.
- Participating in a course group within the online classroom.
- Submission of an assignment and/or posting comments to a drop box in the online classroom.
- Submission to the online classroom of an assessment, quiz, exam, pre-unit test, post-unit test, or practice exam.
- Submission to the online classroom of a mandatory course survey.

The following examples are not considered academic activities:

- Contacting (e.g., email, phone, web conference) your course faculty member
- Attending an optional synchronous web conference led by faculty
- Attending office hours
- Attending tutoring/remediation

Meeting the attendance requirements does not indicate that the student has completed all of the required coursework for the week and attendance is not the same thing as participation. The faculty determines participation requirements and how they relate to a student's grade.

Prelicensure Make-up Attendance Policy

Students enrolled in a prelicensure nursing program may be permitted to satisfy attendance requirements with an alternate assignment of comparable content and duration if the student has experienced an unavoidable emergency that prohibits the student from attending theory, lab, or clinical. Examples of an unavoidable emergency may include:

a. Natural disaster, flooding, tornado, fire
b. Death of a family member
c. Hospitalization of the student or family member
d. Jury duty

Students who experience an unavoidable emergency should submit their request for make-up and any supporting documentation to the course faculty member and additionally provide notification of their request to the Campus Registrar. Student requests will be reviewed and considered for approval by the Program Administrator (or designee). Approved make-up work will be evaluated by the course faculty member to determine if it is complete and accurate. If the student does not successfully complete all make-up work within the approved timeframe, the absence will stand.

In addition to the policy information above, students should refer to the General Attendance Policies and Clinical Attendance Policies for complete information related to expectations in these settings. Students requesting to make-up time due to military obligations should refer to the Request to Make-up Missed Class Time Due to Military Obligations Policy and the Military Attendance and Withdrawal Policy. Students requesting to make-up time due to pregnancy, childbirth, or related conditions should additionally refer to the Pregnant and Parenting Students Policy.

Military Attendance and Withdrawal Policy

Any student called to active duty, specialized training, or for disaster relief efforts may receive an excused absence for reasonable class time missed. Should the required military leave result in the student missing more than a reasonable amount of class time, the student may withdraw from all courses. Alternatively, with the permission of the Program Administrator (or designee), a student may receive an "Incomplete" on all courses registered. Students should refer to the Incomplete Policy for additional information.

Request to make up missed class time due to military obligations

For those students wishing to receive an excused absence for military obligations, an official copy of the military orders must be submitted to the Office of Academic Records. Any request to make-up missed class time must be made within a week of receiving official notification by the military service. Students seeking an excused absence for class time missed due to military obligations will be considered absent for the day(s) until missed course content is completed. If the student is unable to complete missed course content, the absence

will remain in effect and will be subject to the consequences outlined in the General Attendance Policy.

Clinical Attendance Policies

In order to ensure continuity of patient care, a student must notify the clinical faculty of an anticipated absence prior to the start of a clinical experience. To the extent that student clinical absences do not allow the faculty to fully evaluate the student, a course failure may result even if a student misses only one clinical experience. In order to maintain patient safety, the faculty may dismiss the student from the clinical area with instructions to remedy the problem if the student is not prepared for the clinical experience. Such dismissal will be documented as an absence.

Students must meet all course and clinical objectives, satisfactorily complete all required Competency Performance Examinations (CPEs) and achieve a "pass" for clinical in order to successfully pass the course. Failing to meet the course objectives may result in a course failure.

Evaluation of a student's clinical performance to meet required outcomes will be scheduled for the final clinical date/time for the course. A student must attend the final clinical evaluation or risk an "Incomplete" status for a grade until the evaluation is completed. The Incomplete status is time-limited and reverts to a failing grade unless completed.

If a student misses two (2) or more clinical days per course, the student will receive a failing grade for the course.

Student Participation in Governance

Galen College of Nursing encourages each student to actively participate in programmatic governance. Student and graduate feedback is solicited through end of course surveys, focus group sessions, the Professional Advisory Committee and the Student Advisory Committee. Students are invited to participate in the Grievance Council and other campus committees and events.

Students interested in serving on the Professional Advisory Committee or the Student Advisory Committee should contact their Program Administrator for more information.

Students interested in serving as an RN to BSN, MSN, or DNP
Student Representative are encouraged to review the position expectations in the Resource Center and to contact their assigned Student Support Liaison.

GALEN COLLEGE
OF NURSING

STUDENT CONDUCT

GALEN
COLLEGE OF NURSING

Student Rights and Responsibilities

Students have the right to open and honest communication with members of the faculty, staff, and administration. To this end, Galen will provide written information and communicate individually with students as necessary. Written information will include Galen's requirements for acceptable standing and graduation requirements and the student's relationships to those standings. Students have the responsibility to inform their faculty of any problem, concern, or suggestion related to their course of study.

Students have the right to utilize Galen's Resolution of Grievances Policy & Procedure to address any problem in a more formal manner without fear of reprisal. It is the student's responsibility to follow the established Resolution of Grievances Policy & Procedure.

Students have the right to be treated fairly and objectively. Students also have a responsibility to satisfy the requirements of the curriculum according to performance standards established by the faculty. Students must respect the rights of all individuals — fellow students, faculty, and staff affiliated clinical site personnel, patients, and their families. Students must constantly recognize the values, opinions, and dignity of everyone who works with Galen.

Students have the right to privacy in dealings with Galen and affiliated agencies. Student information will be released only as required by government and regulatory agencies. Galen will release selected student information to other individuals or agencies when requested by a court, other applicable regulatory authorities, or by the student.

Students are expected to conduct themselves in a manner that demonstrates integrity and commitment to professional standards – concepts critical to a successful career in the nursing profession. Honesty and respect for self and others are important components to the practice of nursing.

Student Code of Conduct

Galen students are expected to conduct themselves in a manner that demonstrates integrity and commitment to professional standards – concepts critical to a successful career as a nurse. Honesty and respect for self and others are important components to the practice of nursing. Dishonesty and disrespect will not be tolerated and are the underlying themes to the list of offenses below.

Galen's *Student Code of Conduct* is intended to help clarify expectations of student behavior, while the Disciplinary Process is intended to curb unacceptable behavior, while motivating and preparing students to enter the nursing profession. This *Student Code of Conduct* applies to all settings and course formats.

Offenses

This list is a guide and not inclusive of all possible offenses that may subject a student to discipline. Galen reserves the right to dismiss a student for any violation of the Student Code of Conduct, based on the professional judgement of the Program Administrator (or designee). In other words, if a student commits a minor or serious offense, the College may dismiss them from the program depending on the circumstances of the infraction(s).

Critical Offenses

Critical offenses are violations of Galen rules or misconduct that may justify dismissal. If dismissal is being considered, the student may be suspended immediately and for no more than three school days while the incident is investigated by the Program Administrator (or designee). During the suspension period, students shall be prohibited from participating in classroom, laboratory, clinical, and school-related activities, and will be marked absent from all scheduled classes. Any behavior that unreasonably interferes with patient safety is grounds for immediate dismissal.

- Health or Safety
  - Violation of safety standards that resulted, or could have resulted, in harm to self, others, or damage to equipment at the College or clinical site, virtual or in-person
  - Willfully or recklessly endangering the physical or mental health of any person (assaulting, threatening, intimidating, stalking, bullying, hazing, dating violence, domestic violence, sexual assault, etc.)

- Possession of weapons, firearms, or explosives on Galen or clinical sites premises
- Possession of illegal drugs or an open container of an alcoholic beverage on Galen or clinical site premises
- Being under the influence of alcohol or illegal drugs while on Galen or clinical site premises, or attending school-related activities

- Testing and Assessments
  - Cheating - using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Examples include but are not limited to:
    - Allowing another person to take or assist in the taking of an examination (test, quiz, etc.) or in the completion of an assignment, taking an examination (test, quiz, etc.) or completing an assignment for someone else
    - Navigating away from the examination page in the online setting
    - Copying (including taking photos, screen captures, etc., with mobile phone, cameras, computers, or other electronic devices) from or collaborating with another student during an examination (test, quiz, etc.)
    - Using unauthorized materials, technological devices or software, including but not limited to generative artificial intelligence (AI) during an assessment (test, quiz, paper, discussion etc.)
    - Misusing accommodations in the testing environment
    - Selling, buying, or sharing part or all of an examination (test, quiz, etc.) with another person or on the internet
    - Failure to comply with the instructions given by the person administering the test
    - Discussing the contents of an examination (test, quiz, etc.) with anyone other than the examination proctor outside the testing environment.
- Plagiarism – copying another person's work or idea and claiming it as original work (For more information on tools that help academic writers avoid plagiarism, visit Writing Support at https://galen.libguides.com/c.php?g=1288035&p=9458685).
- Fabrication – the falsification or invention of any information or citation in an academic exercise. Examples include but are not limited to:
  - Presenting false transcripts
  - Lying about a personal issue in order to extend a deadline
  - Listing a source in a works cited page that the student did not actually use in the research
  - Deliberate or negligent omission or falsification of information
- Facilitating Academic Dishonesty – is helping or attempting to help another student to violate any provisions of this code of conduct.
- Failure to respect patient confidentiality
  - Unauthorized access or copying of clinical site records or unauthorized release of patient information
  - Posting of patient information or photos on social media
  - Sharing personal information about a patient with others not authorized to receive it absent written patient consent
- Unprofessional behavior on Galen or clinical site premises, whether virtual or in-person
  - Disorderly conduct
  - Insubordinate acts or statements
  - Soliciting or accepting funds, tips, or anything of value from patients
- Vulgar, demeaning, or offensive language (or visuals) that conflicts with or violates the Nurse Practice Act or the ANA Code of Ethics for Nurses
  - While on a Galen campus or clinical site
  - On a social media site
  - Or in any forum in which the conduct runs counter to the student's commitment to the profession and is conveyed to others
- Theft
  - Taking someone else's property
  - Copying software programs from the College's computers
  - Copyright infringement - *Please refer to separate policy on copyright infringement, including disciplinary steps*.
- Conviction of a felony, including a *nolo contendere plea*
- Conduct detrimental to Galen or to any clinical site operations, virtual or in-person
- Willful damage of Galen or clinical site property
- Committing two documented serious offenses within a 12-month period

Serious Offenses

Serious offenses may not justify immediate suspension and dismissal, but will require disciplinary action in the form of a written reprimand, and in some instances,

suspension. Repeated commitment of serious offenses may result in dismissal as outlined in the following Disciplinary Process. Examples of serious offenses are:

- Use of tobacco products, including e-cigarettes, on Galen premises or in unauthorized areas of clinical site
- Failure to report an incident (theft, damage, illness, etc.) at Galen or a clinical site
- Filming, recording, -or photographing at a clinical site
- Committing two documented minor offenses within a 12-month period

Minor Offenses

Minor offenses are lesser violations of Galen rules that require disciplinary action in the form of a verbal reprimand. Repeated commission of minor offenses may require a written warning or dismissal as outlined in the following Disciplinary Process. Examples of minor offenses are:

- Engaging in self-plagiarism as defined by the APA Manual
- Attending to personal affairs during clinical experiences without approval from clinical faculty
- Unauthorized use of a mobile communication device during class or clinical experiences
- Placing or accepting bets or gambling on Galen or clinical site premises
- Failure to observe parking or traffic regulations on Galen or clinical site premises
- Failure to follow published Galen rules, policies, procedures, or expectations that have not otherwise been listed in this section (Violations), including, but not limited to:
  - Class conduct expectations published in the syllabus
  - Information Technology
  - Simulation Center / Learning Lab
  - Clinical
  - Dress Code

Disciplinary Process

To promote fairness and consistency, Galen has established a system of discipline, with offenses grouped in categories defined as Minor, Serious and Critical. The Student Code of Conduct provides for the following system of discipline to guide decision-making. Deviation in consequences may be warranted depending on the circumstances of the offense(s):

Critical Offense

1st Offense – Student may be suspended up to three days during the investigation. May result in dismissal from the College.

Serious Offense

1st Offense - Written reprimand
2nd Offense – Student may be suspended up to three days during the investigation. May result in dismissal from the College.

Minor Offense

1st Offense - Verbal reprimand
2nd Offense - Written reprimand
3rd Offense – Student may be suspended up to three days during the investigation. May result in dismissal from the College.

Resolution of Grievances and Complaints Policy and Procedure

Satisfactory student-faculty relationships and effective College operation depend on shared goals and objectives. Best results are achieved in an atmosphere where problems and opinions can be discussed freely without fear of reprisal and with an expectation of mutual cooperation.

The Resolution of Grievances and Complaints procedure provides students the opportunity to bring matters that require resolution to the attention of appropriate members of the faculty or administrative staff, who will respond as outlined by this policy. These matters include complaints that are academic in nature, as well as any complaints related to disabilities, discrimination, harassment, and retaliation. This procedure has been developed to support resolving matters at the lowest possible level. As such, a written statement will be considered a formal Grievance once it reaches Step 3 – Grievance Council.

For more information regarding complaints related to disabilities, discrimination, harassment, and retaliation, please see the Grievance & Complaint Procedure Steps – Disabilities, Discrimination, Harassment and Retaliation.

Grievance and Complaint Procedure

Galen has established procedures for student grievances and complaints, as outlined below. *Please note that suggestions and comments for improving campus operations are always welcome via the electronic Student Suggestion Box, located in the Student Self-*

Service Portal. This method is most appropriate for students who do not require a direct response or who would like to anonymously submit suggestions.

Grievance & Complaint Procedure Steps

1. Any student with a concern about an event or condition is encouraged to discuss it with the appropriate faculty or staff member within two (2) business days.

2. If resolution does not occur to the student's satisfaction at Step 1, the student submits a written letter of grievance or complaint, to the Program Administrator (or designee) at grievance@galencollege.edu. This written letter must be individualized and include the following information:
   a. the name and contact information of the student filing the complaint;
   b. a detailed description of the circumstances, including who is involved, a detailed description of attempts at informal resolution, and the current status; and
   c. any relevant documentation to support the grievance or complaint the resolution the student is seeking.

A current student must submit the written letter of grievance or complaint within five (5) business days of the event or condition which created the alleged dispute. A dismissed student who has a grievance or complaint involving dismissal must submit the letter of grievance or complaint within ten (10) business days of being notified of the dismissal.

3. If resolution does not occur to the student's satisfaction at Step 2, the student may submit a letter of grievance or complaint to the Grievance Council at grievance@galencollege.edu within five (5) business days following the date the proposed resolution was presented. This written letter of grievance or complaint must include the same information outlined in Step 2 and how the student has already attempted to resolve the concern following the procedures defined in Steps 1 and 2.

4. If resolution does not occur to the student's satisfaction at Step 3, the student submits a letter of grievance or complaint to the Regional Dean (prelicensure programs), Executive VP of Nursing (RN to BSN program), or Chief Academic Officer (graduate programs), or designee, whose decision will be final, at grievance@galencollege.edu within five (5) business days following the date the proposed resolution was presented. This written letter of grievance or complaint must include the same information outlined in Step 2, and how the student has already attempted to resolve the concern following the procedures defined in Steps 2 and 3.

At Steps 2 and 3, the student may request the assignment of a faculty member not involved in the grievance or complaint to assist the student. No outside parties are permitted to attend the Grievance Committee Meeting. The Grievance Council includes faculty and/or staff members and one student representative. At Steps 2, 3, and 4, the College will respond to the student within seven (7) business days. Time limits may be extended if the student and administration mutually agree.

Grievance and Complaint Procedure Resolution Time

A current student should present his or her complaint, grievance, or conflict within five (5) school days of the event or condition which created the alleged dispute.

A dismissed student who has a grievance or complaint involving expulsion must submit his or her grievance to the Program Administrator (or designee) within ten (10) school days of receipt of notice of dismissal.

A student who makes an appeal will receive a response from the college within seven (7) business days.

If the student is not satisfied with the proposed resolution, the unresolved case should be presented to the next level for review within five (5) school days from the date the proposed resolution was presented. If mutually agreeable, however, time limits for both student and administration may be extended at any step.

Grievance & Complaint Procedure Steps — Disabilities, Discrimination, Harassment and Retaliation

1. A student with a grievance or complaint concerning disabilities, discrimination, harassment, or retaliation should report the issue to the Section 504/Title IX Coordinator at the campus, or submit the grievance to grievance@galencollege.edu.

2. Galen will follow the guidelines described in its *Procedures for Investigating Complaints of Discrimination*. A copy of these procedures may be obtained from the Section 504/Title IX coordinator. The procedures provide for an impartial investigation and for the opportunity to identify witnesses and other evidence. The procedures specify reasonably prompt time frames for the major stages of the grievance process.
3. Galen will notify the complainant regarding the outcome of the investigation.
4. Galen will take steps to prevent retaliation and avoid recurrence of any discrimination, harassment or failure to accommodate, and correct discriminatory effects, as appropriate.

Grievance & Complaint Procedure Resolution Time — Disabilities, Discrimination, Harassment, and Retaliation

The time frames set forth in the *Procedures for Investigating Complaints of Discrimination* apply to grievances related to disabilities or requests by disabled applicants or students for reasonable accommodations, and reports or complaints by individuals who have experienced or witnessed discrimination, harassment, or retaliation.

Dress Code

While attending classes at Galen, students are expected to dress in a professional manner. The academic administration shall be the final judge as to neatness and cleanliness of wearing apparel, and whether or not such apparel is appropriate, distracting, or in violation of health and safety rules. Students who violate the dress code will not be allowed to stay in the classroom or the clinical site, whether virtual or in-person, and an absence will be recorded for that class or clinical experience. When wearing scrubs on campus, only official Galen scrubs may be worn (classroom or clinical learning lab). Scrubs worn by students at their place of employment are not to be worn while on campus. Students shall not wear Galen scrubs at their place of employment.

Exceptions to dress code requirements must be approved by the Administrator. The Program Administrator's decision is final.

Classroom Dress

Each student has the responsibility to dress appropriately for the College environment. Students have the responsibility to dress appropriately and not cause a distraction to other students or the learning environment. Some examples may include but are not limited to:

- Dress and Grooming: All dress and grooming shall be neat and clean. Clothing must be free of profanity, violence, sexually suggestive phrases, gang related symbols, alcohol, tobacco, drugs or advertisements for such products, or other phrases or symbols which are inconsistent with an educational environment. Undergarments must not be visible. Sleepwear shall not be worn to class.
- Name Badge: A Galen-issued photo identification (ID) badge must be worn at all times. Placement of the ID badge is to be above the waist. ID badges may not be decorated with stickers, tape, or pins. Students are responsible for any costs associated with replacement badges.
- Headwear: Hats, visors, caps, sunglasses, and other distracting headwear shall not be worn indoors. These minimum standards of dress and grooming shall apply to all students.
- Tobacco Products: Tobacco products are not permitted.

Clinical and Clinical Learning Laboratory Dress

Students are guests in the clinical settings and are representatives of Galen. A professional appearance supports the confidence and competence you provide to patients, families, and other health care team members in the clinical setting.

Students are required to abide by the following in the clinical and clinical learning laboratory settings, in addition to individual clinical agency dress codes:

- Dress and Grooming:
  - Uniforms: While in the clinical setting, an official Galen clinical uniform with embroidered logo that is clean and wrinkle-free must be worn. Uniforms should fully cover back and abdomen, even with full range of motion. Any garment worn under the uniform top should not be visible below the hem of the scrub top and must be white or navy in color. Skirts must fall at or below the knee and be worn with hose or tights that are neutral or white in color. Pant length should stop at the top of the shoe at instep. Galen uniforms are not to be worn in any setting other than clinical agencies. For students enrolled in Mental Health or Community Health courses, a white or navy polo top may be worn with khaki or black pants/slacks.

- **Shoes**: White, navy, or black closed toe and closed heel leather or leather-type shoes without color ornamentation with matching (white, navy, or black) shoelaces must be worn. Shoes must be clean. Socks must be worn and extend above the ankle.
- **Jewelry**: Jewelry may include one pair of small post-pierced earrings worn in the lower ear lobes, a wedding band, and a wristwatch. All other jewelry must be removed.
- **Tattoos and Piercings**: Visible tattoos and piercings must conform to the laboratory or clinical site requirements. See jewelry requirement above.
- **Nails**: Nails must be clean. Nail polish, gel overlays, and artificial nails are not permitted.
- **Make-up and Perfume**: Make-up and perfume must not be excessive. Make-up should conform to general body tones and avoid extreme colors. Perfume and aftershave must not be worn during clinicals. False eyelashes shall not be worn during laboratory or clinicals.
- **Hair:** Hair must be neat and clean, off of the collar, and away from the face. Plain barrettes, bobby pins, or non-latex or elastic bands may be used. Hair ornaments, decorative caps, or scarves are not permitted. Head coverings worn for religious beliefs must allow the student to use a stethoscope and other medical instruments and must not interfere with asepsis, patient exams, or therapeutic communication. Any hair color that is distracting is not permitted.
- **Beards and Mustaches**: Beards and mustaches must be clean and neatly trimmed.

- **Name Badge**: A Galen-issued identification (ID) badge must be worn at all times. Placement of the ID is to be above the waist. ID badges may not be decorated with stickers, tape, or pins. No lanyards may be worn while in clinical and clinical learning laboratory settings. If the Galen issued ID badge is not allowed by facility, a substitute name tag will be given and must be worn at all times while at the clinical site. Students are responsible for any costs associated with replacement badges.
- **Chewing Gum and Tobacco Products**: Chewing gum and tobacco products are not permitted.

Identification Cards

Each student must have a current picture identification (ID) card and is expected to display the ID card at all times while on the Galen campus or while attending clinicals. Students must wear a Galen-issued student ID card above the waist with the name and picture facing out. Students who violate the dress or behavior code will not be allowed to stay in the classroom or the clinical site and an absence will be recorded for that class or clinical.

Students who violate the dress or behavior code will also be subject to the discipline procedure. Identification cards will be issued at the start of the program. In order to receive an identification card a student must present two forms of identification, one of which must be a picture ID. Acceptable identification includes driver's license and social security card. Students will not be admitted to clinical sites without a valid identification card. The ID card allows students to use the library resources and to enter Galen clinical facilities. ID cards must be turned in when a student graduates, withdraws, or is dismissed from the program. A replacement fee will be charged for lost cards.

Copyright Infringement Policy

The Higher Education Opportunity Act of 2008 (HEOA) requires institutions of higher education to combat the unauthorized distribution of copyrighted materials by users of the institution's network. The information presented in this policy is intended to meet the requirements of the HEOA as specified in the final regulations published by the United States Department of Education on October 29, 2009, in 74 FR 55902; and in the Dear Colleague Letter dated June 4, 2010 (DCL ID: GEN-10-08).

The regulations mandate "that an institution must have developed and implemented written plans to effectively combat unauthorized copyrighted material and that the institution will offer alternatives to illegal downloading or peer-to-peer distribution of intellectual property." Galen College of Nursing provides Internet access for students as part of the physical and social learning infrastructure as well as develops and maintains computer networks, and a variety of related support systems. While personal use of Galen Internet access through Galen-owned computers or Galen wireless networks is permitted, students should be aware that abuse of Galen Internet resources can carry severe consequences. All existing federal and state laws and

internal policies apply, including those not only specific to computers and networks, but also those that prohibit the misuse, theft, or vandalism that applies to software, data and physical equipment.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

File sharing, through popular peer-to-peer (P2P) networks, or the direct download of copyrighted works can be used in legal and enriching ways; however, these services can also be utilized to obtain and share content to which users have no legal right. United States copyright law protects the creators of this content (often the media of music and film) against infringement by providing severe penalties in cases of copyright violation. Galen students who engage in unauthorized distribution of copyrighted material, through downloading and sharing, are subject to the full extent of U.S. copyright law; including both civil and criminal penalties.

Summary of Penalties

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed.

For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

In addition to civil penalties, Galen students who abuse school-provided network resources will be subject to internal policy actions.

- First offense: letter of warning, advising the student that they is in violation of Galen network policy.
- Second offense: suspension from the use of Galen network resources, including library resources, for an appropriate length of time.
- Third offense: dismissal

Notice

This information is provided for the benefit of students in order to create greater awareness of the potential consequences of illegally downloading and/or distributing copyrighted works. Galen College of Nursing assumes no liability for misuse of Galen Internet resources; as such, students who choose to violate United States copyright law by utilizing Galen Internet resources will be solely liable for their actions.
For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially the FAQs at www.copyright.gov/help/faq.

Conclusion

Under 34 CFR 668.14(b)(30), an institution, as a condition of participation in any Title IV, HEA program, must have developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network without unduly interfering with the educational and research use of the network. As such, Galen's plan includes:

- At least one or more technology-based tool to deter copyright infringement.
- Mechanisms for educating and informing the community about appropriate use versus inappropriate use of copyrighted material.
- Procedures for handling unauthorized distribution of copyrighted material.
- Procedures for periodically reviewing the effectiveness of the plan to combat unauthorized distribution of copyrighted materials by users of the institution's network using relevant assessment criteria.

Galen College of Nursing's copyright infringement policy has been provided for the purpose of student wellbeing, but is not intended as a substitute for legal advice. Should you have questions or concerns regarding Galen's policy, contact the Compliance Office at 502.410.6200.

Cross Reference:
DCL GEN-10-08, 34 CFR 668.43(a) (10), 668.41(c), Title 17 United States Code § 106, 504 505

Intellectual Property

Faculty, staff, and students will promptly disclose and describe to the Office of the Academic President of Galen all instructional devices or techniques; software; online course developments or changes made, developed, or conceived by such faculty, staff, and students, either alone or with others and in the scope of employment, enrollment, or consultation for inclusion in Galen's curriculum, the teaching of a course, or to improve operations. All rights to such intellectual property, including copyright, patent, and the derivation of revenue, are and remain the sole right and property of Galen, unless separately agreed to in writing. Any exemptions to this policy shall be considered on a case-by-case basis.

The rights to traditional products of scholarly activity such as articles for publication, and the review or development of textbooks, shall be retained by the creator of such scholarly activity.

Galen's curriculum content and all associated materials[1] are considered property of Galen and are, therefore, considered confidential information and are not to be shared with outside persons or agencies unless required by law or upon written authorization by the Academic President.

This policy shall extend and apply to a student of Galen to the extent such student may participate in activity covered by this policy.

This policy creates an understanding which is binding on Galen and on its faculty, staff, and students. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by the following procedure:

1. The issue must first be submitted to the Office of the Academic President of Galen in the form of a letter setting forth the grievance or issue to be resolved. The Office of the Academic President of Galen will review the matter and then advise the parties of its decision within sixty (60) days of submission of the letter.
2. If any of the parties to the dispute is not satisfied with the Office of the Academic President's decision, the party may seek binding arbitration in Louisville, Kentucky and in accordance with the Rules of the American Arbitration Association then in effect. Judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. The arbitrator(s) will give some weight to the decision of the Office of the Academic President of Galen in reaching a decision. The losing party of the arbitration hearing will pay for all costs of the arbitration unless the arbitrator(s) specifies otherwise.

[1] "Associated materials" include, but are not limited to, lectures; handouts; tests and test keys; and presentations

Acceptable Use Policy

This policy details specific requirements for the use of all computing and network resources at the Galen College of Nursing, including electronic and hardcopy data, information, and information assets. Information resources and technology support the educational, instructional, and administrative activities of the College.

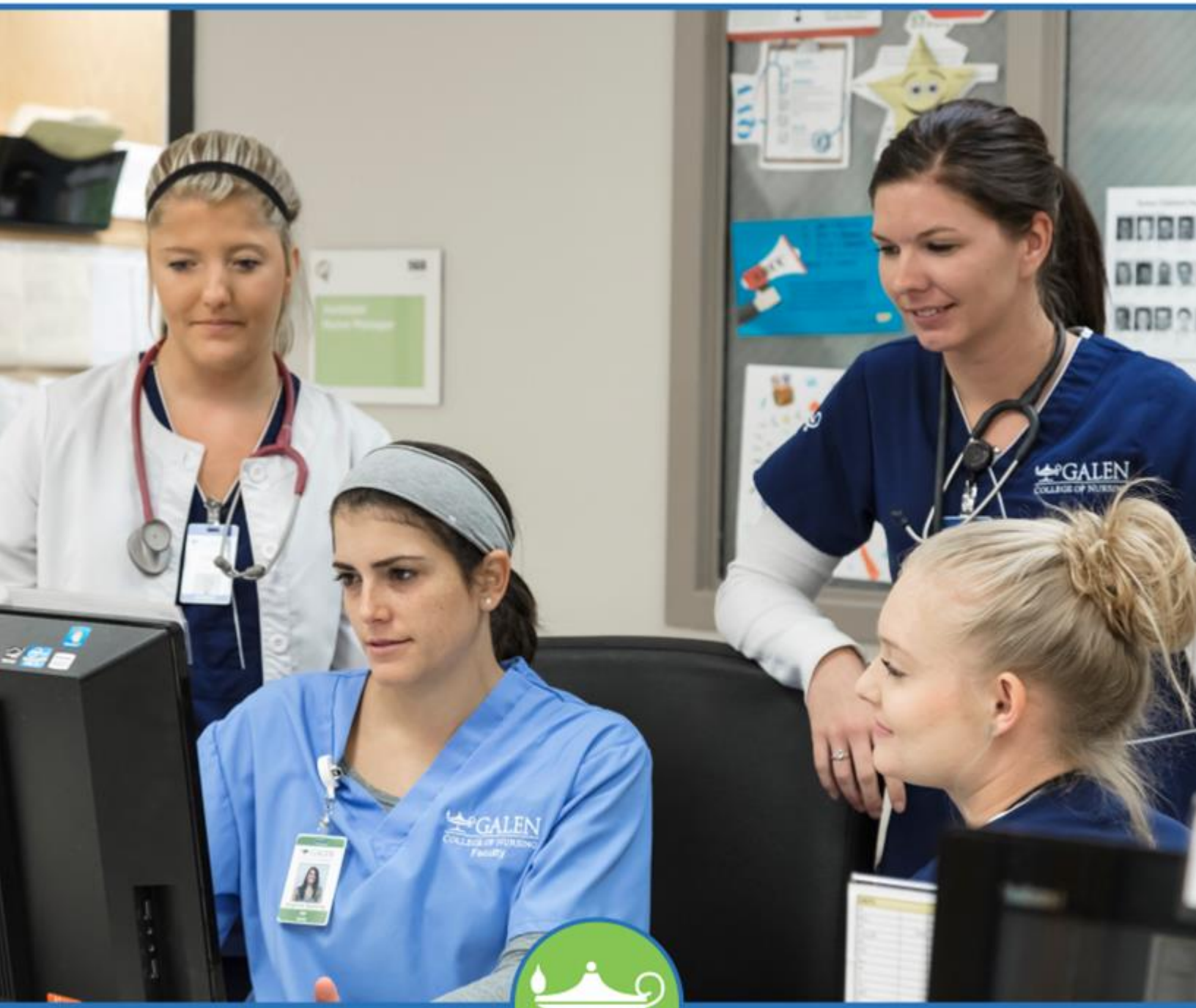
The use of these resources is a privilege that is extended to members of the Galen College of Nursing community. As a user of these services and facilities, you have access to valuable College resources, high risk and/or moderate risk information, and to internal and external networks. Consequently, it is important to behave in a responsible, ethical, and legally compliant manner.

In addition, members of the Galen community may have access to additional third party provided resources through their affiliation with the College. Use of these resources by members of the Galen community is governed by this policy and any applicable policy or restriction(s) of third-party provider(s).

In general, acceptable use means ensuring that the information resources and technology of the College are used for their intended purposes, while respecting the rights of other computer users, the integrity of the physical facilities, the confidentiality of data, information and information assets, and all pertinent license and contractual agreements. If an individual is found to be in violation of the Acceptable Use Policy, the College may restrict network privileges or more serious consequences, up to and including dismissal. Individuals may also be subject to federal, state, and local laws governing many interactions that occur on the College's networks and on the Internet. These policies and laws are subject to change as state and federal laws evolve.

GALEN COLLEGE
OF NURSING

CLINICAL POLICIES



GALEN
COLLEGE OF NURSING

Clinical Placement

During enrollment in Galen's prelicensure programs, a variety of clinical opportunities, both virtual and in-person, are provided to help student's successfully complete course requirements. All campus locations have extensive clinical affiliation agreements which include acute and extended care facilities and community service agencies. Enrolled students may perform tasks that would constitute the practice of nursing; however, clinical participation is not used to provide labor or as a replacement for a permanent employee. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which they have been assigned. Enrolled students must be able to have independent means to travel to and from clinical assignments. Students traveling in private vehicles to and from clinical assignments assume all related risk and liability. Galen is not responsible for injuries or damages that may result.

Clinical Attendance Policies

Galen College of Nursing clinical faculty and students are guests in the affiliate healthcare setting, both virtual and in-person, with associated expectations for the performance of competent, safe, professional behaviors, whether in person or on camera. In order to ensure continuity of patient care, a student must notify the clinical faculty of an absence prior to the start of a clinical experience. To the extent that student clinical absences do not allow the faculty to fully evaluate the student, a course failure may result even if a student only misses one clinical experience. In order to maintain patient safety, the faculty may dismiss the student from the clinical area with instructions to remedy the problem if the student is not prepared for the clinical experience. Such dismissal will be documented as an absence.

In order to ensure continuity of patient care and the development of professional accountability, a student is expected to arrive at the clinical site, virtual or in-person on time. Clinical tardiness is defined as arriving after the designated start time for any clinical, which will be documented as a tardy occurrence, including pre-conference and/or beginning of shift report.

Students who are tardy for the second occurrence at a clinical experience (per course) may be dismissed for the day and an absence will be recorded. Please see the General Attendance Policies for more information.

Clinical Participation Requirements

Applicant must:

1. Provide evidence of a current physical examination performed within the immediate 12 months by a licensed healthcare provider and reported on a Galen physical form;
2. Provide evidence of meeting Galen's immunization requirements (see Health & Immunization Requirements);
3. Provide proof of certification in American Heart Association (BLS) or American Red Cross (ARC) CPR (Galen will provide information on available classes);
4. Satisfactorily pass a background check prior to the start of classes, after any break in service, and as required by clinical site;
5. Provide proof of health insurance, as applicable; and
6. Provide proof of necessary health testing requirements, as applicable.

Clinical Registration Requirements

Documents required for clinical participation, including all health, immunization, and applicable testing requirements, must be submitted prior to registering for courses with a clinical component.

Students will not be permitted to register with expired documents, and will be unregistered for the course if their documents expire prior to the start of the course. Student immunization information and test results will be provided to the clinical agency, and criminal background information may be provided to the clinical agency. The clinical agency has the right to make a final determination about whether the student will be able to attend clinical at their facility. Students who do not meet clinical requirements may be prevented from engaging in the clinical or practicum component of their program, which could result in program dismissal. For information on specific immunization requirements currently in effect, please see Health & Immunization Requirements.

Practicum Experiences

All DNP Program, MSN Program, and BSN Program, RN to BSN Option Students

Students enrolled in the DNP Program, MSN Program or BSN Program, RN to BSN Option are required to complete a practicum experience(s). Students in these programs must comply with the preceptor sites' expectations including, but not limited to background screening, immunization, applicable testing, cardiopulmonary resuscitation (CPR) training requirements, and health insurance. Students must also maintain an active, unencumbered registered nursing license at all times while enrolled in the program. It is the student's responsibility to notify the Program Administrator immediately if their nursing license becomes encumbered or inactive for any reason.

Students enrolled in the DNP Program, MSN Program, or BSN Program, RN to BSN Option should also refer to Galen's policies on Health Insurance and Distance Education Enrollment Matters.

Practicum Experiences: BSN Program, RN to BSN Option Students

The BSN Program, RN to BSN Option provides students with the opportunity to engage in experiential learning in their own communities, related to their online course work. Students collaborate with faculty members to plan and implement preceptor practice experiences under the supervision of Galen's nursing faculty. Prior to engaging in the preceptor practice experience, the experience must be approved by the course faculty member or designee and may require approval from the preceptor site. Practicum experiences require students to perform direct care by:

- working with other providers in any setting where health care is delivered, including the community, to identify gaps in care and implement a quality improvement strategy or
- collaborating with nursing staff to implement a new procedure or nursing practice.

Graduate Teaching Practicum: MSN Program, Nurse Educator Option Students

The MSN Program, Nurse Educator Option requires students to engage in direct, hands-on, planned learning experiences in approved settings. Students will identify and work with a preceptor(s) to apply knowledge gained in previous courses related to functioning in the nurse educator role. Students are responsible for selecting a preceptor(s), who must be approved by the Graduate Program Administrator prior to the student engaging in any practicum experience. Preceptors must be a registered nurse possessing a minimum of an MSN degree (or equivalent) and three years of nurse educator experience. While the preceptor provides feedback upon which the faculty member bases the final evaluation of the student, the Galen faculty member is ultimately responsible for assigning the final course grade.

Nurse Educator practicum experiences occur over a two-course sequence and consist of a total of 135 documented hours working with the preceptor(s) at the practicum site(s). See the Course Descriptions Section for additional information. A formal agreement may be required by the practicum site(s) and must be completed before the practicum experience is approved by the Graduate Program Administrator or designee and the hours can be started.

Graduate Leadership Practicum: MSN Program, Nursing and Healthcare Leadership Option Students

The MSN Program, Nursing and Healthcare Leadership Option requires students to engage in direct, hands-on, planned learning experiences in approved settings. Students will identify and work with a preceptor(s) to apply knowledge gained in previous courses related to functioning in the nurse leader role. Students are responsible for selecting a preceptor(s), who must be approved by the Graduate Program Administrator prior to the student engaging in any practicum experience. Preceptors must be a registered nurse possessing a minimum of an MSN degree (or equivalent) and three years of nursing leadership experience. While the preceptor provides feedback upon which the faculty member bases the final evaluation of the student, the Galen faculty member is ultimately responsible for assigning the final course grade.

Nursing and Healthcare Leadership practicum experiences occur over a two-course sequence and consist of a total of 180 documented hours working with the preceptor(s) at the practicum site(s). See the Course Descriptions Section for additional information. A formal agreement may be required by the practicum site(s) and must be completed before the practicum experience is approved by the Graduate Program Administrator or designee and the hours can be started.

Graduate Leadership Practicum: DNP Program

Students enrolled in the DNP program are required to engage in direct, hands-on, planned learning experiences in approved settings. Students will identify

and work with a preceptor(s) to apply knowledge gained in courses related to functioning in the nurse executive leader role. Students are responsible for selecting a preceptor(s), who must be approved by the Graduate Program Administrator prior to the student engaging in any practicum experience. Preceptors must be a registered nurse possessing a minimum of an MSN degree (or equivalent) and three years of nursing leadership experience. While the preceptor provides feedback upon which the faculty member bases the final evaluation of the student, the Galen faculty member is ultimately responsible for assigning the final course grade.

DNP practicum experiences occur over a four-course sequence and consist of a total of 180 documented hours working with the preceptor(s) at the practicum site(s). See the Course Descriptions Section for additional information. A formal agreement may be required by the practicum site(s) and must be completed before the practicum experience is approved by the Graduate Program Administrator or designee and the hours can be started.

DNP students are also required to design, implement, and evaluate an evidence-based practice or quality improvement project at a selected practicum site under the guidance of a DNP project committee. DNP project experiences occur over a two-course sequence and consist of a total of 360 documented hours working with the student's DNP project committee. See the Course Descriptions Section for additional information. A formal agreement may be required by the practicum site(s) and must be completed before the DNP project experience is approved by the Graduate Program Administrator or designee and the hours can be started.

Practicum Registration Requirements

Documents required for participating in practicum courses in the DNP Program, MSN Program, or BSN Program, RN to BSN
Option must be submitted and approved by the Practicum Advisor prior to registering for those courses. The practicum site has the right to make a final determination about whether the student will be able to participate in experiences at their facility. Students enrolled in the DNP Program, MSN Program, or BSN Program, RN to BSN
Option should also refer to the Practicum Experiences section for additional information.

Documentation Required for RN to BSN Practicum Course

Documentation required for NSG 4850 include the Practicum Planning Form, the Preceptor Information Survey, the preceptor's current curriculum vitae or resume, and if required by the practicum site, an approved Practicum Experience Agreement.

Documentation Required for the MSN Practicum Courses

Documentation required prior to registering for NSG 6400 or NSG 6700 include the Practicum Planning Form, the Preceptor Information Survey, the preceptor's current curriculum vitae or resume, and if required by the practicum site, an approved Practicum Experience Agreement.

Documentation Required for the DNP Practicum Courses

Documentation required prior to registering for NSG 7100 or NSG 7120 include the Practicum Planning Form, the Preceptor Information Survey, the preceptor's current curriculum vitae or resume, and if required by the practicum site, an approved Practicum Experience Agreement.

Health Insurance

Clinical facilities may require students to submit proof of health insurance as a condition of attending the facility for the clinical experience. Students who fail to provide evidence of health insurance or fail to purchase group health insurance place themselves in jeopardy of not being able to attend scheduled clinical experiences or meet the requirements of the nursing course.

Health & Immunization Requirements

Students who participate in the clinical experiences are at risk for exposure to and possible transmission of infectious diseases. In order to protect students, healthcare providers, and patients, Galen requires students to provide evidence of adequate immunity to Hepatitis B virus (HBV), Varicella (Chicken Pox), Measles, Mumps, Rubella (MMR); evidence of immunization against COVID-19 and, Tetanus, Diphtheria, and Pertussis (TDaP); and a negative screening for tuberculosis (TB). For information on specific immunization requirements currently in effect, please

see 'Health & Immunization Requirements' on the Galen website.

If conditions prohibit a student from meeting these requirements, the student is required to furnish documentation, which will be reviewed and recommendations for a waiver will be made if appropriate. Even with a waiver, students who do not meet immunization requirements may be required to provide additional documentation and may be prevented from engaging in the clinical or practicum component of their program, which could result in program dismissal.

Some of the clinical sites require students to provide evidence of immunity or proof of vaccination against other communicable diseases such as coronavirus (COVID-19), influenza, polio, and Neisseria meningitidis. If a student is assigned to a clinical site that has specific requirements, the student will be required to be in compliance.

While proof of immunization and/or vaccination is not required for enrollment in graduate programs at Galen, some practicum sites may require students to provide proof of adequate immunity to Hepatitis B virus (HBV), Varicella (Chicken Pox), Measles, Mumps, Rubella (MMR); evidence of immunization against (COVID-19), influenza, polio, Neisseria meningitidis, Tetanus, Diphtheria, and Pertussis (TDaP); and a negative screening for tuberculosis (TB). If a student is assigned to a practicum site that has specific requirements, the student will be required to be in compliance.

Physical Examination

Due to the physically demanding nature of direct patient contact within nursing education programs, it is necessary for all students entering the program to provide verification of a physical examination performed by a primary care provider within the twelve (12) months prior to admission to Galen.

A student is considered compliant with this requirement with the following documentation:

- A completed physical examination form completed and signed by a licensed, practicing primary care provider.
- Physical must be performed within twelve (12) months prior to admission.

Students who experience any break in service may be required to provide an additional physical examination, at the student's expense, upon reentry.

While a physical examination is not required for enrollment in graduate programs at Galen, some practicum sites may require students to provide proof of a physical examination. If a student is assigned to a practicum site that requires a physical examination, the student will be required to be in compliance.

Additional information can be found in Galen's Nursing Technical Standards.

Criminal Background Screening

Many of the clinical sites where Galen students complete their hands-on clinical experiences (such as hospitals, clinics, and other agencies) require verification of criminal history before students can be placed in their organizations. Based on the requirements of these agencies, as well as state and federal regulations, all students accepted for admission to Galen's prelicensure programs must consent to and submit a criminal background screening authorization form. A student's past criminal history may impact his or her admission status in the Galen programs, limit the number of suitable practice placement sites, and/or affect ability to obtain licensure.

A student is considered compliant with this requirement with the following:

- Completed criminal background screening authorization form completed and returned to the Office of Academic Records.
- Documentation of background screening results from Galen's authorized provider.

Fingerprinting and Drug Screening

Galen is concerned about the potential adverse effects of alcohol or other drug use on student health and safety, as well as academic performance and patient care. Students are expected to report to class and clinical agencies in the appropriate mental and physical condition conducive to learning and the provision of safe patient care.

Students accepted to the nursing programs may be subject to additional fingerprinting and/or drug screening requirements based on clinical affiliation agency policy, and agree to such screening as a condition of enrollment. When fingerprinting and/or drug screening is required, the student will be notified by Galen and given instructions on how to complete screening requirements. Galen reserves the right to

revoke admission based on an adverse fingerprint or drug screening.

A student is considered compliant with this requirement with the following:

- Documentation of fingerprinting results from Galen's authorized provider.
- Documentation of drug screening results from Galen's authorized provider.

Cardiopulmonary Resuscitation (CPR) Requirements

All students are required to successfully complete a Basic Life Support (BLS) course as approved by the American Heart Association (AHA) or American Red Cross (ARC). Students must produce a current and valid AHA or ARC BLS card. Evidence of completing this course must be provided every two (2) years.

Participation in clinical experiences without documented evidence of holding a BLS card is prohibited and will prevent the student from attending clinical or practicum experiences.

A student is considered compliant with this requirement with the following:

- Copy of a current AHA or ARC BLS CPR certification card.
- CPR certification expires two (2) years from the date issued. This certification must not expire during the student's clinical experience. Failure to renew certification will prohibit the student from attending clinical or practicum experience.

Clinical Dress Code

While attending classes at Galen, students are expected to dress in a professional manner. When wearing scrubs on campus, only official Galen scrubs with the white embroidered Galen logo may be worn (classroom or clinical learning lab). Scrubs worn by students at their place of employment or in the clinical setting are not to be worn while on campus. Students must also not wear Galen scrubs in the healthcare setting. Please refer to the Dress Code Policy for complete information regarding dress in the classroom, clinical learning lab, and clinical areas.

Clinical Confidentiality

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), all information regarding patients or former patients is considered confidential and protected health information and is to be used solely for clinical, virtual or in-person, purposes as part of the educational curriculum.

GALEN COLLEGE
OF NURSING

GALEN COLLEGE
OF NURSING

STUDENT SERVICES

GALEN
COLLEGE OF NURSING

Academic Advisement

For academic assistance, students may schedule an appointment with faculty members, who can assist with study skills as well as address other academic needs.

Student Orientation

A mandatory orientation program is offered to familiarize students with the program and services provided by Galen. Prelicensure students will have an opportunity to meet the Program Administrator, faculty members, staff, and other students. Students must attend orientation or make arrangements for an orientation prior to starting classes. Failure to attend orientation may result in a loss of student's place in class.

Various school policies and procedures will be covered, including but not limited to: Attendance, Grievance Procedure, Dress Code, and Code of Conduct.

Liability Insurance

Galen carries general and professional liability coverage for students through Health Care Indemnity, Inc. This coverage insures students in their capacity as a student nurse at the clinical facility.

Personal Counseling

Galen is committed to helping students progress successfully through the academic challenges for its nursing programs. A school counselor is available, at no cost, to provide confidential guidance for a wide variety of personal issues, such as test anxiety, learning struggles, interpersonal conflict, family struggles, depression, and anxiety.

Loss of Personal Property

Galen does not assume responsibility for the loss of personal property.

Technology

Wireless Internet Access

Wireless Internet access is available for students. To access the network, please contact the Librarian at (502) 410-6278 or the Campus Technology Coordinator at (502) 410-6209 for the network name and password.

Email and Communications

Communications from the administration or faculty will be conducted primarily through Galen provided email accounts. Galen provides our students with a customized version of Microsoft Office 365 Education, which gives actively enrolled students access to Microsoft Outlook, Word, Excel, PowerPoint, OneNote, and Teams. Students are automatically enrolled in Microsoft Office 365 by the College prior to their first term of study and provided login and usage instructions during new student orientation.

Additional information from the administration or faculty will be posted throughout the College using digital signage, Campus bulletin boards, common area displays, and inside classrooms. Posted information may include policies, events, and job opportunities. Additional information may also be posted in Canvas. Students are responsible for keeping themselves informed about current policies and information updates by checking their Galen email accounts on a regular basis.

Technology Maintenance Window

A recurring, pre-planned maintenance window allows IT and Administrative Computing Departments to occasionally perform much needed upgrades and improvements to hardware, software, security, and the network. This allows customers and users of these systems to prepare for and plan around outages.

- Scheduled upgrades and maintenance work can occur any Sunday between 9AM and 12PM (noon) EASTERN. This will happen only as needed, not every Sunday.
- Larger upgrades (Campus Nexus Student, for example) may take longer, up to 3 PM.
- A RAVE alert will be sent to students by noon on Friday in advance of outage if a student-facing application is a part of the maintenance window.
- A RAVE alert (or email) will be sent to employees by noon on Friday in advance of outage if an employee-facing application is a part of the maintenance window.
- An additional RAVE alert will go out if any issues occur during or after the upgrade, or additional time is needed.
- Advance notice may be less than 48 hours, if it is for a critical security update.
- Every effort will be made to not use a maintenance window during significant campus events.

- Additional system downtime outside of the maintenance window may be necessary in events of time sensitive or emergency updates.

Library/Learning Resources

The Library/Learning Resource Center is open to all enrolled students. Galen has extensive online library resources for students to use. The Galen online library includes most of the items found in a large physical library, but with the benefit of being able to be viewed by multiple students at one time. Databases are available, with full text journal selections containing nursing, general studies, research, and science- related holdings.

Name Change

Students may change their name on their official record by legally changing their name and providing an updated social security card to the Office of Academic Records. Once the name change has been processed, the Office of Academic Records will change the student name on all official documents, including transcripts, diplomas and academic records. The Office of Academic Records will also issue an updated ID card and update the student's email address to reflect the new name. Legal birth names will be stored in the student information system for archival purposes. Students may contact the Office of Academic Records for additional information.

Transcripts

Student transcripts will remain a permanent record at Galen. Official copies of a student's transcript will be sent to employers or other schools at the student's request. Students will be provided one free copy of their transcript at graduation; however, a transcript fee will be charged for additional copies requested. Students can download a copy of their unofficial transcript in their Student Self-Service Portal. An official transcript can be requested via the National Student Clearinghouse. Please allow approximately two weeks from the time of the request to receive a transcript.

Career Placement Counseling

Galen provides career placement counseling for students. As Galen is notified of job opportunities, listings will be provided. Both the Program Administrator (or designee) and staff advisors will counsel a student in pursuing job openings for which they are qualified. Job listings will be posted on the student communications bulletin board or in the online Student Resource Center. Galen does not guarantee job placement.

Voter Registration

The Federal Election Commission makes available information and guidance regarding voter registration in each state at https://www.eac.gov/voters/register-and-vote-in-your-state. Deadlines for voter registration in each state can additionally be found at https://www.vote.org/voter-registration-deadlines/.

GALEN COLLEGE
OF NURSING

HEALTH & SAFETY

GALEN
COLLEGE OF NURSING

Parking
Designated parking is available for students. Galen assumes no liability for damage or loss to you or your vehicle or its contents on Galen property.

Electrical Storms
In the event of a severe electrical storm, Galen staff will notify students and faculty of when to turn off all electrical equipment and when power may be restored.

Power Failures
When a power failure occurs, all those currently using equipment should turn off the equipment. Administrative staff will verify that all equipment has been turned off.

Cancelled Classes or Clinical Experiences
When classes are cancelled students will learn about the closing via:

- Galen website
- Rave Alert system

During weather related closures, students should monitor their Galen email and Canvas™ accounts for alternate theory learning activities or rescheduled class dates. If weather becomes severe during the day, Galen will announce, if necessary, early departure. The decision regarding early dismissal from class or clinical will be made by the Program Administrator (or designee).

Delay of Day Classes/Clinical Experiences
Galen will announce closings/delays via the Galen website, and the Rave Alert system. Galen officially opens at 8 AM so the delay would be from the time Galen officially opens (example: a 1-hour delay indicates that students report to classes and clinical experiences that they are regularly scheduled to attend at 9 AM). A delayed schedule applies to classes held on campus and in clinical facilities. Clinical Faculty are required to make the clinical site aware of the time students will be in the facility.

Evening Classes
Information about cancelling evening classes and clinical experiences will be communicated via the Galen website and the Rave Alert system by 4:00 p.m.

Life Safety Systems
Emergency exit lights are located at all suite exit points. Fire extinguishers are located in several locations throughout the building. The location of all extinguishers is marked on the Emergency Evacuation Map. The Emergency Evacuation Map is located near the door of all classrooms, the clinical learning laboratory, the student lounge, and within the administrative offices in several locations.

Cell Phones
Cell phones are not allowed in the classroom. Cell phones must be turned off while at the clinical site, virtual or in- person.

Children
Children are not allowed on Campus during regular class hours.

Food and Beverages
Eating or drinking is not permitted in any of the classrooms or hallways.

Smoking
Galen is a smoke-free facility. The use of tobacco products, including e-cigarettes, is not permitted.

Fire and Evacuation Plan
A fire and evacuation plan is posted in each classroom, library, and clinical learning lab. The plan instructs students, faculty, and staff on the actions to be taken before, during and after a fire emergency or disaster. The plan is also highlighted in student orientation. Classroom and clinical learning lab safety complies with OSHA guidelines. Disaster (fire) drills will be held periodically in compliance with state and local regulations.

Fire Procedures
- Anyone sighting fire or smoke should obtain the nearest fire extinguisher and operate according to instructions.
- A member of the administrative staff should be immediately notified.
- Administrative staff will call 911 and give instructions for building evacuation.

Medical Emergency

The Medical Emergency Policy provides for emergency medical care for Galen students, employees and visitors as required.

All Galen students, faculty and staff will be provided with a Medical Emergency Policy to ensure that medical emergencies receive appropriate treatment as quickly as possible. If an individual becomes ill, is physically injured, or has an accident on Galen premises, the following shall apply:

A. Remain calm.
B. Assess the situation.
   i. If the person is conscious ask them if anything hurts. If unconscious, gently inspect the person for obvious signs of injury.
   ii. Do not move the person, especially if they indicate any pain, unless there is a threat to life to leave them in that location.
C. Call 911 if the person is injured or unresponsive. Stay on the phone with the dispatcher until they hang up. Be sure to indicate to which floor the responders should report. Send someone to meet the emergency medical services and rescue crews at the building entrance.
D. Summon a nursing faculty member to assess the situation.
E. Do not jeopardize your health or the health of others. Wait for Emergency Medical Services or a faculty member if unable to properly administer first aid protocols.
F. Do not administer or provide the individual with any medication.
G. Remain with the injured or incapacitated individual until help arrives.
H. To the extent possible, comfort the individual and reassure them that medical assistance is on the way.
I. Once emergency medical services arrive, provide the teams the space to administer first aid or medical services. Stay close in case any questions need to be answered.

If a student becomes ill, is injured, or has an accident at a clinical site, the faculty member must provide for the safety of all Galen students and follow all applicable policy and procedures of the clinical site.

Student Emergency Information

All Galen students will be requested to provide their personal emergency contact information upon enrollment. Students are responsible for keeping their emergency contact information up-to-date. Students can update their emergency contact information in the Student Self Service Portal or by contacting the Office of Academic Records.

Employee Emergency Information

All Galen employees will be requested to provide their personal emergency contact information upon employment. Employees are responsible for keeping their emergency contact information up-to-date. Employee emergency contact information can be found by contacting the campus HR representative during normal business hours or the Evening Coordinator or designee during the evening class hours.

Individuals are responsible for the costs of their medical services.

Incident Reporting

Incident Reports must be completed for any uncommon incident involving student or faculty which results in a potential for injury, or actual injury or damage (including theft), to the following: patient, visitor, student, Galen employee, clinical site employee, Galen or clinical facility property, or public reputation. These reports must be completed within 24 hours of the incident and submitted to the Dean or Director of Campus Operations within 48 hours. Incident Report forms can be found at https://galencollege.edu/about-galen/campus-safety.

Incidents Related to Bloodborne Pathogen Exposure

In addition to completing this report, individuals who are possibly exposed to bloodborne pathogens (BBP) by way of needle sticks or exposure to human body fluids should immediately complete the following steps:

1. Wash needlesticks and cuts with soap and water.
2. Flush splashes to the nose, mouth, or skin with water.
3. Irrigate eyes with clean water, saline, or sterile irrigants.
4. Report the incident to your supervisor or clinical faculty member.
5. Immediately seek medical treatment.

For individuals who are possibly exposed to BBP by way of needle sticks or exposure to human body fluids at off-campus sites, such as hospitals or community health settings, the policy of the facility will be followed. For exposures in a setting where there is no policy on possible exposure to BBP, individuals should report to the nearest emergency room and are encouraged to

follow-up with their primary healthcare provider. Individuals are responsible for the costs of their medical services.

Campus Security

Students witnessing or who are victims of alleged criminal activities are encouraged to report them immediately and accurately to the Program Administrator or faculty member present. The Program Administrator or faculty member will determine the need to contact the appropriate law enforcement. An Incident Report Form will be completed by the student and the Program Administrator or faculty member and sent to compliance@galencollege.edu. These reports will be retained and reviewed regularly to determine the effectiveness of the campus security policy. The Incident Report Form and additional campus safety information can be found at https://galencollege.edu/about-galen/campus-safety.

Statistics concerning the reports of the occurrence of any criminal offenses on campus will be kept for a three-year period. These offenses will include murder; rape; robbery; aggravated assault; sexual assault, domestic violence; stalking; burglary; motor vehicle theft; liquor law violations; drug abuse violations; and weapons possessions as defined by the jurisdiction where the school is located.

Students who are arrested or indicted or know of a student who is arrested or indicted are encouraged to immediately inform the Program Administrator. Students arrested or indicted will be placed on investigative suspension, and the Disciplinary Process described in the Student Code of Conduct will be followed.

When a student is arrested or indicted, the Program Administrator (or designee) shall place the student on investigative suspension. The Program Administrator (or designee) shall review the facts and determine whether the student should be:

- Allowed to continue school;
- Released from the program; or
- Given time off until more information is obtained.

The arrest or indictment of a student shall not delay their expulsion if the process was underway at the time of arrest or indictment.

Administrative Discretion Necessary - The Program Director/Dean must remember that an arrest or indictment is an accusation of wrongdoing and, as yet, unproved. Further, a student's behavior during non-school working hours is not a concern of Galen unless it affects the student's performance, the performance of fellow students, the health and safety of clients, or legitimate interests of Galen.

Students should be kept informed by school administration of any changes to their enrollment status that may be affected by circumstances surrounding an arrest or indictment.

Expulsion May Be Necessary - The decision to expel an arrested or indicted student may be made only when there is a clear and pressing need, for example:

- The student is incarcerated. Extenuating circumstances may include: inability to raise bail; detention without bail.
- The student's presence at school would cause substantial physical disruption to the school.
- The crime for which the student is accused is of such a grave nature that it adversely affects legitimate Galen/clinical site interests.
- The nature of the crime is such that allowing the accused to continue presents a "good faith" probability of harm to other students, clinical site clients or visitors.

For the security of students, faculty, and staff, access to the facilities will be limited to regular operating hours that are posted on the bulletin board in the student lounge. Access is at all times limited to faculty, staff and students. After regular operating hours, the facility will be locked and access is limited to the authorized personnel and those with the Program Administrator's (or designee's) prior approval.

Bomb Threat

In case of a bomb threat, immediately contact an administrative staff member who will contact the Program Administrator (or designee). The Program Administrator (or designee) will call 911 to reach the police and make an evacuation decision.

In the event of a bomb threat made by phone, the person receiving the call should attempt to record the following:

1. Date
2. Time of call
3. Time bomb scheduled to go off

4. Location of bomb
5. What does the bomb look like
6. Who is making the threat
7. Why is the threat being made
8. Text of the conversation
9. Description of caller:
    - Caller: male, female, adult, juvenile
    - Accent: local, regional, foreign
    - Speech: fast, slow, distinct, slurred, stutter
    - Language: obscene, coarse, normal, educated, loud, soft, rough, high pitch, deep, disguised
    - Manner: calm, angry, rational, irrational, coherent, incoherent, deliberate, hysterical, aggrieved, humorous, drunken
    - Background Noises: factory, road traffic, music, office, party atmosphere, quiet voices

Latex

Latex is a naturally occurring substance obtained primarily from the rubber tree. It is used in a variety of household and medical products, such as bandages, toys, balloons, erasers, rubber bands, elastic, stethoscope tubing, blood pressure cuffs, simulation mannequins, and personal protective equipment, including gloves. A latex allergy is a reaction to certain proteins contained in latex rubber. The amount of latex exposure needed to produce sensitivity or an allergic reaction is unknown and varies greatly by individual. Increased exposure to latex proteins increases the risk of developing sensitivity and allergic symptoms. In sensitized persons, symptoms may begin within minutes of exposure; but they can occur hours later and can be varied. Mild reactions to latex involve skin redness, rash, hives, or itching.

More severe reactions may involve respiratory symptoms such as runny nose, sneezing, itchy eyes, scratchy throat, and asthma (difficult breathing, coughing spells, and wheezing) or shock. (Centers for Disease Control and Prevention: http://www.cdc.gov/niosh/docs/98-113/).

In addition, according to the U.S. Food and Drug Administration (FDA), products with labels such as "latex-free," "does not contain natural rubber latex," or "does not contain latex" are not accurate because it is not possible to reliably assure that there is an absence of the allergens associated with hypersensitivity reactions to natural rubber latex in the medical product. The FDA notes that such labeling may give consumers a false sense of security (FDA: https://www.fda.gov/media/85473/download#:~:text=FDA%20is%20concerned%20that%20statements,the%20allergens%20associated%20with%20hypersensitivity). Healthcare workers can have an increased risk of developing latex sensitivity or allergy due to their increased exposure to products containing latex proteins in the health care environment.

Galen strives to provide a safe learning environment, but is not able to provide one that is completely latex-free. Exposure to latex may occur in the home and in the community, including clinical sites. Students and employees are responsible for managing their own personal health and healthcare in a responsible manner for their own safety and the safety of others. Students or employees who believe that they have a latex allergy or sensitivity or who develop allergic symptoms are responsible for contacting their personal healthcare providers and following all recommendations and precautions prescribed by the healthcare provider. Galen will work with students to provide a learning environment consistent with the recommendations and precautions prescribed by their healthcare providers. If symptoms of latex sensitivity or latex allergy occur at Galen, the Medical Emergency policy and procedures must be followed.

Galen makes reasonable accommodations to qualified individuals with disabilities in accordance with the Americans with Disabilities Act (ADA). Students who have a documented latex allergy and believe that it is a disability, as defined by applicable law, must contact the Section 504/Title IX Coordinator on the campus to request an accommodation. Employees must contact the Director of Human Resources.

Drug Free Policy

Galen is concerned about the potential adverse effects of alcohol or other drug use on student health and safety, as well as academic performance and patient care. Students are expected to report to class and clinical agencies in the appropriate mental and physical condition conducive to learning and the provision of safe patient care. Students accepted to the nursing programs may be subject to additional fingerprinting and/or drug screening requirements based on clinical affiliation agency policy, and agree to such screening as a condition of enrollment. When fingerprinting and/or drug screening is required, the student will be notified by Galen and given instructions on how to complete screening requirements.

Galen reserves the right to revoke admission based on an adverse fingerprint or drug screening.

All students are hereby notified:

1. That the unlawful manufacture, distribution, possession, or use of a controlled substance in the school, on school property, while performing work duties, during school events, or in clinical placements is prohibited;
2. That violation of this prohibition will result in discharge or other appropriate actions;
3. That as a condition of enrollment, each student agrees that they will abide by the terms of the above statement, and will notify the Program Administrator of any criminal drug statute conviction for a violation occurring in school no later than five days after such conviction;
4. All employees and students must certify that, as a condition of enrollment, employment, or receiving of financial aid, they will not engage in the unlawful manufacture, distribution, dispensation, or the use of a controlled substance during the period covered by employment or the period where federal financial assistance is used for education;
5. This policy is in compliance with the U.S. Department of Education and the Drug-Free Schools and Communities Act Amendment of 1989, P.L. 101-226 20 U.S.C.'s 114 5g Higher Education Act of 1965, Section 1213.

Policy

As required by the Federal Drug-Free Schools and Communities Act Amendment of 1989, you are hereby notified by Galen that on Galen premises, affiliated clinical sites, or at other Galen sponsored events, activities specified as critical offenses will not be permitted. Students shall be prohibited from working, attending school, participating in clinicals or attending Galen related functions while under the influence of alcohol and/or the use of illicit drugs. Illicit drugs include marijuana in any form, even if used in a State where such usage is not prohibited. The use of such substances by students on premises or at Galen related functions shall be prohibited. Such conduct by a student shall be considered a critical offense.

To protect the health and safety of all persons, the use of tobacco products is prohibited in the school physical facility and on the grounds. Violation of the policy is a serious offense that could result in disciplinary action up to and including expulsion.

Galen recognizes that substance abuse is a major problem that affects students, families, education, and communities. Galen strictly opposes any situation that interferes with a student's safety, health and well-being, and anything that adversely affects academic performance, patient care, or is detrimental to the campus. To promote this goal and in accordance with the Federal Drug-Free Schools and Communities Act Amendment of 1989 and state law, Galen strictly prohibits the unlawful manufacture, distribution, possession, sale, or use of any illegal drugs, controlled substances, or alcohol while acting in the course of enrollment, on Galen owned, leased, or controlled property, while operating Galen owned, leased, or controlled equipment or vehicles, or at Galen sponsored functions. Students are required to report to their faculty use of any over-the counter medication or prescribed medication that might impair a student's ability to participate in the educational process safely or effectively. Any student who violates this policy is subject to disciplinary action up to and including dismissal.

Procedure

All students must, as a condition of their enrollment, adhere to this policy. Students are responsible for notifying the administration within five (5) days of any drug and/or alcohol related criminal conviction occurring on the campus or while enrolled as a student at Galen. Students must certify that, as a condition of enrollment or receiving financial aid, that they will not engage in the unlawful manufacture, distribution, dispensation, or the use of a controlled substance during the period covered by enrollment or where federal financial assistance is used for education. Violations of this prohibition will result in dismissal and/or other appropriate actions. Galen reserves the right to take appropriate and lawful action to enforce this Drug and Alcohol-Free Campus Policy. These rights include drug and/or alcohol testing and inspection of any and all Galen and student property when the organization has a reasonable suspicion that this policy has been violated.

Galen may ask a student to submit to drug and/or alcohol testing at any time it is suspected that a student may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances:

- evidence of drugs or alcohol on the student's person or in the student's vicinity,

- unusual conduct or behavior on the student's part that suggests impairment or influence of drugs and/or alcohol,
- involvement in an accident or injury event,
- negative performance patterns.

Galen reserves the right to conduct random drug and/or alcohol testing in order to assess compliance with this policy. Students may be selected at random for drug and/or alcohol testing at any interval as determined by Galen.

Students involved in school-related accidents that require off-site medical treatment or result in property damage will be tested for controlled substances and alcohol. Any student who refuses to be tested or violates this policy is subject to disciplinary action up to and including dismissal. Galen encourages students with drug and/or alcohol abuse problems to seek counseling and treatment.

This policy is in compliance with the U.S. Department of Education and the Drug-free Schools and Communities Act Amendment of 1989, P.L. 101-226 20 U.S.C.'s 114 5g Higher Education Act of 1965, Section 1213.

Resources

In addition to the imposition of disciplinary sanctions as explained in this Code of Conduct including dismissal for such act, students or employees may face prosecution and imprisonment under federal and state laws which make such acts felony or misdemeanor crimes. Please visit the Galen website at https://galencollege.edu/consumer-disclosures/ for listings of criminal offenses and penalties.

The health risks associated with the misuse and abuse of drugs, including controlled substances and alcohol, include but are not limited to: Physical and psychological dependence; damage to the brain, pancreas, kidneys and lungs; high blood pressure; heart attacks; strokes, ulcers, birth defects; a diminished immune system; and death. See below for further listings of health risks.

Galen is committed to helping students who seek assistance and further recognize and insure the confidentiality and privacy due students. Students are encouraged to consult with their school counselor, who is available by appointment, or with faculty members for referral to appropriate counseling services. For a listing of additional counseling services and support groups available, please visit https://galencollege.edu/consumer-disclosures/.

Drug Law Violations - Eligibility for Title IV Funding

For the protection and welfare of all students and employees, Galen has established a drug-free policy. In addition to the civil and/or criminal penalties for a conviction for any offense during a period of enrollment for which the student was receiving Title IV, HEA program funds, under any federal or state law involving the possession or sale of illegal drugs, this conviction will result in the loss of eligibility for any Title IV, HEA grant, loan, or work-study assistance.

Weapons Policy

Galen College of Nursing is committed to maintaining a safe and secure educational environment for its students, faculty, employees, and visitors. Possession of weapons, firearms, or explosives on Galen premises, including parking lots and garages, or at a Galen event is strictly prohibited. Students, faculty, employees, and visitors who possess an active state license to carry a concealed firearm or fulfill the requirements under state law to carry a concealed firearm may properly store a legal weapon in their locked vehicle on Galen premises, including parking lots and garages, or at a Galen event. Students, faculty, and employees visiting a clinical site must follow all facility policies.

Anti-hazing Policy

Galen College of Nursing prohibits students, employees, individuals otherwise associated with the College, or an organization recognized or sanctioned by the College, from engaging in acts of hazing. Hazing is defined as coercing another, or engaging in acts, which causes or creates substantial risk of causing mental or physical harm to any person for the purposes of initiation, reinstatement, or continued membership of any student or other organization. This includes, but is not limited to, coercing another to consume alcohol or drugs.

In addition to the imposition of disciplinary sanctions as explained in the Student Code of Conduct, including dismissal for such act, students or employees who engage in acts of hazing may face prosecution and imprisonment under state laws.

Students may report suspected or known acts of hazing to their Dean, Campus Operations Leader, Title IX Coordinator, or by submitting an Incident Report Form. Galen prohibits retaliation against anyone who reports a suspected or known act of hazing.

Annual Security Reports

It is the policy of Galen to inform prospective and current students and employees about campus security prior to entering classes or employment as well as annually thereafter.

Galen complies with all requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act as amended by the Violence Against Women Reauthorization Act of 2013.

Annual Security Reports can be found on the Galen website at https://galencollege.edu/consumer-disclosures/. Campus Safety information can additionally be found and https://galencollege.edu/about-galen/campus-safety.

Crime Reporting

All criminal actions detected during school operating hours are to be reported to the front desk who in turn will notify the school administrator on site. Galen supports the enforcement of all local, state, and national laws and will cooperate with appropriate law enforcement agencies in this activity.

Victims or witnesses are encouraged to report crimes to Campus administration, and may contact the Office of Regulatory Affairs and Compliance at compliance@galencollege.edu to report crimes and instances where the individual wants to remain anonymous or report confidentially, within the parameters of the law.

Personal Safety

Galen is committed to the safety of all students, faculty, and staff. Students, faculty, and staff are required to wear a Galen photo identification badge when on campus or at a clinical site. These badges are provided when students begin their program of study and to employees on the first day of employment.

Entry doors to all campus facilities are locked and require either a security access code or swipe card to enter the premises. The codes are changed on a regular basis and swipe cards deactivated for inactive students and employees to ensure proper security access privileges. In addition, Galen may employ security to verify ID badges and disseminate visitor badges.

Galen has partnered with Rave Alert, an emergency notification alert network, to provide a communication system to Galen students and employees. The Rave Alert Network is capable of sending simultaneous emergency notifications from Galen via text message, email and/or voice message. The system has been specifically designed to rapidly communicate time-sensitive information to multiple people simultaneously and is a primary communication source during campus emergencies.

Emergency Response and Evacuation Procedures

Any actual or threatened emergency or dangerous situation involving an immediate threat to the safety or health of students or employees must be immediately reported to the campus Dean or their official designee if not on campus, or a member of the CEO's Cabinet of the College. Galen will, without delay and taking into account the safety of the community, determine the content of the notification and initiate the Rave Alert notification system unless the notification will, in the professional judgment of responsible authorities, compromise efforts to assist victims or to contain, respond to, or otherwise mitigate the emergency.

Only campus Deans, members of Galen's CEO's Cabinet, or their designee, can send Rave Alert messages. Upon receiving a report of an actual or potential emergency situation, these individuals will confirm the significance of the situation through personal observation or inquiry, determine who to notify, create the notification itself, and send the Rave Alert message. The notification will contain a brief summary of the situation and actions the message recipient should take. Notifications sent through Rave Alert will notify all students, all employees, or all students and employees. The system is designed with the speed and flexibility to enable Galen Administrators to deliver critical breaking news or other warnings to the campus instantly. Additionally, facilities management can simultaneously lock down main entrance/exit doors to the campus, upon request from the campus Dean. Campus Deans disseminate information to the larger community by contacting local radio and television stations, as well as having the information posted on Galen's website.

The emergency response and evacuation procedures will be tested or utilized at a minimum of annually.

Illegal Drug Use and Alcohol Consumption

For the protection and welfare of all students, faculty and staff, Galen prohibits the unlawful manufacture, distribution, possession, or use of a controlled substance on school property or clinical sites. As a condition of enrollment or employment, each student and employee

certifies that they will abide by the terms of the above statement. Violations of this prohibition will result in discharge or other appropriate disciplinary action. This policy is in compliance with the U.S. Department of Education and the Drug-free Schools and Communities Act Amendment of 1989. Students may refer to the Drug and Alcohol Abuse Support Services in their local area as well as a description of health risks associated with drug and alcohol abuse by visiting the Galen website at https://galencollege.edu/consumer-disclosures/.

Sexual Assault

In the event of a sex offense, Galen encourages you to report the matter to a school official immediately. You also have the option of reporting the offense to local authorities, and we encourage you to remember the importance of preserving physical evidence to assist law enforcement should any future criminal prosecution be deemed necessary. Galen encourages all students, faculty members, and staff members to contact local support service agencies such as Rape Relief Centers and Centers for Women and Families to obtain information that promotes the awareness of rape, acquaintance rape, and other forcible and non-forcible sexual offenses. Counseling, mental health, and other services are available in your local community for victims of sex offenses.

It is the school's policy that should a Galen student be convicted of a sex offense, they will be subject to suspension and/or expulsion from all classes. Upon written request by the alleged victim of a sexual offense by a Galen student, Galen will disclose the results of any disciplinary hearing conducted by the institution against the alleged perpetrator of the crime or offense.

Procedures Following Reports of Pertinent Offenses

As outlined in the Campus Security Policy, Galen students arrested or indicted will be placed on investigative suspension, and the disciplinary process described in the Student Code of Conduct will be followed. Further, as stated in the Student Code of Conduct, willful or reckless endangerment of the physical or mental health of any person, including assaulting, threatening, intimidating, and stalking, is a Critical Offense, subject to dismissal from the College.

In the event of misconduct that may justify a student's dismissal, the student shall be suspended immediately for no more than three school days while the incident is investigated by the Program Administrator (or designee). During the suspension period, the student shall be prohibited from participating in classroom, laboratory, clinical, and school-related activities.

Standards of evidence that will guide institutional conduct arising from reports of domestic violence, dating violence, sexual assault, or stalking include these:

- Decisions of local, state, or federal judicial officials assigned to rule in the case; and
- Potential disruption caused to any of the following by the arrested, indicted, or reported student's presence at Galen:
  - the academic or clinical performance of the student,
  - the academic or clinical performance of other students,
  - the health and safety of patients, or
  - other legitimate interests of Galen; and
  - Preponderance of the evidence in the case.

Requesting Protective Measures Following Alleged Offenses

Following an alleged incident of domestic violence, dating violence, sexual assault, or stalking, Galen will alter the class schedule of any student, upon that student's request, to better meet the student's needs, as long as the request is reasonable and options for alteration are available. Any student who wishes to present such a change request should contact the Program Administrator or the Office of Academic Records at his or her campus. The option to make this request is available regardless of whether the alleged victim chooses to make a report to campus security officials or law-enforcement officials. The campus shall work with any students to discuss any potential financial aid implications related to meeting student needs following an alleged offense. For more information concerning registered sex offenders, please visit http://kspsor.state.ky.us.

Primary Prevention and Awareness Programs

Galen prohibits the crimes of dating violence, domestic violence, sexual assault, and stalking, as defined in the Annual Security Report.

During NSG 3050 Transition to Baccalaureate Nursing (RN to BSN Program), GPS 1200 Galen Pathway to Success (ADN & BSN Programs), NU 136 Fundamentals of Nursing (PN Program, Day Option), and NU 129 Fundamentals of Nursing I (PN Program, Evening Option), students shall be oriented to information related to primary prevention and awareness programs. Annual training programs also exist for employees.

Please visit the Galen website for information on drug and alcohol abuse referral agencies in this area.

Bystander Intervention

Bystander intervention is an approach and strategy in the prevention of behaviors such as domestic violence, dating violence, sexual assault and stalking. These offenses are defined as described in the applicable local, state, and federal jurisdiction where the crime is alleged to occur. Safe and positive options for bystander intervention include being aware of your environment and calling 911 for help in an emergency situation.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 calendar days of the day Galen receives a request for access. A student may request access to the student's education records by completing a "Request to Inspect and Review Education Records" form and submitting it to the Office of Academic Records. The Office of Academic Records will make arrangements for access and notify the student of the time and place where the records may be inspected.

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 may request that Galen amend an education record by completing a "Request to Amend Education Records" form and submitting it to the Office of Academic Records.

If Galen decides not to amend the record as requested, Galen 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 Galen discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. A student may consent to Galen disclosing personally identifiable information from the student's education record (to parents, spouses, or other individuals) by completing an "Authorization for Release of Education Records" form and submitting it to the Office of Academic Records.

Galen 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 Galen 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 Galen has contracted as its agent to provide a service instead of using Galen employees or officials (such as an attorney, auditor, Galen clinical partner or preceptor, or collection agent); a person serving on the Board of Directors; a student serving on an official committee, such as a disciplinary or Grievance Council; or a person who manages student education record information (such as the National Student Clearinghouse).

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 Galen.

In accordance with FERPA, a student's education records are maintained as confidential by Galen and, except for a limited number of special circumstances listed in the law, will not be released to a third party without the student's prior written consent. The law, however, does permit Galen to disclose student "directory information" without obtaining prior consent of the student. Galen defines "directory information" as a student's name, enrollment status (full- or part-time; PN/VN, ADN, BSN, MSN, DNP, etc.); dates of attendance; degrees awarded; and honors and awards received.

A student may request that Galen not disclose some or all of the information above without the student's consent by completing a "FERPA Directory Information Opt-Out" form and submitting it to the Office of Academic Records on or before the first-class day of the term for it to be applicable to that term. If directory information is released prior to the Office of Academic Records receiving the opt-out request, Galen may not be able to stop the disclosure of directory information. Directory information of a student who has opted-out from its release will remain flagged until the student requests that the flag be removed by completing and submitting the revocation section of the "FERPA Directory Information Opt-Out" form to the Office of Academic Records.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Galen to comply with the requirements of FERPA. Please refer to the Consumer Information Brochure attached to the Financial Aid Packet for more information on the Family Education Rights and Privacy Act or pick up a copy in the Financial Aid Office.

The name and address of the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

GALEN COLLEGE
OF NURSING

NURSING PROGRAMS

GALEN
COLLEGE OF NURSING

Nursing Programs

Nursing program curricula are developed and regularly reviewed by the faculty. Program student learning outcomes, consistent with contemporary nursing practice, are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. The use of evidence-based practice is reflected via the incorporation of established professional standards, guidelines, and competencies into the curriculum. Examples of these standards and guidelines include, but are not limited to, The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021); Nursing Scope and Standards of Practice (ANA, 2021); The NCLEX-RN® Test Plan and NCLEX-PN Test Plan® (NCSBN, 2023); Quality & Safety Education for Nurses (QSEN, 2022); The Future of Nursing: Leading Change, Advancing Health (IOM, 2011); Lenburg's Competency Outcomes Performance Assessment (COPA) Model (Lenburg et al., 2009); Massachusetts Nurse of the Future Nursing Core Competencies (2016); National League for Nursing Educational Competencies Model for Graduates of Nursing Programs (NLN, 2010); CDC 2007 Guideline for Isolation Precautions (Siegel et al., 2019); National Patient Safety Goals (NPSGs, The Joint Commission, 2023); Differentiated Essential Competencies (DECs) (Texas Board of Nursing, 2021).

Nursing Philosophy

HUMAN BEINGS

The faculty of the Galen College of Nursing believe that humans are complex bio-psycho-social-spiritual beings who are shaped by culture, experiences, environment, and relationships. We believe that human beings are free to think, are inquisitive, continually learn in order to grow and realize their full potential, are autonomous, and are to be valued and respected as unique individuals.

SOCIETY/ENVIRONMENT

Human beings influence and are influenced by socioeconomic, cultural, social, geopolitical, technological, and physical environments. As such, human beings and society represent mutually-adaptive relationships that are dynamic and influence the health and wellbeing of individuals, families, communities, and populations.

HEALTH/HEALTHCARE

We believe that health is a complex concept that incorporates physical, emotional, social, spiritual, and mental wellbeing and is influenced by an individual's environment, culture, and personal practices. Health is individually defined to reflect each person's ability to meet life goals and capacity to adapt to life's stressors and challenges. Health can be promoted, maintained, or regained through individual efforts and/or in collaboration with health care providers.

Healthcare is a complex system designed to help individuals, families, communities, and global populations manage illness, reduce healthcare disparities, and achieve a desired level of wellness. It is a basic human right and requires the collaboration of interdisciplinary teams to ensure that holistic, culturally-relevant care is provided to all individuals and communities to reduce health disparities and meet the needs of particularly vulnerable populations worldwide.

NURSING

Nurses are members of interdisciplinary teams who bring a unique perspective to and ensure that patient-centered, holistic, and culturally-appropriate care is provided. They engage in practice that is part science, drawing on a broad range of knowledge and skills, employing critical thinking, and using evidence as a basis for decisions and interventions. Nursing practice also is part art, which is demonstrated by caring and compassion; advocacy on behalf of patients, families, communities, and populations; and the respect shown to all those in their care. Nurses are leaders who embrace ethical standards and facilitate change that will benefit the profession, as well as those whom they serve. Nurses bring a scholarly perspective to their practice which is demonstrated by their spirit of inquiry, clinical reasoning, and willingness to continually learn and grow.

TEACHING/LEARNING

We believe that learning is a lifelong endeavor, as well as a life-changing opportunity that fosters understanding and insight. Teaching and learning are collaborative and reciprocal processes that occur in safe, inclusive, student-centered, and trusting environments.

Teachers guide, support, and empower students throughout their journey to become professional nurses. They use innovative methods and technology to facilitate learning in the cognitive, psychomotor, and affective domains in order to help students learn the art and science of nursing and promote their total development.

Students bring their unique perspectives to the nursing discipline, and they are expected and encouraged to be actively involved in and take responsibility for their own learning.

References

American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education. https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf

American Nurses Association. (2021). Nursing scope and standards of practice, (4th ed.).

Institutes of Medicine. (2011). The future of nursing: Leading change, advancing health. https://nam.edu/publications/the-future-of-nursing-2020-2030/

Lenburg, C., Klein, C., Abdur-Rahmna, V., Spencer, T., and Boyer, S. (2009). The COPA Model: A comprehensive framework designed to promote quality care and competence for patient safety. Nursing Education Perspectives, 30(5), 312-317.

Massachusetts Department of Higher Education Nursing Initiative (DHE). (2016). Massachusetts nurse of the future nursing core competencies: Registered nurse. https://www.mass.edu/nahi/documents/NOFRNCompetencies_updated_March2016.pdf

National Council of State Boards of Nursing. 2023 RN Test Plan. https://www.nclex.com/test-plans.page

National Council of State Boards of Nursing. 2023 PN Test Plan. https://www.nclex.com/test-plans.page

National League for Nursing. (2010). Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing.

QSEN Institute. (2022). QSEN Institute Competencies. https://www.qsen.org/competencies

Siegel JD, Rhinehart E, Jackson M, Chiarello L, and the Healthcare Infection Control Practices Advisory Committee (2019). 2007 guideline for isolation precautions: preventing transmission of infectious agents in healthcare settings. https://www.cdc.gov/infectioncontrol/guidelines/isolation/index.html.

The Joint Commission. (2023). Hospital: 2023 national patient safety goals (NPSGs). https://www.jointcommission.org/-/media/tjc/documents/standards/national-patient-safety-goals/2023/2023-hap-npsg-goals-102122_simple.pdf

The Texas Board of Nursing. (2011). Differentiated essential competencies of graduates of Texas nursing programs. (DECs). https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

QSEN Institute. (2020) Quality and Safety Education for Nurses (QSEN) Competencies. https://qsen.org/competencies/pre-licensure-ksas/

Doctor of Nursing Practice Degree Program Description

DNP Program, Academic Leadership (DNP-AL) Option

The Doctor of Nursing Practice (DNP) Academic Leadership program is a practice-based terminal degree that equips graduates with the knowledge and skills needed to excel as academic leaders in nursing education. The Academic Leadership program prepares graduates to serve as transformational leaders who effect change to improve nursing education and professional development programs. The curriculum integrates competencies in higher education leadership, organizational resource management, and academic program development and partnerships, as well as scientific and theoretical underpinnings, nursing informatics, and global and equitable health considerations. The program culminates in practice immersion experiences that reflect contemporary practice and demonstrate the proficiencies of the nurse leader functioning in a variety of leadership roles across academic nursing and healthcare education.

DNP Program, Executive Leadership (DNP-EL) Option

The Doctor of Nursing Practice (DNP) Executive Leadership program is a practice-based terminal degree that prepares graduates to meet the demands of the complex healthcare environment. The Executive Leadership program prepares graduates to serve as transformational leaders who effect change to improve systems- and community-based health outcomes. The curriculum integrates competencies in organizational leadership, global and equitable health considerations, financial and data analysis, and health policy, as well as emerging areas of human health. The program culminates in practice immersion experiences that reflect contemporary practice and demonstrate the proficiencies of the nurse leader functioning in various executive roles across the healthcare continuum.

DNP Program Student Learning Outcomes (PSLOs)

1. Function as a leader who continuously strives to facilitate optimal outcomes using innovative, collaborative, and analytical processes.
2. Integrate theoretical knowledge and evidence-based practice research to achieve ethical, inclusive, and methodological approaches toward all aspects of nursing practice.
3. Utilize advanced knowledge and skills as foundational information, including expertise from financial, legal, technological, cultural, and global perspectives, to guide decision-making associated with the complex role of a doctorally-prepared nurse.
4. Evaluate information for appropriateness and applicability using systematic approaches and critical appraisal strategies.

DNP-AL Role-Specific Professional Competencies (RSPCs)

5. Facilitate innovative curriculum models and evidence-based strategies to promote student success in nursing programs that address current issues and trends in healthcare and nursing education.
6. Integrate transformative and strategic leadership principles, operations management, and best practices that foster excellence and compassion to promote nursing education across diverse academic and healthcare settings.
7. Demonstrate knowledge of legal and regulatory policies to uphold ethical principles in professional nursing and academic standards to foster a culture of excellence in nursing education.
8. Demonstrate scholarship and intentional change to advance best practices and innovation in nursing education and professional development.

DNP-EL Role-Specific Professional Competencies (RSPCs)

5. Develop strategies in collaboration with system leaders to design and evaluate innovative delivery models across the health care continuum.
6. Integrate knowledge of population health, legal, regulatory, and ethical frameworks to advocate for accessible and equitable delivery of care.
7. Utilize strategic thinking in comprehensive workforce planning that maintains a focus on the promotion of a healthy work environment while meeting the current and future healthcare delivery needs.
8. Facilitate quality and safety innovation in the delivery of compassionate, ethical, evidenced-based nursing practice across the continuum of care.
9. Evaluate clinical and financial performance, and the achievement of operational objectives and goals, by utilizing information technology and data management principles.

Master of Science in Nursing Degree Program Description

MSN Program, Nurse Educator Option

The purpose of the Master of Science in Nursing (MSN), Nurse Educator Option is to prepare nurses for the specialized, advanced role of the nurse educator. The curriculum integrates core master's-level concepts and education-focused courses reflective of competencies developed by national nursing organizations. Comprehensive, individualized practicum experiences provide students the opportunity to collaborate with an experienced nurse educator preceptor in an academic or healthcare setting. Graduates of the program are prepared for nurse educator positions in schools of nursing or health care institutions and will meet the eligibility requirements for the Certified Nurse Educator (CNE) examination.

MSN Program, Nursing and Healthcare Leadership Option

The Nursing and Healthcare Leadership Option prepares graduates to lead nursing practice in the delivery of safe, high-quality, efficient, compassionate, person-centered care. Graduates will be prepared for current and emerging leadership roles with a focus on quality and safety in a variety of settings across the healthcare continuum to improve the patient care experience and health outcomes. Graduates will lead change and implement strategies to reduce healthcare costs, advocate for nursing practice and the profession, work in full partnership with members of the interprofessional healthcare team in the co-creation of innovative and collaborative healthcare models, and help improve the work life of healthcare providers and environments. The program culminates in intensive, leadership experiences in which students work with a nursing leader in a healthcare setting.

MSN Program Student Learning Outcomes (PSLOs)

1. Act as a leader who, in relation to the master's-prepared nursing role, envisions a preferred future, effectively articulates that vision, and engages others to realize it.
2. Use best available evidence as a foundation for enacting the full scope of their master's prepared nursing role.
3. Implement strategies to manage the complexity of their master's prepared role, including the influence of policy, finance, research, technology, societal changes, national and global phenomena, and the evolving role of the nurse.
4. Collaborate in ways that advance and strengthen the role of the nurse, promote excellence and innovation, and ensure quality care.

Nurse Educator Option Role-Specific Professional Competencies (RSPCs)

5. Use a variety of evidence-based strategies, including technology, to facilitate learning in the cognitive, affective and psychomotor domains for diverse nursing student populations.
6. Serve as a role model for diverse nursing student populations, thereby facilitating formation of professional role identity and socialization to the complex nursing role.
7. Use a variety of evidence-based strategies to assess and evaluate student learning and performance in classroom, laboratory, clinical and online settings.
8. Contribute to curriculum development, revision, implementation, and evaluation.
9. Formulate a career pathway plan that includes scholarly activities contributing to the development of the evidence that underlies best practices in teaching and promoting excellence and innovation in nursing education.

Nursing and Healthcare Leadership Option Role-Specific Professional Competencies (RSPCs)

5. Lead quality, safety, and innovation initiatives in the delivery of compassionate, ethical, evidence-based nursing practice.
6. Integrate knowledge of healthcare laws, regulations, policies, and ethical frameworks to lead and advocate for the delivery of person-centered healthcare.
7. Facilitate interprofessional collaboration to lead and evaluate the delivery of innovative and effective care within the healthcare organization.
8. Implement strategies to promote a qualified workforce that contributes to a healthy work environment.
9. Integrate concepts of economics and fiscal stewardship when providing leadership in a healthcare organization.
10. Manage the use of healthcare information and technologies to advance the delivery of nursing care across the healthcare continuum and improve population health.

Baccalaureate Degree in Nursing Program Description

The Baccalaureate Degree Nursing (BSN) Program focuses on promoting essential skills of leadership, interdisciplinary communication, and critical thinking to promote professional growth for the development of competent and caring nurses. The BSN Program is comprised of coursework in science, social science, mathematics, humanities, communications and nursing, and includes elective courses.

BSN Program, Prelicensure Option

Galen's BSN Program, Prelicensure option is designed for the beginning nursing student to complete a baccalaureate degree. Learning experiences include on-ground and online courses with both synchronous and asynchronous communication capabilities, virtual simulation, and activities designed to promote a community of learners.

BSN Program, RN to BSN Option

Galen's BSN Program, RN to BSN Option is designed for licensed registered nurses to complete a baccalaureate degree through a flexible online program that meets the needs of working professionals. Learners select specialty-focused electives that meet professional development needs. Learning experiences include online courses with both synchronous and asynchronous communication capabilities, virtual simulation, and activities designed to promote a community of learners. Learners will have opportunities to apply theoretical concepts in capstone and service learning experiences in healthcare and community settings. Courses are offered in an eight-week delivery method, designed with a focus on applicability of real-world concepts in today's rapidly changing healthcare environment.

BSN Program Purpose

The purpose of the Bachelor of Science (BSN) nursing program is to prepare graduates to practice as professional nurses who exemplify the knowledge, skills, and attitudes (KSAs) necessary to serve as nurse generalists who provides direct and indirect care across all environments (AACN, 2021). Professional nursing identity formation is fostered through "decision making, quality improvement, systems thinking, and team leadership" experiences (Institute of Medicine's [IOM] 2011). The curriculum incorporates The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021); the prelicensure Quality & Safety Education for Nurses (QSEN, 2022); Differentiated Essential Competencies (DECs) (Texas Board of Nursing, 2021); Massachusetts Nurse of the Future Nursing Core Competencies (2016); and reflects relevant professional nursing standards and guidelines.

BSN Program Goals

Galen's BSN Program seeks to:

- Provide the baccalaureate student with a culture of academic quality which fosters student support and success. [Galen Goal: Student Success]
- Provide the baccalaureate student with varied learning experiences to enhance personal and professional growth through collaboration with the community at large. [Galen Goal: Relationships]
- Prepare baccalaureate students as nursing professionals whose practice is evidence based and exemplifies clinical reasoning, displays leadership skills, and incorporates lifelong learning. [Galen Goal: Relationships; Student Success]

BSN Program Student Learning Outcomes (PSLOs)

1. Synthesize knowledge from the arts and sciences to form a foundation for the practice of professional nursing.
2. Provide holistic, culturally competent care for individuals, families, and populations through health promotion and disease prevention across the lifespan and healthcare continuum.
3. Integrate professional values and behaviors when delivering standards-based nursing care to diverse patients and populations.
4. Develop leadership skills to provide and continuously improve the delivery of safe, patient-centered quality healthcare.
5. Incorporate best practices and the most current evidence when using clinical reasoning to make practice decisions.
6. Incorporate the use of information systems and technology in order to communicate, manage knowledge, mitigate error, and support decision-making.
7. Integrate effective communication and collaboration skills to improve patient satisfaction and health outcomes.

Associate Degree in Nursing Program Description

Graduates of the Associate Degree Nursing (ADN) Program will receive an Associate of Applied Science Degree (Ohio, North Carolina, South Carolina and Texas) or an Associate of Science Degree (Florida, Kansas, Kentucky, Nevada, Tennessee, Utah, and Virginia) in Nursing upon successful completion of program requirements. The ADN program is two years long, and the ADN program, LPN/LVN to ADN Bridge Option is approximately 15-18 months long, including all scheduled breaks.

In order to foster career mobility, Galen recognizes previous knowledge learned by students who have successfully completed a practical/vocational nursing program. Upon admission into the ADN program, LPN/LVN to ADN Bridge Option, the student will be awarded up to 28 quarter credit hours for PN/VN licensure. Content for credit awarded is in the areas of nursing fundamentals, basic medical/surgical nursing, mental health, and nursing care of childbearing and child caring families.

Theory classroom learning will be reinforced by hands-on practice in our clinical learning laboratory which offers the ability to practice using mannequins and patient simulators. In addition, students will participate in clinical experiences in healthcare settings where they will apply knowledge gained in order to provide safe, patient-centered care.

ADN Program Purpose

The purpose of the Associate Degree Nursing (ADN) nursing program is to prepare graduates to practice as entry-level registered nurses who exemplify the knowledge, skills, and attitudes (KSAs) necessary to provide direct patient care and to continuously improve the quality and safety of the healthcare systems in which they will work. The curriculum incorporates the prelicensure Quality & Safety Education for Nurses (QSEN, 2022); Differentiated Essential Competencies (DECs) (Texas Board of Nursing, 2021); National Patient Safety Goals (2020) (NPSGs); Lenburg's Competency Outcomes Performance Assessment (Lenburg et al., 2009); National Patient Safety Goals (The Joint Commission, 2023); Centers for Disease Control and Prevention (CDC) 2007 Guidelines for Isolation Precautions: Preventing Transmission of Infectious Agents in Healthcare Settings (Center for Disease Control and Prevention, 2019) and reflects relevant professional nursing standards and guidelines.

ADN Program Student Learning Outcomes (PSLOs)

1. Safe, Patient-Centered Care – Provide safe, patient-centered nursing care using evidence-based practice while managing multiple patients.
2. Caring Behaviors – Integrate caring behaviors when managing nursing care for diverse patients, families, and communities.
3. Communication – Integrate effective communication skills to promote safety and support decision making while managing patient care.
4. Clinical Judgment – Incorporate clinical judgment to ensure quality outcomes when managing patient care.
5. Collaboration – Participate in collaborative relationships to improve patient outcomes when managing nursing care for diverse patients, families, and communities.
6. Leadership – Integrate leadership skills in a variety of healthcare settings when managing care for diverse patient populations.

Practical Nursing Program Description

The practical nursing program is designed to prepare students to become licensed practical/vocational nurses who provide direct care to patients in a variety of settings. Upon graduation, students should be well-prepared to take the national licensing examination (NCLEX-PN®), which they must pass before they can be employed as a licensed practical nurse.

The day PN Program is 12 months long. Students are scheduled for approximately 30 hours per week. The evening PN Program is 21 months long. Students are scheduled for approximately 20 hours a week. Students will learn in three learning segments:

- Classroom lecture activities
- Clinical learning laboratory practice
- Patient care experience/clinical rotations in hospitals and other facilities

Students will learn nursing concepts in class that will be reinforced by laboratory practice. The equipment in the lab allows students to practice skills simulating clinical practice situations, using highly specialized models and mannequins.

Galen is committed to providing the best in student education. Modern teaching methods include computers and other electronic media. Our library resources include texts and periodicals, along with a broad base of educational literature.

The program will provide students with an opportunity to care for patients under faculty supervision in hospitals, nursing homes, and other patient-care facilities.

PN/VN Program Student Learning Outcomes (PSLOs)

1. Safe, Patient-Centered Care – Provide competent, safe, quality, patient-centered nursing care to patients with predictable healthcare needs through a supervised, directed practice using professional standards, best practices, and available evidence.
2. Caring Behaviors – Participate as an advocate for patients and promote dignity, respect, and privacy while using ethical and legal principles.
3. Communication – Interact and collaborate with patients and members of the healthcare team using effective communication and information technology.
4. Clinical Judgment – Provide competent, safe, quality, patient-centered nursing care using critical thinking skills and clinical judgment.
5. Collaboration – Participate in collaborative relationships with patients and members of the interdisciplinary healthcare team to assist in planning, delivery, coordination, and improvement of patient-centered care.
6. Leadership – Assist in the coordination of the care of diverse patients in a variety of healthcare settings using professional behaviors.

General Education

Purpose

Galen College of Nursing has developed a general education core that supports its mission by providing individuals with the specific knowledge, skills, and intellectual breadth to act as thoughtful, informed, and productive citizens promoting lifelong learning in the context of a complex and rapidly evolving society.

Competencies

The general education competencies are the outcomes or behaviors that a graduate should possess when they complete their selected degree program of study. These general education competencies were identified and adopted by the faculty. Galen College of Nursing incorporates general education hours into the curriculum with courses drawn from each of the humanities/fine arts, social/behavioral sciences, the natural sciences and mathematics to ensure development of knowledge in the general education core.

1. Social Competence – Learners will demonstrate an understanding of philosophies that represent the current social, emotional, and behavioral attributes of society and individuals.
2. Communication – Learners will demonstrate an understanding of the views of others and communicate in a professional manner.
3. Critical Thinking – Learners will demonstrate the ability to draw conclusions based on evidence and consider prior knowledge, context, and perspectives in predicting implications or consequences.
4. Information Literacy – Learners will demonstrate the ability to identify, evaluate, and apply information to accomplish a specific purpose.
5. Quantitative Literacy – Learners will demonstrate the ability to report, calculate, and analyze quantitative data.
6. Scientific Literacy – Learners will gain the ability to read with understanding scientific content and engage in a dialogue about scientific issues.

Curriculum Plans
Doctor of Nursing Practice Program, Post-master's Option (24 months)
Academic Leadership Specialty
Louisville, KY

Course Number	Course Title	Total Semester Credits
Semester 1, Session 1		
NSG 7000	Transition to Doctoral Learning	1
NSG 7020	Scientific and Theoretical Underpinnings in Nursing	3
		4
Semester 1, Session 2		
NSG 7040	Advanced Concepts in Evidence-based Practice	3
		3
Semester 2, Session 1		
NSG 7060	Population Health in a Global Society	3
		3
Semester 2, Session 2		
NSG 7080	Innovative Approaches to Academic-Practice Partnerships	3
		3
Semester 3, Session 1		
NSG 7120	Leadership in Higher Education (45 practicum hours)	4
		4
Semester 3, Session 2		
NSG 7220	Leadership of Organizational Resources (45 practicum hours)	4
		4
Semester 4, Session 1		
NSG 7320	Nursing Program Development and Leadership (45 practicum hours)	4
		4
Semester 4, Session 2		
NSG 7400	Advanced Concepts in Nursing Informatics (45 practicum hours)	4
		4
Semester 5		
NSG 7500	DNP Project I (180 practicum hours)	4
		4
Semester 6		
NSG 7550	DNP Project II (180 practicum hours)	4
		4
	TOTAL	**37**
	Total Semester Credits Required	**37**

Legend: **NSG** designates a Nursing Course

Doctor of Nursing Practice Program, BSN to DNP Option (43 months)
Academic Leadership Specialty

Louisville, KY

Course Number	Course Title	Total Semester Credits
Semester 1, Session 1		
NSG 5000	Advanced Role Identity, Development, and Transition	3
		3
Semester 1, Session 2		
NSG 5100	Scholarly Inquiry in Nursing	3
		3
Semester 2, Session 1		
NSG 5200	Transforming Nursing Through Collaboration and Innovation	3
		3
Semester 2, Session 2		
NSG 5300	Leadership in Complex Systems	3
		3
Semester 3, Session 1		
NSG 5400	Clinical Concepts I	3
		3
Semester 3, Session 2		
NSG 5450	Clinical Concepts II	3
		3
Semester 4, Session 1		
NSG 6000	Principles of Teaching and Learning	3
		3
Semester 4, Session 2		
NSG 6050	Assessment and Evaluation of Learning	3
		3
Semester 5, Session 1		
NSG 6100	Curriculum Design, Implementation, and Evaluation	3
		3
Semester 5, Session 2		
NSG 6200	Advancing as a Nurse Educator, Scholar, and Leader	3
		3
Semester 6, Session 1		
NSG 7000	Transition to Doctoral Learning	1
NSG 7020	Scientific and Theoretical Underpinnings in Nursing	3
		4
Semester 6, Session 2		
NSG 7040	Advanced Concepts in Evidence-based Practice	3
		3
Semester 7, Session 1		
NSG 7060	Population Health in a Global Society	3
		3
Semester 7, Session 2		
NSG 7080	Innovative Approaches to Academic-Practice Partnerships	3
		3
Semester 8, Session 1		
NSG 7120	Leadership in Higher Education (45-90 practicum hours)	4-5
		4-5
Semester 8, Session 2		
NSG 7220	Leadership of Organizational Resources (45-90 practicum hours)	4-5
		4-5

Semester 9, Session 1		
NSG 7320	Nursing Program Development and Leadership (45-90 practicum hours)	4-5
		4-5
Semester 9, Session 2		
NSG 7400	Quantitative Concepts in Nursing Informatics (45-90 practicum hours)	4-5
		4-5
Semester 10		
NSG 7500	DNP Project I (180 practicum hours)	4
		4
Semester 11		
NSG 7550	DNP Project II (180 practicum hours)	4
		4
	TOTAL	**67-71**
	Total Semester Credits Required	**67-71**

Legend: **NSG** designates a Nursing Course

Doctor of Nursing Practice Program, Post-master's Option (24 months)
Executive Leadership Specialty

Louisville, KY

Course Number	Course Title	Total Semester Credits
Semester 1, Session 1		
NSG 7000	Transition to Doctoral Learning	1
NSG 7020	Scientific and Theoretical Underpinnings in Nursing	3
		4
Semester 1, Session 2		
NSG 7040	Advanced Concepts in Evidence-based Practice	3
		3
Semester 2, Session 1		
NSG 7060	Population Health in a Global Society	3
		3
Semester 2, Session 2		
NSG 7080	Innovative Approaches to Academic-Practice Partnerships	3
		3
Semester 3, Session 1		
NSG 7100	Organizational Leadership (45 practicum hours)	4
		4
Semester 3, Session 2		
NSG 7200	Financial and Data Analysis (45 practicum hours)	4
		4
Semester 4, Session 1		
NSG 7300	Health Policy Leadership (45 practicum hours)	4
		4
Semester 4, Session 2		
NSG 7400	Advanced Concepts in Nursing Informatics (45 practicum hours)	4
		4
Semester 5		
NSG 7500	DNP Project I (180 practicum hours)	4
		4
Semester 6		
NSG 7550	DNP Project II (180 practicum hours)	4
		4
	TOTAL	**37**
	Total Semester Credits Required	**37**

Legend: **NSG** designates a Nursing Course

Doctor of Nursing Practice Program, BSN to DNP Option (43 months)
Executive Leadership Specialty

Louisville, KY

Course Number	Course Title	Total Semester Credits
Semester 1, Session 1		
NSG 5000	Advanced Role Identity, Development, and Transition	3
		3
Semester 1, Session 2		
NSG 5100	Scholarly Inquiry in Nursing	3
		3
Semester 2, Session 1		
NSG 5200	Transforming Nursing Through Collaboration and Innovation	3
		3
Semester 2, Session 2		
NSG 5300	Leadership in Complex Systems	3
		3
Semester 3, Session 1		
NSG 6020	Application of Evidence for Quality and Safety	3
		3
Semester 3, Session 2		
NSG 6120	Healthcare Policy and Ethics	3
		3
Semester 4, Session 1		
NSG 6220	Strategic Management of Healthcare Organizations	3
		3
Semester 4, Session 2		
NSG 6320	Human Resources Management in Healthcare Organizations	3
		3
Semester 5, Session 1		
NSG 6420	Healthcare Economics and Finance	3
		3
Semester 5, Session 2		
NSG 6520	Information Management and Application of Healthcare Technologies	3
		3
Semester 6, Session 1		
NSG 7000	Transition to Doctoral Learning	1
NSG 7020	Scientific and Theoretical Underpinnings in Nursing	3
		4
Semester 6, Session 2		
NSG 7040	Advanced Concepts in Evidence-based Practice	3
		3
Semester 7, Session 1		
NSG 7060	Population Health in a Global Society	3
		3
Semester 7, Session 2		
NSG 7080	Innovative Approaches to Academic-Practice Partnerships	3
		3
Semester 8, Session 1		
NSG 7100	Organizational Leadership (45-90 practicum hours)	4-5
		4-5
Semester 8, Session 2		
NSG 7200	Financial and Data Analysis (45-90 practicum hours)	4-5
		4-5

Semester 9, Session 1		
NSG 7300	Health Policy Leadership (45-90 practicum hours)	4-5
		4-5
Semester 9, Session 2		
NSG 7400	Quantitative Concepts in Nursing Informatics (45-90 practicum hours)	4-5
		4-5
Semester 10		
NSG 7500	DNP Project I (180 practicum hours)	4
		4
Semester 11		
NSG 7550	DNP Project II (180 practicum hours)	4
		4
	TOTAL	**67-71**
	Total Semester Credits Required	**67-71**

Legend: **NSG** designates a Nursing Course

Master of Science in Nursing Degree: Nurse Educator Option (24 months)

Online

Course Number	Course Title	Total Semester Credits
Semester 1, Session 1		
NSG 5000	Advanced Role Identity, Development, and Transition	3
		3
Semester 1, Session 2		
NSG 5100	Scholarly Inquiry in Nursing	3
		3
Semester 2, Session 1		
NSG 5200	Transforming Nursing Through Collaboration and Innovation	3
		3
Semester 2, Session 2		
NSG 5300	Leadership in Complex Systems	3
		3
Semester 3, Session 1		
NSG 5400	Clinical Concepts I – Advanced Physical Assessment, Physiology/Pathophysiology, and Pharmacology	3
		3
Semester 3, Session 2		
NSG 5450	Clinical Concepts II – Advanced Physical Assessment, Physiology/Pathophysiology, and Pharmacology	3
		3
Semester 4, Session 1		
NSG 6000	Principles of Teaching and Learning	3
		3
Semester 4, Session 2		
NSG 6050	Assessment and Evaluation of Learning	3
		3
Semester 5, Session 1		
NSG 6100	Curriculum Design, Implementation, and Evaluation	3
		3
Semester 5, Session 2		
NSG 6200	Advancing as a Nurse Educator, Scholar, and Leader	3
		3
Semester 6, Session 1		
NSG 6400	Nurse Educator Practicum I	3
		3
Semester 6, Session 2		
NSG 6410	Nurse Educator Practicum II	3
		3
	TOTAL	**36**
	Total Semester Credits Required	**36**

Legend: **NSG** designates a Nursing Course

Master of Science in Nursing Degree: Nursing and Healthcare Leadership Option (24 months)

Online

Course Number	Course Title	Total Semester Credits
Semester 1, Session 1		
NSG 5000	Advanced Role Identity, Development, and Transition	3
		3
Semester 1, Session 2		
NSG 5100	Scholarly Inquiry in Nursing	3
		3
Semester 2, Session 1		
NSG 5200	Transforming Nursing through Collaboration and Innovation	3
		3
Semester 2, Session 2		
NSG 5300	Leadership in Complex Systems	3
		3
Semester 3, Session 1		
NSG 6020	Application of Evidence for Quality and Safety	3
		3
Semester 3, Session 2		
NSG 6120	Healthcare Policy and Ethics	3
		3
Semester 4, Session 1		
NSG 6220	Strategic Management of Healthcare Organizations	3
		3
Semester 4, Session 2		
NSG 6320	Human Resource Management in Healthcare Organizations	3
		3
Semester 5, Session 1		
NSG 6420	Healthcare Economics and Finance	3
		3
Semester 5, Session 2		
NSG 6520	Information Management and Application of Healthcare Technologies	3
		3
Semester 6, Session 1		
NSG 6700	Leadership Practicum I	3
		3
Semester 6, Session 2		
NSG 6720	Leadership Practicum II	3
		3
	TOTAL	**36**
	Total Semester Credits Required	**36**

Legend: **NSG** designates a Nursing Course

Baccalaureate Degree in Nursing Program: Prelicensure Option (36 months)*

*Galen's Baccalaureate Degree Nursing Program, Prelicensure Option is twelve quarters in length; however, students with transfer credit may be able to complete the program in fewer quarters.

Louisville, KY; Gainesville, FL; Miami, FL; Tampa Bay, FL; Sarasota, FL; Cincinnati, OH; Nashville, TN; Asheville, NC; Wichita, KS; Las Vegas, NV; Salt Lake City, UT; Austin, TX; Dallas, TX; Houston, TX; and San Antonio, TX Campuses

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 1					
GPS 1200	Galen Pathway to Success	2 (24)			2 (24)
BIO 1100	Human Anatomy & Physiology I - Theory	4 (48)			4 (48)
BIO 1150	Human Anatomy & Physiology I - Laboratory		1 (24)		1 (24)
ENG 1105	English Composition	4 (48)			4 (48)
MAT 1205	College Mathematics	4 (48)			4 (48)
					15 (192)
Quarter 2					
BIO 1300	Human Anatomy & Physiology II - Theory	4 (48)			4 (48)
BIO 1350	Human Anatomy & Physiology II - Laboratory		1 (24)		1 (24)
PSY 1205	Introduction to Psychology	4 (48)			4 (48)
SOC 1305	Introduction to Sociology	4 (48)			4 (48)
					13 (168)
Quarter 3					
PSY 2305	Developmental Psychology	4 (48)			4 (48)
CLD 2105	Diversity, Equity, & Inclusion	4 (48)			4 (48)
BIO 2100	Microbiology for Healthcare Professions	4 (48)			4 (48)
					12 (144)
Quarter 4					
COM 2105	Principles of Communication	4 (48)			4 (48)
BIO 2500	Fundamentals of Nutrition	4 (48)			4 (48)
PHL 2205	Applied Ethics	4 (48)			4 (48)
					12 (144)
Quarter 5					
PHM 2500	Introduction to Pharmacology	4 (48)			4 (48)
NSG 3000	Foundations of Professional Nursing Practice	4 (48)			4 (48)
NSG 3100	Fundamental Concepts & Skills for Nursing Practice I	3 (36)	3 (72)		6 (108)
					14 (204)
Quarter 6					
NSG 3130	Fundamental Concepts & Skills for Nursing Practice II	2 (24)		2 (72)	4 (96)
NSG 3160	Health Assessment	2 (24)	2 (48)		4 (72)
NSG 3180	Communication and Teamwork	2 (24)			2 (24)
Elective	Elective Course 1	4 (48)			4 (48)
					14 (240)
Quarter 7					
NSG 3250	Nursing Practice - Adult Health I	4 (48)	2 (48)	3 (108)	9 (204)
NSG 3280	Pathophysiology for Nurses I	3 (36)			3 (36)
					12 (240)

Curriculum plan continued on next page.

Legend:

BIO designates a Science Course
COM designates a Communications Course
CLD designates a Cultural Diversity Course
ENG designates an English Course
MAT designates a Math Course
PHM designates a Pharmacology Course
PSY designates a Psychology Course
NSG designates a Nursing Course
STA designates a Statistics Course
PHL designates a Philosophy Course

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 8					
NSG 3400	Healthcare Policy and Finance	4 (48)			4 (48)
NSG 3450	Nursing Practice - Mental Health	4 (48)		1 (36)	5 (84)
NSG 3480	Nursing Practice - Community Health	4 (48)		1 (36)	5 (84)
					14 (216)
Quarter 9					
Elective	Elective Course 2	4 (48)			4 (48)
NSG 3500	Nursing Practice - Maternal Health	3 (36)	1 (24)	1 (36)	5 (96)
NSG 3600	Nursing Practice - Children's Health	3 (36)	1 (24)	1 (36)	5 (96)
					14 (240)
Quarter 10					
STA 2015	Introduction to Applied Statistics	4 (48)			4 (48)
NSG 3800	Nursing Practice - Adult Health II	4 (48)	2 (48)	3 (108)	9 (204)
NSG 3850	Pathophysiology for Nurses II	3 (36)			3 (36)
					16 (288)
Quarter 11					
NSG 4100	Nursing Practice - Adult Health III	4 (48)	1 (24)	3 (108)	8 (180)
NSG 4500	Research for Evidence-Based Nursing Practice	4 (48)			4 (48)
					12 (228)
Quarter 12					
NSG 4700	Leadership & Management in Nursing Practice	4 (48)			4 (48)
NSG 4800	Transition to Professional Nursing Practice	3 (36)	1 (24)	4 (144)	8 (204)
					12 (252)
	Total Quarter Credits Required	**126 (1512)**	**15 (360)**	**19 (684)**	**160 (2556)**

Electives

Course Number	Course Title	Total Quarter Credits
LDR 4405	Disney Leadership Strategies	4
NSG 3495	Foundations of Oncology Nursing Practice	4
NSG 3515	Foundations of Perioperative Nursing Practice	4
NSG 4415	Transcultural Nursing	4

Legend:

BIO designates a Science Course
COM designates a Communications Course
CLD designates a Cultural Diversity Course
ENG designates an English Course
LDR designates a Leadership Course
MAT designates a Math Course
PHL designates a Philosophy Course
PHM designates a Pharmacology Course
PSY designates a Psychology Course
NSG designates a Nursing Course
STA designates a Statistics Course

Baccalaureate Degree in Nursing Program: Prelicensure Option (36 months)*

*Galen's Baccalaureate Degree Nursing Program, Prelicensure Option is twelve quarters in length; however, students with transfer credit may be able to complete the program in fewer quarters.

Aurora, CO

Course Number	Course Title	Theory	Lab	Clinical	Direct Care Clinical	Planned Simulation	Total Quarter Credits
						Total contact hours appear in parentheses.	
	Quarter 1						
GPS 1200	Galen Pathway to Success	2 (24)					2 (24)
BIO 1100	Human Anatomy & Physiology I - Theory	4 (48)					4 (48)
BIO 1150	Human Anatomy & Physiology I - Laboratory		1 (24)				1 (24)
ENG 1105	English Composition	4 (48)					4 (48)
MAT 1205	College Mathematics	4 (48)					4 (48)
							15 (192)
	Quarter 2						
BIO 1300	Human Anatomy & Physiology II - Theory	4 (48)					4 (48)
BIO 1350	Human Anatomy & Physiology II - Laboratory		1 (24)				1 (24)
PSY 1205	Introduction to Psychology	4 (48)					4 (48)
SOC 1305	Introduction to Sociology	4 (48)					4 (48)
							13 (168)
	Quarter 3						
PSY 2305	Developmental Psychology	4 (48)					4 (48)
CLD 2105	Diversity, Equity, & Inclusion	4 (48)					4 (48)
BIO 2100	Microbiology for Healthcare Professions	4 (48)					4 (48)
							12 (144)
	Quarter 4						
COM 2105	Principles of Communication	4 (48)					4 (48)
BIO 2500	Fundamentals of Nutrition	4 (48)					4 (48)
PHL 2205	Applied Ethics	4 (48)					4 (48)
							12 (144)
	Quarter 5						
PHM 2500	Introduction to Pharmacology	4 (48)					4 (48)
NSG 3000	Foundations of Professional Nursing Practice	4 (48)					4 (48)
NSG 3100	Fundamental Concepts & Skills for Nursing Practice I	3 (36)	3 (72)				6 (108)
							14 (204)
	Quarter 6						
NSG 3130	Fundamental Concepts & Skills for Nursing Practice II	2 (24)		2 (72)	(60)	(12)	4 (96)
NSG 3160	Health Assessment	2 (24)	2 (48)				4 (72)
NSG 3180	Communication and Teamwork	2 (24)					2 (24)
Elective	Elective Course 1	4 (48)					4 (48)
							14 (240)
	Quarter 7						
NSG 3251	Nursing Practice - Adult Health I	4 (48)	1 (24)	4 (144)	(117)	(27)	9 (216)
NSG 3280	Pathophysiology for Nurses I	3 (36)					3 (36)
							12 (252)

Curriculum plan continued on next page.

Course Number	Course Title	Theory	Lab	Clinical	Direct Care Clinical	Planned Simulation	Total Quarter Credits
						Total contact hours appear in parentheses.	
	Quarter 8						
NSG 3400	Healthcare Policy and Finance	4 (48)					4 (48)
NSG 3450	Nursing Practice - Mental Health	4 (48)		1 (36)	(27)	(9)	5 (84)
NSG 3480	Nursing Practice - Community Health	4 (48)		1 (36)	(27)	(9)	5 (84)
							14 (216)
	Quarter 9						
Elective	Elective Course 2	4 (48)					4 (48)
NSG 3500	Nursing Practice - Maternal Health	3 (36)	1 (24)	1 (36)	(27)	(9)	5 (96)
NSG 3600	Nursing Practice - Children's Health	3 (36)	1 (24)	1 (36)	(27)	(9)	5 (96)
							14 (240)
	Quarter 10						
STA 2015	Introduction to Applied Statistics	4 (48)					4 (48)
NSG 3801	Nursing Practice - Adult Health II	4 (48)	1 (24)	4 (144)	(117)	(27)	9 (216)
NSG 3850	Pathophysiology for Nurses II	3 (36)					3 (36)
							16 (300)
	Quarter 11						
NSG 4100	Nursing Practice - Adult Health III	4 (48)	1 (24)	3 (108)	(90)	(18)	8 (180)
NSG 4500	Research for Evidence-Based Nursing Practice	4 (48)					4 (48)
							12 (228)
	Quarter 12						
NSG 4700	Leadership & Management in Nursing Practice	4 (48)					4 (48)
NSG 4800	Transition to Professional Nursing Practice	3 (36)	1 (24)	4 (144)	(117)	(27)	8 (204)
							12 (252)
	Total Nursing Quarter Credits	**60 (720)**	**11 (264)**	**21 (756)**	**(609)**	**(147)**	**92 (1740)**
	Total Quarter Credits Required	**126 (1512)**	**13 (312)**	**21 (756)**	**(609)**	**(147)**	**160 (2580)**

Electives

Course Number	Course Title	Total Quarter Credits
LDR 4405	Disney Leadership Strategies	4
NSG 3495	Foundations of Oncology Nursing Practice	4
NSG 3515	Foundations of Perioperative Nursing Practice	4
NSG 4415	Transcultural Nursing	4

Legend:

BIO designates a Science Course
COM designates a Communications Course
CLD designates a Cultural Diversity Course
ENG designates an English Course
LDR designates a Leadership Course
PHL designates a Philosophy Course
PHM designates a Pharmacology Course
PSY designates a Psychology Course
NSG designates a Nursing Course
STA designates a Statistics Course

Baccalaureate Degree in Nursing Program: RN to BSN Option (12-16 months)

Online

Course Number	Course Title	Total Semester Credits
Semester 1, Session 1		
NSG 3050	Transition to Baccalaureate Nursing	3
PSY 1200	Introduction to Psychology	3
		6
Semester 1, Session 2		
NSG 3150	Healthcare Informatics	3
COM 2100	Principles of Communication	3
		6
Semester 2, Session 1		
NSG 3200	Health Promotion	3
STA 2010	Introduction to Applied Statistics	3
		6
Semester 2, Session 2		
NSG 3300	Concepts of Pathophysiology for Nursing	3
PHL 2200	Applied Ethics	3
		6
Semester 3, Session 1		
NSG 4000	Application of Evidence-based Research	4
CLD 2100	Diversity, Equity, & Inclusion	3
		7
Semester 3, Session 2		
NSG 4150	Healthcare Policy and Finance	3
NSG 4220	Population Health	4
		7
Semester 4, Session 1		
NSG 4320	Professional Nursing Leadership	3
Elective(s)	Electives	5
		8
Semester 4, Session 2		
NSG 4850	Capstone✓	4
		4
	TOTAL	**50**
	Credit Awarded for RN License	**40**
	Transferred Credits and Electives (See next page)	**30**
	Total Semester Credits Required	**120**

Legend:
COM designates a Communications Course
CLD designates a Cultural Diversity Course
NSG designates a Nursing Course
PHL designates a Philosophy Course
PSY designates a Psychology Course
STA designates a Statistics Course
✓Course includes a preceptorship component. See course description for complete information.

Baccalaureate Degree in Nursing Program: RN to BSN Option Transfer Credits and Electives

The RN to BSN Option is designed for licensed registered nurses to complete a baccalaureate degree through a flexible online program and recognizes that many students bring transfer credit with respect to general education within its program of study. Galen integrates general education credit hours into the curriculum with courses drawn from specific academic areas: humanities/fine arts, social/behavioral sciences, the natural sciences, communication, and mathematics, to ensure development of knowledge in the general education core. The core curriculum provides a breadth of knowledge and is designed to meet General Education Competencies in the natural sciences/mathematics, social/behavioral sciences, math/communication, and humanities/fine arts.

BSN Program, RN to BSN Option Requirements

Content Area	Semester Credits Required
Credit for Prior Learning: RN Nursing License	40
Nursing Core	30
General Education Core	35 - 45
Electives	5 – 15
Total Number of Program Semester Credits	**120**

General Education Core

Natural Science Core

- Minimum of 8 semester credits required.
- Up to 18 semester credits will be accepted (e.g., anatomy & physiology, biology, chemistry, computer, and microbiology).

	Required Course	
Course Number	Course Title	Total Semester Credits
BIO 1100	Human Anatomy & Physiology I*+	3
BIO 2020	Explorations in Integrated Biological Sciences	2

Social/Behavioral Science Core

- Minimum of 9 semester credits required.
- Up to 15 semester credits will be accepted (e.g., anthropology, cultural diversity, psychology and sociology).

Semester Courses Offered at Galen College of Nursing		
Course Number	Course Title	Semester Credits
CLD 2100	Cultural Diversity	3
PSY 1200	Introduction to Psychology	3
PSY 2300	Developmental Psychology	3
SOC 1300	Introduction to Sociology	3
SOC 2000	A Critical Inquiry Into Human Ecology Topics	2
SOC 2010	Human Ecology and Environmentalism	2

Mathematics Core

- Minimum of 6 semester credits required.
- Up to 9 semester credits will be accepted (e.g., algebra, calculus, statistics, and trigonometry).

Semester Courses Offered at Galen College of Nursing		
Course Number	Course Title	Semester Credits
MAT 1200	College Mathematics	3
STA 2010	Introduction to Applied Statistics	3
STA 2020	Statistics in Professional Settings	2

Continued on next page.

Humanities Core

- Minimum of 6 semester credits required.
- Up to 9 semester credits will be accepted (e.g., history, performing arts, philosophy, religious studies, theology, and visual arts).

Semester Courses Offered at Galen College of Nursing		
Course Number	Course Title	Semester Credits
HUM 1050	Introduction to Literature	3
PHL 2200	Applied Ethics	3
HUM 1060	Fine Arts in Professional Settings	2

Communication Core

- Minimum of 6 semester credits required.
- Up to 9 semester credits will be accepted.

Semester Courses Offered at Galen College of Nursing		
Course Number	Course Title	Semester Credits
COM 2100	Principles of Communication	3
ENG 1100	English Composition	3
COM 2110	Communication in Professional Settings	2

Electives

Course Number	Course Title	Total Semester Credits
LDR 4410	Disney Magic: Leadership Strategies	3
NSG 3490	Foundations of Oncology Nursing Practice	3
NSG 4410	Transcultural Nursing	4
NSG 4430	Systematic Quality Improvement in Healthcare	2
NSG 5000*	Advanced Role Identity Development, and Transition	3
NSG 5300*	Leadership in Complex Systems	3

*See Dual-Credit Policy.

Legend:
BIO designates a Science Course
LDR designates a Leadership Course
NSG designates a Nursing Course
STA designates a Statistics Course
* Required course (or equivalent)
† Transfer credit required
‡ Number of transferred credits depends upon credits awarded by the originating institution.
✓Course includes a preceptorship component. See course description for complete information.

Associate Degree in Nursing: Two-year Option (24 months)

Louisville, KY; Hazard, KY; Gainesville, FL; Miami, FL; Sarasota, FL; Tampa Bay, FL; Asheville, NC; Myrtle Beach, SC; Nashville, TN; Richmond, VA; Las Vegas, NV; Salt Lake City, UT; and Wichita, KS Campuses

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 1					
BIO 1100	Human Anatomy & Physiology I – Theory	4 (48)			4 (48)
BIO 1150	Human Anatomy & Physiology I – Laboratory		1 (24)		1 (24)
CSC 1040	Information Literacy and Technology Essentials		2 (48)		2 (48)
ENG 1105	English Composition	4 (48)			4 (48)
GPS 1200	Galen Pathway to Success	2 (24)			2 (24)
					13 (192)
Quarter 2					
BIO 1300	Human Anatomy & Physiology II – Theory	4 (48)			4 (48)
BIO 1350	Human Anatomy & Physiology II – Laboratory		1 (24)		1 (24)
BIO 2100	Microbiology for Healthcare Professions	4 (48)			4 (48)
MAT 1205	College Mathematics	4 (48)			4 (48)
					13 (168)
Quarter 3					
PNS 112	Introduction to Professional Nursing	2 (24)			2 (24)
NUR 155	Foundations of Nursing	6 (72)	4 (96)	2 (72)	12 (240)
					14 (264)
Quarter 4					
NUR 170	Concepts of Medical-Surgical Nursing	4 (48)	2 (48)	3 (108)	9 (204)
NUR 210	Principles of Pharmacology	4 (48)			4 (48)
					13 (252)
Quarter 5					
NUR 230	Concepts of Nursing: The Childbearing/Child Caring Family	6 (72)	2 (48)	2 (72)	10 (192)
PSY 2305	Developmental Psychology	4 (48)			4 (48)
					14 (240)
Quarter 6					
NUR 256	Concepts of Mental Health Nursing	4 (48)		2 (72)	6 (120)
NUR 257	Concepts of Aging & Chronic Illness	3 (36)	1 (24)	2 (72)	6 (132)
SOC 1305	Introduction to Sociology	4 (48)			4 (48)
					16 (300)
Quarter 7					
PHL 2205	Applied Ethics	4 (48)			4 (48)
NUR 265	Advanced Concepts of Medical-Surgical Nursing	4 (48)	1 (24)	3 (108)	8 (180)
					12 (228)
Quarter 8					
NUR 282	Leadership and Nursing Management	2 (24)	1 (24)		3 (48)
NUR 283	Transition to Registered Nursing Practice	4 (48)	1 (24)	4 (144)	9 (216)
					12 (264)
	Total Quarter Credits Required	**73 (876)**	**16 (384)**	**18 (648)**	**107 (1908)**

LEGEND:

BIO designates a Science Course
CSC designates a Computer Course
ENG designates an English Course
HUM designates a Humanities Course
MAT designates a Mathematics Course
PHL designates a Philosophy Course
PNS PreNursing Seminar
PSY designates a Psychology Course
SOC designates a Sociology Course
NUR designates a Nursing Course

Associate Degree in Nursing: Two-year Option (24 months)

Cincinnati, OH Campus

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 1					
BIO 1100	Human Anatomy & Physiology I – Theory	4 (48)			4 (48)
BIO 1150	Human Anatomy & Physiology I – Laboratory		1 (24)		1 (24)
CSC 1040	Information Literacy and Technology Essentials		2 (48)		2 (48)
ENG 1105	English Composition	4 (48)			4 (48)
GPS 1200	Galen Pathway to Success	2 (24)			2 (24)
					13 (192)
Quarter 2					
BIO 1300	Human Anatomy & Physiology II – Theory	4 (48)			4 (48)
BIO 1350	Human Anatomy & Physiology II – Laboratory		1 (24)		1 (24)
BIO 2100	Microbiology for Healthcare Professions	4 (48)			4 (48)
MAT 1205	College Mathematics	4 (48)			4 (48)
					13 (168)
Quarter 3					
PNS 112	Introduction to Professional Nursing	2 (24)			2 (24)
NUR 155	Foundations of Nursing	6 (72)	4 (96)	2 (72)	12 (240)
					14 (264)
Quarter 4					
BSL 101	Principles of Pharmacology	4 (48)			4 (48)
NUR 170	Concepts of Medical-Surgical Nursing	4 (48)	2 (48)	3 (108)	9 (204)
					13 (252)
Quarter 5					
NUR 231	Concepts of Nursing: The Childbearing/Child Caring Family	6 (72)	3 (72)	1 (36)	10 (180)
PSY 2305	Developmental Psychology	4 (48)			4 (48)
					14 (228)
Quarter 6					
NUR 256	Concepts of Mental Health Nursing	4 (48)		2 (72)	6 (120)
NUR 257	Concepts of Aging & Chronic Health	3 (36)	1 (24)	2 (72)	6 (132)
SOC 1305	Introduction to Sociology	4 (48)			4 (48)
					16 (300)
Quarter 7					
PHL 2205	Applied Ethics	4 (48)			4 (48)
NUR 265	Advanced Concepts of Medical-Surgical Nursing	4 (48)	1 (24)	3 (108)	8 (180)
					12 (228)
Quarter 8					
NUR 282	Leadership and Nursing Management	2 (24)	1 (24)		3 (48)
NUR 283	Transition to Registered Nursing Practice	4 (48)	1 (24)	4 (144)	9 (216)
					12 (264)
	Total Quarter Credits Required	**73 (876)**	**17 (408)**	**17 (612)**	**107 (1896)**

LEGEND:

BIO designates a Science Course
CSC designates a Computer Course
ENG designates an English Course
HUM designates a Humanities Course
MAT designates a Mathematics Course
PHL designates a Philosophy Course
PNS PreNursing Seminar
PSY designates a Psychology Course
SOC designates a Sociology Course
NUR designates a Nursing Course

Associate Degree in Nursing: Two-year Option (24 months)

Aurora, CO

Course Number	Course Title	Theory	Lab	Clinical	Direct Care Clinical	Planned Simulation	Total Quarter Credits
						Total contact hours appear in parentheses.	
Quarter 1							
BIO 1100	Human Anatomy & Physiology I – Theory	4 (48)					4 (48)
BIO 1150	Human Anatomy & Physiology I – Laboratory		1 (24)				1 (24)
CSC 1040	Information Literacy and Technology Essentials		2 (48)				2 (48)
ENG 1105	English Composition	4 (48)					4 (48)
GPS 1200	Galen Pathway to Success	2 (24)					2 (24)
							13 (192)
Quarter 2							
BIO 1300	Human Anatomy & Physiology II – Theory	4 (48)					4 (48)
BIO 1350	Human Anatomy & Physiology II – Laboratory		1 (24)				1 (24)
MAT 1205	College Mathematics	4 (48)					4 (48)
PNS 112	Introduction to Professional Nursing	2(24)					2 (24)
PSY 2305	Developmental Psychology	4 (48)					4 (48)
							15 (192)
Quarter 3							
BIO 2100	Microbiology for Healthcare Professions	4 (48)					4 (48)
NUR 156	Foundations of Nursing	6 (72)	3 (72)	3 (108)	(108)		12 (252)
							16 (300)
Quarter 4							
NUR 210	Principles of Pharmacology	4 (48)					4 (48)
NUR 171	Concepts of Medical-Surgical Nursing	4 (48)	1 (24)	4 (144)	(117)	(27)	9 (216)
							13 (264)
Quarter 5							
NUR 230	Concepts of Nursing: The Childbearing/Child Caring Family	6 (72)	2 (48)	2 (72)	(54)	(18)	10 (204)
SOC 1305	Introduction to Sociology	4 (48)					4 (48)
							14 (252)
Quarter 6							
NUR 256	Concepts of Mental Health Nursing	4 (48)		2 (72)	(54)	(18)	6 (120)
NUR 258	Concepts of Aging & Chronic Illness	3 (36)		3 (108)			6 (132)
							12 (252)
Quarter 7							
PHL 2205	Applied Ethics	4 (48)					4 (48)
NUR 265	Advanced Concepts of Medical-Surgical Nursing	4 (48)	1 (24)	3 (108)	(90)	(18)	8 (180)
							12 (228)
Quarter 8							
NUR 282	Leadership and Nursing Management	2 (24)	1 (24)				3 (48)
NUR 285	Transition to Registered Nursing Practice	5 (60)		4 (144)	(117)	(27)	9 (204)
							12 (252)
	Total Nursing Quarter Credits	**38 (456)**	**8 (192)**	**21 (756)**	**(540)**	**(108)**	**67 (1404)**
	Total Quarter Credits Required	**74 (888)**	**12 (288)**	**21 (756)**	**(540)**	**(108)**	**107 (1932)**

Curriculum plan continued on next page.

LEGEND:

BIO designates a Science Course
CSC designates a Computer Course
ENG designates an English Course
HUM designates a Humanities Course
MAT designates a Mathematics Course
PHL designates a Philosophy Course
PNS PreNursing Seminar
PSY designates a Psychology Course
SOC designates a Sociology Course
NUR designates a Nursing Course

Associate Degree in Nursing: LPN/LVN to ADN Bridge Option (18 months) *

*Galen's Associate Degree Nursing Program, LPN/LVN to ADN Bridge Option is six quarters in length; however, students with transfer credit may be able to complete the program in five quarters.

Louisville, KY; Pikeville, KY; Gainesville, FL; Miami, FL; Sarasota, FL; Tampa Bay, FL; Asheville, NC; Myrtle Beach, SC; Nashville, TN; Las Vegas, NV; Salt Lake City, UT; Wichita, KS; Austin, TX; Dallas, TX; Houston, TX; and San Antonio, TX Campuses

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 1					
BIO 1100	Human Anatomy & Physiology I - Theory	4 (48)			4 (48)
BIO 1150	Human Anatomy & Physiology I - Laboratory		1 (24)		1 (24)
CSC 1040	Information Literacy and Technology Essentials		2 (48)		2 (48)
ENG 1105	English Composition	4 (48)			4 (48)
GPS 1200	Galen Pathway to Success	2 (24)			2 (24)
					13 (192)
Quarter 2					
BIO 1300	Human Anatomy & Physiology II - Theory	4 (48)			4 (48)
BIO 1350	Human Anatomy & Physiology II - Laboratory		1 (24)		1 (24)
MAT 1205	College Mathematics	4 (48)			4 (48)
PNS 202	LPN/LVN to RN Role Transition	2 (24)			2 (24)
PSY 2305	Developmental Psychology	4 (48)			4 (48)
					15 (192)
Quarter 3					
NUR 210	Principles of Pharmacology	4 (48)			4 (48)
NUR 242	Medical-Surgical Nursing Concepts	4 (48)	1 (24)	1 (36)	6 (108)
SOC 1305	Introduction to Sociology	4 (48)			4 (48)
					14 (204)
Quarter 4					
BIO 2100	Microbiology for Healthcare Professions	4 (48)			4 (48)
NUR 253	Concepts of Mental Health Nursing	3 (36)		1 (36)	4 (72)
NUR 254	Concepts of Nursing: The Childbearing and Child Caring Families	3 (36)	1 (24)	1 (36)	5 (96)
					13 (216)
Quarter 5					
PHL 2205	Applied Ethics	4 (48)			4 (48)
NUR 265	Advanced Concepts of Medical-Surgical Nursing	4 (48)	1 (24)	3 (108)	8 (180)
					12 (228)
Quarter 6					
NUR 282	Leadership and Nursing Management	2 (24)	1 (24)		3 (48)
NUR 283	Transition to Registered Nursing Practice	4 (48)	1 (24)	4 (144)	9 (216)
					12 (264)
	TOTAL	**60 (720)**	**9 (216)**	**10 (360)**	**79 (1296)**
	Credit for PN/VN Licensure				**20**
	Total Quarter Credits Required				**99**

LEGEND:

BIO designates a Science Course
CSC designates a Computer Course
ENG designates an English Course
HUM designates a Humanities Course
MAT designates a Mathematics Course
PHL designates a Philosophy Course
PNS PreNursing Seminar
PSY designates a Psychology Course
SOC designates a Sociology Course
NUR designates a Nursing Course

Associate Degree in Nursing: LPN/LVN to ADN Bridge Option (18 months) *

*Galen's Associate Degree Nursing Program, LPN/LVN to ADN Bridge Option is six quarters in length; however, students with transfer credit may be able to complete the program in five quarters.

Richmond, VA Campus

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 1					
BIO 1100	Human Anatomy & Physiology I - Theory	4 (48)			4 (48)
BIO 1150	Human Anatomy & Physiology I - Laboratory		1 (24)		1 (24)
CSC 1040	Information Literacy and Technology Essentials		2 (48)		2 (48)
ENG 1105	English Composition	4 (48)			4 (48)
GPS 1200	Galen Pathway to Success	2 (24)			2 (24)
					13 (192)
Quarter 2					
BIO 1300	Human Anatomy & Physiology II - Theory	4 (48)			4 (48)
BIO 1350	Human Anatomy & Physiology II - Laboratory		1 (24)		1 (24)
MAT 1205	College Mathematics	4 (48)			4 (48)
PNS 202	LPN/LVN to RN Role Transition	2 (24)			2 (24)
PSY 2305	Developmental Psychology	4 (48)			4 (48)
					15 (192)
Quarter 3					
NUR 210	Principles of Pharmacology	4 (48)			4 (48)
NUR 242	Medical-Surgical Nursing Concepts	4 (48)	1 (24)	1 (36)	6 (108)
SOC 1305	Introduction to Sociology	4 (48)			4 (48)
					14 (204)
Quarter 4					
BIO 2100	Microbiology for Healthcare Professions	4 (48)			4 (48)
NUR 253	Concepts of Mental Health Nursing	3 (36)		1 (36)	4 (72)
NUR 254	Concepts of Nursing: The Childbearing and Child Caring Families	3 (36)	1 (24)	1 (36)	5 (96)
					13 (216)
Quarter 5					
PHL 2205	Applied Ethics	4 (48)			4 (48)
NUR 265	Advanced Concepts of Medical-Surgical Nursing	4 (48)	1 (24)	3 (108)	8 (180)
					12 (228)
Quarter 6					
NUR 282	Leadership and Nursing Management	2 (24)	1 (24)		3 (48)
NUR 283	Transition to Registered Nursing Practice	4 (48)	1 (24)	4 (144)	9 (216)
					12 (264)
	TOTAL	**60 (720)**	**9 (216)**	**10 (360)**	**79 (1296)**
	Credit for PN/VN Licensure				**28**
	Total Quarter Credits Required				**107**

LEGEND:

BIO designates a Science Course
CSC designates a Computer Course
ENG designates an English Course
HUM designates a Humanities Course
MAT designates a Mathematics Course
PHL designates a Philosophy Course
PNS PreNursing Seminar
PSY designates a Psychology Course
SOC designates a Sociology Course
NUR designates a Nursing Course

Associate Degree in Nursing: LPN/LVN to ADN Bridge Option (18 months) *

*Galen's Associate Degree Nursing Program, LPN/LVN to ADN Bridge Option is six quarters in length; however, students with transfer credit may be able to complete the program in five quarters.

Aurora, CO

Course Number	Course Title	Theory	Lab	Clinical	Direct Care Clinical	Planned Simulation	Total Quarter Credits
						Total contact hours appear in parentheses.	
Quarter 1							
BIO 1100	Human Anatomy & Physiology I - Theory	4 (48)					4 (48)
BIO 1150	Human Anatomy & Physiology I - Laboratory		1 (24)				1 (24)
CSC 1040	Information Literacy and Technology Essentials		2 (48)				2 (48)
ENG 1105	English Composition	4 (48)					4 (48)
GPS 1200	Galen Pathway to Success	2 (24)					2 (24)
							13 (192)
Quarter 2							
BIO 1300	Human Anatomy & Physiology II - Theory	4 (48)					4 (48)
BIO 1350	Human Anatomy & Physiology II - Laboratory		1 (24)				1 (24)
MAT 1205	College Mathematics	4 (48)					4 (48)
PNS 202	LPN/LVN to RN Role Transition	2 (24)					2 (24)
PSY 2305	Developmental Psychology	4 (48)					4 (48)
							15 (192)
Quarter 3							
NUR 210	Principles of Pharmacology	4 (48)					4 (48)
NUR 242	Medical-Surgical Nursing Concepts	4 (48)	1 (24)	1 (36)	(36)	(0)	6 (108)
SOC 1305	Introduction to Sociology	4 (48)					4 (48)
							14 (204)
Quarter 4							
BIO 2100	Microbiology for Healthcare Professions	4 (48)					4 (48)
NUR 253	Concepts of Mental Health Nursing	3 (36)		1 (36)	(27)	(9)	4 (72)
NUR 254	Concepts of Nursing: The Childbearing and Child Caring Families	3 (36)	1 (24)	1 (36)	(27)	(9)	5 (96)
							13 (216)
Quarter 5							
PHL 2205	Applied Ethics	4 (48)					4 (48)
NUR 265	Advanced Concepts of Medical-Surgical Nursing	4 (48)	1 (24)	3 (108)	(90)	(18)	8 (180)
							12 (228)
Quarter 6							
NUR 282	Leadership and Nursing Management	2 (24)	1 (24)				3 (48)
NUR 285	Transition to Registered Nursing Practice	5 (60)		4 (144)	(117)	(27)	9 (204)
							12 (252)
	Total Nursing Quarter Credits	**25 (300)**	**4 (96)**	**10 (360)**	**(297)**	**(63)**	**39 (756)**
	TOTAL	**61 (732)**	**8 (192)**	**10 (360)**	**(297)**	**(63)**	**79 (1284)**
	Credit for PN/VN Licensure	**(150)**		**(390)**			**28**
	Total Quarter Credits Required						**107**

LEGEND:

BIO designates a Science Course
CSC designates a Computer Course
ENG designates an English Course
HUM designates a Humanities Course
MAT designates a Mathematics Course
PHL designates a Philosophy Course
PNS PreNursing Seminar
PSY designates a Psychology Course
SOC designates a Sociology Course
NUR designates a Nursing Course

Associate Degree in Nursing: Advanced Standing Option (18 months)

Cincinnati, OH Campus

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 1					
BIO 1100	Human Anatomy & Physiology I - Theory	4 (48)			4 (48)
BIO 1150	Human Anatomy & Physiology I - Laboratory		1 (24)		1 (24)
ENG 1105	English Composition	4 (48)			4 (48)
GPS 1200	Galen Pathway to Success	2 (24)			2 (24)
MAT 1205	College Mathematics	4 (48)			4 (48)
					15 (192)
Quarter 2					
BSL 101	Principles of Pharmacology	4 (48)			4 (48)
BIO 1300	Human Anatomy & Physiology II - Theory	4 (48)			4 (48)
BIO 1350	Human Anatomy & Physiology II - Laboratory		1 (24)		1 (24)
PSY 2305	Developmental Psychology	4 (48)			4 (48)
					13 (168)
Quarter 3					
BIO 2100	Microbiology for Healthcare Professions	4 (48)			4 (48)
CSC 1040	Information Literacy and Technology Essentials		2 (48)		2 (48)
NUR 168	Integrated Concepts of Registered Nursing Practice	5 (60)	2 (48)	1 (36)	8 (144)
					14 (240)
Quarter 4					
NUR 170	Concepts of Medical-Surgical Nursing	4 (48)	2 (48)	3 (108)	9 (204)
SOC 1305	Introduction to Sociology	4 (48)			4 (48)
					13 (252)
Quarter 5					
PHL 2205	Applied Ethics	4 (48)			4 (48)
NUR 265	Advanced Concepts of Medical-Surgical Nursing	4 (48)	1 (24)	3 (108)	8 (180)
					12 (228)
Quarter 6					
NUR 282	Leadership and Nursing Management	2 (24)	1 (24)		3 (48)
NUR 283	Transition to Registered Nursing Practice	4 (48)	1 (24)	4 (144)	9 (216)
					12 (264)
	TOTAL	**57 (684)**	**11 (264)**	**11 (396)**	**79 (1344)**
	Credit for PN/VN Licensure				**28**
	Total Quarter Credits Required				**107**

LEGEND:

BIO designates a Science Course
CSC designates a Computer Course
ENG designates an English Course
HUM designates a Humanities Course
MAT designates a Mathematics Course
PHL designates a Philosophy Course
PNS PreNursing Seminar
PSY designates a Psychology Course
SOC designates a Sociology Course
NUR designates a Nursing Course

Diploma in Practical Nursing, 4-quarter Option (Day) (12 months)

Louisville and Pikeville, KY Campuses

Course Number	Course Title	Theory	Lab	Clinical	Total Clock Hours
Quarter 1					
NU 110	Integrated Human Sciences	72			72
NU 131	Nursing and Healthcare I	36			36
NU 136	Fundamentals of Nursing	108	72	72	252
					360
Quarter 2					
NU 150	Pharmacology	48			48
NU 154	Medical-Surgical Nursing I	84	36	204	324
					372
Quarter 3					
NU 160	Mental Health Concepts	36		36	72
NU 170	Maternal-Child Nursing	72	48	72	192
NU 176	Geriatric Nursing	36		36	72
					336
Quarter 4					
NU 180	Nursing and Healthcare II	24			24
NU 184	Medical-Surgical Nursing II	84	36	228	348
					372
	TOTAL	**600**	**192**	**648**	**1440**
	Total Theory Hours				**600**
	Total Clinical and Clinical Learning Lab Hours				**840**

LEGEND: **NU** designates a Nursing Course

Diploma in Practical Nursing, 7-quarter Option (Evening) (21 months)

Louisville, KY and Pikeville, KY Campuses

Course Number	Course Title	Theory	Lab	Clinical	Clock Hours
Quarter 1					
NU 110	Integrated Human Sciences	72			72
NU 129	Fundamentals of Nursing I	60	48		108
					180
Quarter 2					
NU 131	Nursing and Healthcare I	36			36
NU 134	Fundamentals of Nursing II	48	24	72	144
					180
Quarter 3					
NU 150	Pharmacology	48			48
NU 156	Medical-Surgical Nursing I-A	42	24	96	162
					210
Quarter 4					
NU 160	Mental Health Concepts	36		36	72
NU 166	Medical-Surgical Nursing I-B	42	12	108	162
					234
Quarter 5					
NU 170	Maternal-Child Nursing	72	48	72	192
NU 176	Geriatric Nursing	36		36	72
					264
Quarter 6					
NU 180	Nursing and Healthcare II	24			24
NU 186	Medical-Surgical Nursing II-A	42	24	108	174
					198
Quarter 7					
NU 192	Medical-Surgical Nursing II-B	42	12	120	174
					174
	TOTAL	**600**	**192**	**648**	**1440**
	Total Theory Hours				**600**
	Total Clinical and Clinical Learning Lab Hours				**840**

LEGEND: **NU** designates a Nursing Course

Diploma in Practical Nursing, 4-quarter Option (Day) (12 months)

Gainesville and Tampa Bay, FL Campuses

Course Number	Course Title	Theory	Lab	Clinical	Clock Hours
Quarter 1					
NU 110	Integrated Human Sciences	72			72
NU 131	Nursing and Healthcare I	36			36
NU 137	Fundamentals of Nursing	108	72	96	276
					384
Quarter 2					
NU 150	Pharmacology	48			48
NU 158	Medical Surgical Nursing I	72	24	210	306
					354
Quarter 3					
NU 160	Mental Health Concepts	36		36	72
NU 171	Maternal Child Nursing	72	24	108	204
NU 176	Geriatric Nursing	36		36	72
					348
Quarter 4					
NU 180	Nursing and Healthcare II	24			24
NU 189	Medical Surgical Nursing II	72	24	234	330
					354
	TOTAL	**576**	**144**	**720**	**1440**
	Total Theory Hours				**576**
	Total Clinical and Clinical Learning Lab Hours				**864**

LEGEND: **NU** designates a Nursing Course

Diploma in Vocational Nursing, 4-quarter Option (Day) (12 months)

Austin, TX; Dallas, TX; Houston, TX; and San Antonio, TX Campuses

Course Number	Course Title	Theory	Lab	Clinical	Total Clock Hours
Quarter 1					
NU 110	Integrated Human Sciences	72			72
NU 131	Nursing and Healthcare I	36			36
NU 136	Fundamentals of Nursing	108	72	72	252
					360
Quarter 2					
NU 150	Pharmacology	48			48
NU 155	Medical-Surgical Nursing I	84	36	216	336
					384
Quarter 3					
NU 160	Mental Health Concepts	36		36	72
NU 170	Maternal-Child Nursing	72	48	72	192
NU 176	Geriatric Nursing	36		36	72
					336
Quarter 4					
NU 180	Nursing and Healthcare II	24			24
NU 185	Medical-Surgical Nursing II	84	36	216	336
					360
	TOTAL	**600**	**192**	**648**	**1440**
	Total Theory Hours				**600**
	Total Clinical and Clinical Learning Lab Hours				**840**

LEGEND: **NU** designates a Nursing Course

Diploma in Vocational Nursing, 7-quarter option (Evening) (21 months)

Austin, TX; Dallas, TX; Houston, TX; and San Antonio, TX Campuses

Course Number	Course Title	Theory	Lab	Clinical	Total Clock Hours
Quarter 1					
NU 110	Integrated Human Sciences	72			72
NU 129	Fundamentals of Nursing I	60	48		108
					180
Quarter 2					
NU 131	Nursing and Healthcare I	36			36
NU 134	Fundamentals of Nursing II	48	24	72	144
					180
Quarter 3					
NU 150	Pharmacology	48			48
NU 157	Medical-Surgical Nursing I-A	42	18	108	168
					216
Quarter 4					
NU 160	Mental Health Concepts	36		36	72
NU 167	Medical-Surgical Nursing 1-B	42	18	108	168
					240
Quarter 5					
NU 170	Maternal-Child Nursing	72	48	72	192
NU 176	Geriatric Nursing	36		36	72
					264
Quarter 6					
NU 180	Nursing and Healthcare II	24			24
NU 186	Medical-Surgical Nursing II-A	42	24	108	174
					198
Quarter 7					
NU 193	Medical-Surgical Nursing II-B	42	12	108	162
					162
	TOTAL	**600**	**192**	**648**	**1440**
	Total Theory Hours				**600**
	Total Clinical and Clinical Learning Lab Hours				**840**

LEGEND: **NU** designates a Nursing Course

GALEN COLLEGE
OF NURSING

GALEN COLLEGE
OF NURSING

COURSE DESCRIPTIONS

GALEN
COLLEGE OF NURSING

Course Descriptions

Prerequisites are courses that must be taken prior to designated courses in order to prepare students for succeeding coursework.
Co-requisites are those courses that must be taken concurrently or prior to designated courses.

Credit Allocation & Course Naming Convention

Courses are assigned a specific prefix and a three- or four-digit numeric code. The prefix identifies the area of study. The numeric code indicates the course level. Course codes are indicative of the designated discipline of the course and are not indicative of credit or contact hours.

Course Prefixes

Prefix	Designation
BIO	Science
BSL	Science
CLD	Cultural Diversity
COM	Communications
CSC	Computer
ENG	English
GPS	Interdisciplinary
HUM	Humanities
LDR	Leadership
MAT	Math
NU	Nursing (Practical/Vocational Nursing Program)
NUR	Nursing (Associate Degree in Nursing Program)
NSG	Nursing (Master's and Baccalaureate Degree in Nursing Programs)
PHL	Philosophy
PHM	Pharmacology
PNS	PreNursing Seminar
PSY	Psychology
SOC	Sociology
SPE	Special Topics
STA	Statistics

Nursing Course Codes

Code	Designation
100-199	Diploma or Vocational-level; Associate-level
200-299	Associate-level
3000-4999	Baccalaureate-level
5000-6999	Master's Level

Documents required for clinical participation must be submitted prior to registering for courses with a clinical component. This excludes students registering for NU 136 or NU 137 in the PN/VN Program. Students registering for this course must submit documents required for clinical participation prior to clinical orientation.

Galen reserves the right to cancel classes based on course enrollment. General education courses will be offered online if an on-ground section is not available. In the online programs, not every course may be offered each term. Please contact your registrar or Program Administrator for additional information.

BIO 1100 HUMAN ANATOMY AND PHYSIOLOGY I THEORY

4 quarter credit hours
Co-requisites: BIO 1150
Human Anatomy & Physiology I Theory is the first course in a two-course series. The course surveys basic chemistry, biochemistry, cellular structure and physiology, heredity, histology, and functional features of the integumentary, skeletal, muscular, and nervous systems, and the general and specific senses. This course accompanies BIO 1150, Human Anatomy & Physiology I – Laboratory which is an independent course designed to be taken concurrently with BIO 1100.

BIO 1150 HUMAN ANATOMY AND PHYSIOLOGY I LABORATORY

1 quarter credit hour
Co-requisites: BIO 1100
The course surveys basic chemistry, biochemistry, cellular structure and physiology, heredity, and histology, and functional features of the integumentary, skeletal, muscular, and nervous systems, and the general and specific senses. This course includes the laboratory study of the specific structure and function of the human body beginning with the cell and stressing the chemical process important in maintenance of homeostasis. This course accompanies BIO 1100, Human Anatomy & Physiology I – Theory, which is an independent course designed to be taken concurrently with BIO 1150.

BIO 1300 HUMAN ANATOMY AND PHYSIOLOGY II THEORY

4 quarter credit hours
Prerequisites: BIO 1100; BIO 1150
Co-requisites: BIO 1350
This course is a continuation of Human Anatomy & Physiology I – Theory and Human Anatomy & Physiology I – Laboratory. A study of the structure and function of the body is continued by examining the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. The roles of water, electrolytes, and acid-base balance, as well as nutrition and metabolism, are also explored. This course accompanies BIO 1350, Human Anatomy & Physiology II – Laboratory which is an independent course designed to be taken concurrently with BIO 1300.

BIO 1350 HUMAN ANATOMY AND PHYSIOLOGY II LABORATORY

1 quarter credit hour
Prerequisites: BIO 1100; BIO 1150
Co-requisites: BIO 1300
This course is a continuation of Human Anatomy and Physiology I – Theory and Human Anatomy & Physiology I – Laboratory. A laboratory study of the structure and function of the body is continued by examining the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. This course accompanies BIO 1300, Human Anatomy & Physiology II – Theory which is an independent course designed to be taken concurrently with BIO 1350.

BIO 2020 EXPLORATIONS IN INTEGRATED BIOLOGICAL SCIENCES

2 semester credit hours
This course will examine case studies and primary literature with incorporation of broad biological science themes in microbiology, pharmacology, physiology, and nutrition.

BIO 2100 MICROBIOLOGY FOR HEALTH PROFESSIONS

4 quarter credit hours
Co-requisites: BIO 1300; BIO 1350
This course provides an introductory study of microbiology with an emphasis on the nature and behavior of microorganisms, the interrelationships between microbes and the human host in health and disease, and the principles of prevention and control of infectious disease. Topics include the contributions of microbiology to the healthcare professions, characteristics of prokaryotes and eukaryotes, characteristics of viruses, microbial growth, control of microbial growth, microbial genetics, epidemiology, pathogenesis, chemotherapy, and differential diagnostics of infectious diseases.

BIO 2500 FUNDAMENTALS OF NUTRITION

4 quarter credit hours
Prerequisites: BIO 1350; BIO 1300
In this introductory-level course, learners will understand the fundamental concepts of nutrition: food sources, nutrient function, digestion, absorption, and metabolism. Emphasis is placed upon the application of nutritional principles in making healthy food choices. Learners will investigate the ways that a variety of foods and physical activities promote better health in order to prevent or reduce the chance of chronic illness. Curriculum targets how nutritional needs change throughout life stages as well as food safety and issues related to global hunger.

BSL 101 PRINCIPLES OF PHARMACOLOGY

4 quarter credit hours
Prerequisites: BIO 1100; BIO 1150; MAT 1205; PNS 112 (Two-Year Associate Degree Option)
This course introduces learners to the concepts and general principles of pharmacology. Emphasis is placed on the physical and chemical properties of various pharmacology preparations, their pharmacodynamic and pharmacokinetic properties, the therapeutic effects of major drug categories, and health teaching considerations. Learners will apply knowledge gained in this course to selected clinical settings when caring for patients across the lifespan.

CLD 2100 DIVERSITY, EQUITY, & INCLUSION

3 semester credit hours

This course examines the principles of diversity, equity, and inclusion related to individuals, workplaces, communities, and society. Learners will explore the values, customs, and perceptions of various cultural groups. Learners will also develop knowledge and increased awareness of discrimination based on race, ethnicity, gender, sexual orientation, religion, and disability. Additionally, learners will enhance their cultural competence and social responsibility by raising their self-awareness of identity within their professional lives.

CLD 2105 DIVERSITY, EQUITY, & INCLUSION

4 quarter credit hours

This course examines the principles of diversity, equity, and inclusion related to individuals, workplaces, communities, and society. Learners will explore the values, customs, and perceptions of various cultural groups. Learners will also develop knowledge and increased awareness of discrimination based on race, ethnicity, gender, sexual orientation, religion, and disability. Additionally, learners will enhance their cultural competence and social responsibility by raising their self-awareness of identity within their professional lives.

COM 2100 PRINCIPLES OF COMMUNICATION

3 semester credit hours

This course provides an in-depth exploration of human communication. Communication theories and various types of communication, including interpersonal, group, and public communication will be discussed. Opportunities are provided to develop and apply communication skills through exercises, assessments, group participation, and speech presentation.

COM 2105 PRINCIPLES OF COMMUNICATION

4 quarter credit hours

This course will provide an in-depth exploration of human communication. Communication theories and various types of communication, including interpersonal, group, and public communication will be discussed. Opportunities will be provided to develop and apply communication skills through exercises, assessments, group participation, and speech presentation.

COM 2110 COMMUNICATION IN PROFESSIONAL SETTINGS

2 semester credit hours

This course will explore various types of human communication, including interpersonal, intercultural, digital, group, and public communication. Learners will work to develop competent communication skills as applicable in professional settings.

CSC 1040 INFORMATION LITERACY AND TECHNOLOGY ESSENTIALS

2 quarter credit hours

This is a laboratory course designed to help learners develop basic technology and information literacy competencies. The use of word processing, spreadsheet, and presentation software applications is required. Learners will utilize and explore various electronic platforms including the internet, intranet systems, online databases and search engines, email, cloud storage and the Canvas™ learning management system (LMS). Learners will develop information literacy skills by gaining practice in retrieving, analyzing, processing, applying and evaluating information. Learners will consider best practices in the use of these technologies and examine the impact and importance of technology in the workplace.

ENG 1100 ENGLISH COMPOSITION

3 semester credit hours

This course is designed to develop learners' college writing skill with opportunities to improve sentence structure and grammar. Through readings, activities, discussions, and writing assignments, learners will practice identifying, analyzing, organizing, and constructing effective essays, while actively engaging in the writing process and developing critical thinking skills. Application of learning culminates in the development of an academic research paper.

ENG 1105 ENGLISH COMPOSITION

4 quarter credit hours

This course is designed to develop learners' college writing skills with opportunities to improve sentence structure and grammar. Through readings, activities, discussions, and writing assignments, learners will practice identifying, analyzing, organizing, and constructing effective essays, while actively engaging in the writing process and developing critical thinking skills. Application of learning culminates in the development of an academic research paper.

GPS 1200 GALEN PATHWAY TO SUCCESS

2 quarter credit hours

This course will introduce key strategies to enhance learners' abilities to learn college-level content. The activities focus on introduction to the College and its resources, time management, disciplinary literacy, note-taking skills, study skills, test-taking strategies, medical terminology, and methods to reduce the stress and anxiety often experienced by learners during nursing education. It is designed to help learners become familiar with expectations for academic success at the college level. Learners will be actively involved in learning and integrating practical applications to promote academic success. This course must be taken during the first quarter a learner is enrolled at Galen College of Nursing.

HUM 1050 INTRODUCTION TO LITERATURE

3 semester credit hours
Prerequisites: ENG 1100
This course is designed to introduce learners to reading, analyzing, and interpreting literature. Learners will be exposed to basic concepts about literary techniques and will increase their critical thinking skills by engaging in reading, writing, and discussion assignments aimed at interpreting and analyzing various works of poetry, drama, and fiction in American and world literature.

HUM 1055 INTRODUCTION TO LITERATURE

4 quarter credit hours
Prerequisites: ENG 1105
This course is designed to introduce learners to reading, analyzing, and interpreting literature. Learners will be exposed to basic concepts about literary techniques and will increase their critical thinking skills by engaging in reading, writing, and discussion assignments aimed at interpreting and analyzing various works of poetry, drama, and fiction in American and world literature.

HUM 1060 FINE ARTS IN PROFESSIONAL SETTINGS

2 semester credit hours
The course will introduce learners to reading, analyzing, and interpreting literature. Learners will examine and interpret various works of poetry, drama, and fiction in American and world literature by applying them to professional settings.

LDR 4410 DISNEY MAGIC: LEADERSHIP STRATEGIES

3 semester credit hours
Based on the principles taught at the world-renowned Disney Institute, this course explores the proven leadership strategies described in the book, *Creating Magic, 10 Common Sense Leadership Strategies from a Life at Disney*, while giving learners the opportunity to learn directly from, not only an expert course facilitator, but from the textbook author, Lee Cockerell (former Executive VP of Walt Disney World Resort). Students will investigate common sense strategies and develop personal leadership skills and practices throughout the course. Cockerell's approach to successful leadership will foster exploration and application of unique strategies that can be applied in the healthcare environment. This course embraces the Disney® brand of excellence and magic while expanding the learner's experience through effective interactions, engaging faculty support, and meaningful dialogue.

LDR 4405 DISNEY LEADERSHIP STRATEGIES

4 quarter credit hours
Prerequisites: NSG 3000
Based on the principles taught at the world-renowned Disney Institute, this course explores the proven leadership strategies described in the book. Creating Magic, 10 Common Sense Leadership Strategies from a Life at Disney, while giving leaders the opportunity to learn directly from, not only an expert course facilitator but from the textbook author, Lee Cockerell (former Executive VP of Walt Disney World Resort). Course participants will investigate common sense strategies and develop personal leadership skills and practices throughout the course. From a constructivist learning approach, learners will discuss real-world connections and align these connections to organizational culture using pragmatic scenarios. Finally, the course's structure embraces the Disney® brand of excellence and magic while expanding the learner's experience through effective interactions, engaging faculty support, and meaningful dialogue.

MAT 1200 COLLEGE MATHEMATICS

3 semester credit hours
This course applies basic college level mathematics to real life situations. Topics include numeracy, proportional reasoning, basic algebraic concepts, rational expressions, linear equations, inequalities, graphing, functions, basic statistical concepts, units of measure, financial literacy, dimensional analysis, and unit conversions.

MAT 1205 COLLEGE MATHEMATICS

4 quarter credit hours
This course applies basic college level mathematics to real life situations. Topics include numeracy, proportional reasoning, basic algebraic concepts, rational expressions, linear equations, inequalities, graphing, functions, basic statistical concepts, units of measure, financial literacy, dimensional analysis, and unit conversions.

NSG 3000 FOUNDATIONS OF PROFESSIONAL NURSING PRACTICE

4 quarter credit hours
Prerequisites: GPS 1200; BIO 1100; BIO 1150; BIO 1300; BIO 1350; BIO 2100; BIO 2500; ENG 1105; MAT 1205; PSY 1205; SOC 1305
Co-requisites: NSG 3100
This course provides an overview of professional nursing. Professional, legal, and ethical responsibilities along with an overview of basic healthcare organizations are explored. The history of nursing and contemporary nursing issues are also examined.

NSG 3050 TRANSITION TO BACCALAUREATE NURSING

3 semester credit hours

This course builds upon learners previously acquired knowledge and skills while exploring the role of the baccalaureate-prepared nurse. The scope and standards for professional nursing practice, select models, nursing theories, and other influencing factors are examined. Role socialization, professional development, interprofessional communication and collaboration skills are fostered.

NSG 3100 FUNDAMENTAL CONCEPTS AND SKILLS FOR NURSING PRACTICE I

6 quarter credit hours

Prerequisites: CLD 2105; PHL 2205; PSY 2305

Co-requisites: NSG 3000

This course focuses on the development of fundamental skills, including medication administration, required for the delivery of patient-centered care using the cognitive, affective, and psychomotor domains. The nurse's role in information management and the application of patient care technology is also examined.

NSG 3130 FUNDAMENTAL CONCEPTS AND SKILLS FOR NURSING PRACTICE II

4 quarter credit hours

Prerequisites: NSG 3000; NSG 3100; PHM 2500

Co-requisites: NSG 3160

This course advances the development of fundamental concepts and skills, including patient teaching and counseling, required for nursing practice. An emphasis is placed on patient safety, the use of clinical judgment, and providing basic care and comfort to patients in non-acute healthcare settings.

NSG 3150 HEALTHCARE INFORMATICS

3 semester credit hours

In this course, learners will be provided with an overview of healthcare informatics. An emphasis will be placed on integration of nursing, technology, and information science for the support of professional nursing practice. Legal and ethical considerations will be addressed.

NSG 3160 HEALTH ASSESSMENT

4 quarter credit hours

Prerequisites: NSG 3000; NSG 3100

Co-requisites: NSG 3130

This course focuses on the performance of holistic health assessments. An emphasis is placed on developing the clinical judgment required to obtain and document a health history, perform a physical examination, and the use of patient assessment data.

NSG 3180 COMMUNICATION AND TEAMWORK

2 quarter credit hours

Prerequisites: COM 2105; NSG 3000

This course focuses on therapeutic interpersonal communication as a foundation for nursing practice. Emphasis is on dynamic relationships between human behavior, health, illness, and the impact of interpersonal relationship skills to effect positive changes.

NSG 3200 HEALTH PROMOTION

3 semester credit hours

Prerequisites: NSG 3050

In this course, learners explore the theoretical foundations and principles of health promotion and disease prevention across the lifespan for individuals, families, and populations. The importance of communication and interprofessional collaboration to enhance health promotion and patient learning are discussed. Protective and predictive factors that influence health, including lifestyle behaviors and genetics, are examined in the context of health promotion for diverse populations.

NSG 3250 NURSING PRACTICE ADULT HEALTH I

9 quarter credit hours

Prerequisites: NSG 3130; NSG 3160; NSG 3180

Co-Requisites: NSG 3280

This course focuses on the delivery of evidence-based care of adult patients experiencing common and less complex health problems, chronic healthcare conditions, and the effects of aging in relationship to these problems. Emphasis is placed on advancing the use of clinical judgment to establish priorities related to health promotion, disease prevention, reduction of risk potential and improving patients' health adaptation.

NSG 3251 NURSING PRACTICE ADULT HEALTH I

9 quarter credit hours

Prerequisites: NSG 3130; NSG 3160; NSG 3180

Co-Requisites: NSG 3280

This course focuses on the delivery of evidence-based care of adult patients experiencing common and less complex health problems, chronic healthcare conditions, and the effects of aging in relationship to these problems. Emphasis is placed on advancing the use of clinical judgment to establish priorities related to health promotion, disease prevention, reduction of risk potential and improving patients' health adaptation.

NSG 3280 PATHOPHYSIOLOGY FOR NURSES I

3 quarter credit hours

Co-requisites: NSG 3250

This course is the first of two courses that focus on the study of pathophysiology. Emphasis is placed on integration and application of pathophysiological concepts using a holistic, patient-centered approach. Simple to complex concepts of disease progression using the most current evidence and clinical reasoning are examined.

NSG 3300 CONCEPTS OF PATHOPHYSIOLOGY FOR NURSING

3 semester credit hours

In this course, learners will apply concepts, principles, and responses related to pathophysiological processes of disease as they affect patients across the lifespan and healthcare continuum. Case studies will be used throughout the course to correlate the risk factors, causes, pathophysiology, clinical manifestations, ethics, and diagnostic tests on disease progression, treatment, health promotion, and disease prevention across the lifespan. Learners will apply best practices and clinical judgement to develop evidence-based nursing plans of care for management of acute and chronic diseases across the lifespan and healthcare continuum.

NSG 3400 HEALTHCARE POLICY AND FINANCE

4 quarter credit hours

Prerequisites: NSG 3000

This course provides an introduction to healthcare policy and finance. An overview to relevant economic competencies and the basic structure of healthcare policy is provided.

NSG 3450 NURSING PRACTICE MENTAL HEALTH

5 quarter credit hours

Prerequisites: PSY 2305; NSG 3130; NSG 3160; NSG 3250; NSG 3280

This course focuses on the holistic care of patients' mental health across the lifespan. Emphasis is on providing culturally competent, interprofessional care for patients who have psychopathology and comorbidities in a variety of settings.

NSG 3480 NURSING PRACTICE COMMUNITY HEALTH

5 quarter credit hours

Prerequisites: NSG 3250; NSG 3280

This course provides an overview of community and public health nursing practice. An emphasis is placed on the use of evidence-based approaches to guide community health promotion, disease prevention, population-focused interventions, and the health of vulnerable populations across the lifespan. The use of clinical judgment related to disaster, mass casualty, and emergency situations are examined.

NSG 3490 FOUNDATIONS OF ONCOLOGY NURSING PRACTICE

3 semester credit hours

Prerequisites: NSG 3300

This course focuses on the holistic care of patients experiencing multi-system oncological health problems. Emphasis is placed on optimizing patient outcomes and nursing responsibilities as an interprofessional team member. This course was created as a collaboration between Galen College of Nursing and Sarah Cannon, the Cancer Institute of HCA Healthcare, to provide cutting edge content on oncology nursing care.

NSG 3495 FOUNDATIONS OF ONCOLOGY NURSING PRACTICE

4 quarter credit hours

Prerequisites: NSG 3250; NSG 3280

This course focuses on the holistic care of patients experiencing multi-system oncological health problems. Emphasis is placed on optimizing patient outcomes and nursing responsibilities as an interprofessional team member. This course was created as a collaboration between Galen College of Nursing and Sarah Cannon, the Cancer Institute of HCA Healthcare, to provide cutting edge content on oncology nursing care.

NSG 3500 NURSING PRACTICE MATERNAL HEALTH

5 quarter credit hours

Prerequisites: NSG 3250; NSG 3280

Co-requisites: NSG 3600

This course focuses on holistic nursing care of women and their families during the childbearing years. Emphasis is on the antepartum, intrapartum, postpartum periods, and care of the newborn.

NSG 3515 FOUNDATIONS OF PERIOPERATIVE NURSING PRACTICE

4 quarter credit hours

Prerequisites: NSG 3250

This elective specialty nursing course is designed for students who are interested in gaining a deeper understanding of perioperative nursing. Students will be exposed to foundational perioperative patient care concepts and the essential nursing roles including circulating and scrub nurse. Students will explore the progression of perioperative patient care through the pre-, intra-, and postoperative settings. This course offers a unique learning experience based upon a collaboration between HCA Healthcare, Galen College of Nursing, and industry partners and experts. A field observation is required to be completed at a pre-arranged perioperative environment.

NSG 3600 NURSING PRACTICE CHILDREN'S HEALTH

5 quarter credit hours

Prerequisites: NSG 3250; NSG 3280

Co-requisites: NSG 3500

This course focuses on the holistic nursing care of children and their families in various settings. An emphasis is placed on providing age appropriate care incorporating principles of growth and development from birth to adolescence.

NSG 3800 NURSING PRACTICE ADULT HEALTH II
9 quarter credit hours
Prerequisites: NSG 3250; NSG 3280
Co-Requisites: NSG 3850
This course is a continuation of focus on the delivery of evidence-based care of adult patients experiencing common and less complex health problems, chronic healthcare conditions, and the effects of aging in relationship to these problems. Emphasis is placed on advancing the use of clinical judgment to establish priorities related to health promotion, disease prevention, reduction of risk potential, and improving patients' health adaptation.

NSG 3801 NURSING PRACTICE ADULT HEALTH II
9 quarter credit hours
Prerequisites: NSG 3250; NSG 3280
Co-Requisites: NSG 3850
This course is a continuation of focus on the delivery of evidence-based care of adult patients experiencing common and less complex health problems, chronic healthcare conditions, and the effects of aging in relationship to these problems. Emphasis is placed on advancing the use of clinical judgment to establish priorities related to health promotion, disease prevention, reduction of risk potential, and improving patients' health adaptation.

NSG 3850 PATHOPHYSIOLOGY FOR NURSES II
3 quarter credit hours
Prerequisites: NSG 3250; NSG 3280
Co-Requisites: NSG 3800
This course is the second of two courses that focus on the study of pathophysiology. Emphasis is placed on integration and application of pathophysiological concepts using a holistic, patient-centered approach. Simple to complex concepts of disease progression using the most current evidence and clinical reasoning are examined.

NSG 4000 APPLICATION OF EVIDENCE-BASED RESEARCH
4 semester credit hours
Prerequisites: NSG 3050; NSG 3150; NSG 3200; STA 2010
In this course, learners identify, critique, apply, and evaluate evidence to inform clinical decision making, support organizational practices and improve patient outcomes. Learners will develop the skills needed to implement evidence in nursing practice and healthcare systems.

NSG 4100 NURSING PRACTICE – ADULT HEALTH III
8 quarter credit hours
Prerequisites: NSG 3450; NSG 3480; NSG 3500; NSG 3600; NSG 3800; NSG 3850
This course focuses on the holistic care of adult patients experiencing complex, multi-system health problems. Emphasis is placed on nursing responsibilities as an interprofessional team member and optimizing patient outcomes.

NSG 4150 HEALTHCARE POLICY AND FINANCE
3 semester credit hours
Prerequisites: NSG 3050; NSG 3150; NSG 3200
In this course, learners are introduced to healthcare policy and finance. Special emphasis is placed on examining policies that shape responses to organizational, local, national, and global issues of equity, access, affordability, and social justice in healthcare. Economic competencies needed for professional nursing practice are explored.

NSG 4220 POPULATION HEALTH
4 semester credit hours
Prerequisites: NSG 3050; NSG 3200
Population health spans the healthcare delivery continuum from public health prevention to population disease management and involves effective collaborations and partnerships for the improvement of equitable population health outcomes. In this course, learners will explore the nursing concepts and competencies needed to assess, analyze, and respond to population health trends and issues from global and multicultural perspectives.

NSG 4320 PROFESSIONAL NURSING LEADERSHIP
3 semester credit hours
Prerequisites: NSG 3050; NSG 3150; NSG 3200; NSG 3300; NSG 4000
In this course, learners explore principles of leadership and management required to function in today's complex and diverse healthcare environment. Learners will explore legal and ethical considerations facing nurse leaders, as well as different organizational structures and the influence of structure on organizational culture and workforce engagement. The role of diversity, equity, inclusion and belonging will be explored, along with cultural considerations surrounding leading members of interprofessional teams. Additionally, learners will examine the role of nursing leaders and managers in the context of initiating and managing change in various healthcare settings.

NSG 4410 TRANSCULTURAL NURSING
4 semester credit hours
Prerequisites: NSG 3050; NSG 3200
In this course, learners acquire knowledge needed to provide culturally competent nursing care. Core content includes exploration of culturally specific health care practices, spatial organization, communication preferences, and predominant health disparities. Foundational knowledge regarding transcultural theories is presented along with a brief introduction to alternative healing, complementary medicine, and religious practices.

NSG 4415 TRANSCULTURAL NURSING

4 quarter credit hours
Prerequisites: NSG 3000
In this course, the learners acquire the knowledge needed to provide culturally competent nursing care. Core content includes exploration of the culturally specific health care practices, special organization, communication preferences, and predominant health disparities. Foundational knowledge regarding transcultural theories is presented along with a brief introduction to alternative complementary medicine, and religious practices.

NSG 4430 SYSTEMATIC QUALITY IMPROVEMENT IN HEALTHCARE

2 semester credit hours
Prerequisites: NSG 4000
This course explores systematic quality improvement indicators, initiatives, and tools utilized in diverse healthcare settings. With an emphasis on improving nursing care, students will examine institutional quality improvement strategies, tools, and performance improvement methodologies.

NSG 4500 RESEARCH FOR EVIDENCE BASED NURSING PRACTICE

4 quarter credit hours
Prerequisites: STA 2015
This course provides and overview of the nurse's role in the identification, critique, application, and evaluation of evidence to guide clinical decision making, support organizational practices, and improve patient outcomes. An emphasis is placed on the nurse's role in the use of evidence in nursing practice and healthcare systems.

NSG 4700 LEADERSHIP AND MANAGEMENT IN NURSING

4 quarter credit hours
Prerequisites: All coursework inclusive of electives except co-requisite NSG 4800
This course focuses on the application of leadership concepts, skills, and decision making in the provision of high quality nursing care, coordination, supervision, and resource management in a variety of settings. Emphasis is placed on patient safety and quality improvement efforts, interprofessional collaboration, and the transition to the role of a professional nurse.

NSG 4800 TRANSITION TO PROFESSIONAL NURSING PRACTICE

8 quarter credit hours
Prerequisites: All coursework inclusive of electives except co-requisite NSG 4700
This course focuses on the application and synthesis of previously learned leadership and management strategies, theoretical nursing concepts, and clinical reasoning and judgment. Learners will integrate principles of advocacy, collaboration, coordination and evidence-based care to meet the needs of patients in a variety of healthcare settings.

NSG 4850 CAPSTONE COURSE

4 semester credit hours
Prerequisites: NSG 3050; NSG 4000; NSG 4150, NSG 4220
In this culminating capstone course, learners integrate knowledge from previous courses to design and implement a quality improvement project in an appropriate setting. The learner will demonstrate achievement of program outcomes and engage in self-evaluation through the use of an academic portfolio. (direct field experience/preceptorship = 48 hours).

NSG 5000 ADVANCED ROLE IDENTITY, DEVELOPMENT, AND TRANSITION

3 semester credit hours
Prerequisites: NSG 4000*
This course challenges learners to envision and evolve into a new identity as a master's-prepared nurse. Responsibilities of nurses in various master's-prepared roles are examined for commonalities and differences. Learners develop an appreciation for the complexity of master's-prepared roles by analyzing factors that impact their evolution, implementation, and scope. Strategies for transitioning to a master's-prepared role are examined.

*Only applies to RN-to-BSN learners taking NSG 5000 as a dual-credit course. Refer to the dual-credit policy for additional eligibility criteria.

NSG 5100 SCHOLARLY INQUIRY IN NURSING

3 semester credit hours
Prerequisites: NSG 5000
This course requires learners to explore the concept of scholarship and characteristics of nurse scholars. Learners seek out evidence applicable to their chosen master's-prepared role and engage in scholarly inquiry, including critiquing research studies, identifying gaps in evidence to enhance nursing practice, and formulating research questions to address those gaps.

NSG 5200 TRANSFORMING NURSING THROUGH COLLABORATION AND INNOVATION

3 semester credit hours
Prerequisites: NSG 5000
This course prepares learners to collaborate effectively with a variety of stakeholders to promote innovation, quality improvement, and excellence in one's chosen area of master's-prepared nursing practice as well as to advance the profession of nursing. The focus includes the development and utilization of professional standards and best practices, the effective and appropriate use of technology, and the use of strategies that serve to advance and strengthen the role of the nurse.

NSG 5300 LEADERSHIP IN COMPLEX SYSTEM

3 semester credit hours
Prerequisites: NSG 5000
This course lays a foundation that helps learners appreciate the complexity of leadership, including ways in which internal and external factors impact implementation of that role. Learners are challenged to reflect on their own leadership abilities, propose strategies to promote change in complex systems, and evolve as an effective leader in the profession.

NSG 5400 CLINICAL CONCEPTS I ADVANCED PHYSICAL ASSESSMENT, PHYSIOLOGY/PATHOPHYSIOLOGY, AND PHARMACOLOGY

3 semester credit hours
Prerequisites: NSG 5000
This is the first of two courses designed to strengthen and enhance learners' knowledge about physical assessment, physiology, pathophysiology, and pharmacology for major health problems. Exploration will include cellular, immune, lymphatic, circulatory, respiratory, gastrointestinal, and renal systems. Learners are challenged to enhance their understanding of health promotion, disease prevention, and disease management strategies that enhance the care of healthy and ill individuals, groups, and populations.

NSG 5450 CLINICAL CONCEPTS II ADVANCED PHYSICAL ASSESSMENT, PHYSIOLOGY/PATHOPHYSIOLOGY, AND PHARMACOLOGY

3 semester credit hours
Prerequisites: NSG 5400
This is the second of two courses designed to strengthen and enhance learners' knowledge about physical assessment, physiology, pathophysiology, and pharmacology for major health problems. Exploration will include endocrine, neurological, musculoskeletal, integumentary, and reproductive systems. Learners are challenged to enhance their understanding of health promotion, disease prevention, and disease management strategies that enhance the care of healthy and ill individuals, groups, and populations.

NSG 6000 PRINCIPLES OF TEACHING AND LEARNING

3 semester credit hours
Prerequisites: NSG 5100
This course provides a foundation related to educational theories and research that serves to guide evolving educators in the development of strategies that facilitate learning and enhance their learners' identity formation as nurses. Learners in this course explore a variety of teaching strategies and educational technologies to facilitate learning in classroom, laboratory, clinical, and online environments. An emphasis is placed on creating and managing learning environments that are safe, inclusive, student-centered, empowering, and trusting.

NSG 6020 APPLICATION OF EVIDENCE FOR QUALITY AND SAFETY

3 semester credit hours
Prerequisites: NSG 5100
This course examines quality and safety concepts, standards, methods, and tools. Key performance indicators (KPIs) and critical success factors (CSFs) for organizational success, excellence, and innovation are identified. Application of strategic and evidence-based frameworks for operationalizing and managing regulatory requirements and accreditation standards to improve quality and safety in a collaborative and interprofessional culture are critically analyzed.

NSG 6050 ASSESSMENT AND EVALUATION OF LEARNING

3 semester credit hours
Prerequisites: NSG 6000
This course prepares learners to design and use a variety of methods to assess and evaluate student learning. Learners apply current principles of assessment and evaluation to create and/or implement various methods that align with stated learning outcomes for different educational settings. Learners also explore strategies that promote constructive performance feedback designed to enhance learning.

NSG 6100 CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION

3 semester credit hours
Prerequisites: NSG 6050
This course is designed to facilitate the appreciation of the nurse educator's role and responsibility in curriculum development, implementation, and evaluation. The interdependence among various curriculum components is explored, as well as how the curriculum is influenced by professional guidelines, accreditation standards, regulatory bodies, educational trends, evidence, and institutional mission, vision, and goals.

NSG 6120 HEALTHCARE POLICY AND ETHICS

3 semester credit hours
Prerequisites: NSG 5100
This course examines the interdependence of ethical and policy issues that affect healthcare organizations and nursing practice. The impact of state and federal healthcare legislation and regulation is analyzed. Ethical practice responsibilities, advocacy, and the leader's role in the development and implementation of healthcare policies are critically reviewed and discussed.

NSG 6200 ADVANCING AS A NURSE EDUCATOR, SCHOLAR, AND LEADER

3 semester credit hours
Prerequisites: NSG 5300; NSG 6100
This course develops the student for complex and multidimensional nurse educator roles. Professional development and socialization as a nurse educator, evolving scholar, academic citizen, and leader are explored.

NSG 6220 STRATEGIC MANAGEMENT OF HEALTHCARE ORGANIZATIONS

3 semester credit hours
Prerequisites: NSG 5200; NSG 5300; NSG 6120
This course presents strategic leadership, management, and professional practice knowledge for understanding, analyzing, and leading the delivery of nursing care in healthcare organizations. The application of planned change and project management to organizational strategies is explored and the impact of leadership on the healthcare organization's performance and outcomes is examined.

NSG 6320 HUMAN RESOURCE MANAGEMENT IN HEALTHCARE ORGANIZATIONS

3 semester credit hours
Prerequisites: NSG 6220
This course identifies and reviews the major components of strategic human resource management. The nurse leader's role in planning, selecting, allocating, developing, sustaining, and evaluating for high quality, appropriate human resources that provide safe, culturally appropriate, and person-centered care is critically evaluated.

NSG 6400 NURSE EDUCATOR PRACTICUM I

3 semester credit hour
Prerequisites: NSG 6200
The first of this two-course sequence provides students with the opportunity to apply knowledge gained in previous courses related to the facilitation, assessment, and evaluation of learning; curriculum development, implementation, and evaluation; and the nurse educator role. Students identify and work with their preceptor at the practicum site as they begin to participate in various components of the nurse educator role including the design and development of a scholarly teaching/learning project. Students will also develop a plan for the continuation of the practicum experience in NSG 6410. In this course, students are expected to devote 45 hours to activities at the practicum site in addition to 30 hours in the development of their scholarly project.

NSG 6410 NURSE EDUCATOR PRACTICUM II

3 semester credit hours
Prerequisites: NSG 6400
The second of this two-course sequence provides students with the opportunity to apply knowledge gained in previous courses related to the facilitation, assessment, and evaluation of learning; curriculum development, implementation, and evaluation; and the nurse educator role. Students work with their preceptor at the practicum site as they continue to participate in various components of the nurse educator role including the implementation and evaluation of a scholarly teaching/learning project. In this course, students are expected to devote 90 hours to activities at the practicum site in addition to 15 hours in the implementation and evaluation of their scholarly project.

NSG 6420 HEALTHCARE ECONOMICS AND FINANCE

3 semester credit hours
Prerequisites: NSG 6220
This course examines economic theory and the financing of healthcare. The skills required to plan, develop, and monitor capital, operating, and special project budgets are analyzed. An overview of working with productivity systems, staffing, interpreting financial statements, and financial variances is provided. Learners are challenged to analyze the decision-making process required to improve quality and safety while managing finances.

NSG 6520 INFORMATION MANAGEMENT AND APPLICATION OF HEALTHCARE TECHNOLOGIES

3 semester credit hours
Prerequisites: NSG 6220
This course prepares learners to provide leadership for the use of information and healthcare technologies to improve patient outcomes and financial performance. An overview of healthcare databases, data mining techniques, and emerging technology resources is provided. Relevant issues, current trends, and the nurse leader's role in facilitating the meaningful use of healthcare data and technologies in order to ensure an evidence-based approach to quality and safety are critically examined.

NSG 6700 LEADERSHIP PRACTICUM I

3 semester credit hours
Prerequisites: NSG 6320; NSG 6420; NSG 6520
This is the first of two practicum courses which requires students to apply nursing leadership knowledge in the healthcare setting. In collaboration with faculty and the preceptor, students participate in planned activities designed to increase competence and confidence in their ability to function as a nursing leader based on established goals, special interests, strengths, and areas that require improvement. Students identify and work with an experienced manager/administrator/executive preceptor as they begin to implement various components of the nurse leader role. Students will develop a continuation plan for the practicum experience in NSG 6720 and are expected to devote 90 hours at the practicum placement site. During this course, students apply previously acquired knowledge to an evidence-based healthcare improvement project. The project may take the form of active participation in an ongoing project or the development of a project proposal.

NSG 6720 LEADERSHIP PRACTICUM II

3 semester credit hours
Prerequisites: NSG 6700
The second of two practicum courses which requires the student to examine and continue the work started in NSG 6700 and continue to expand their knowledge, influence, and role development. As a culminating experience that provides an organizational-based practice setting, the student synthesizes and applies knowledge and skills learned in previous courses and actuates the role of leader. Students will establish an evaluation plan for the project, develop an academic poster about the project, and develop a plan for scholarly dissemination. Students are expected to achieve a cumulative total of 180 hours by the completion of both 6700 & 6720.

NSG 7000 TRANSITION TO DOCTORAL LEARNING

1 semester credit hour
Pre/Co Requisites:
Post-Master's: None
BSN-DNP: NSG 5000, NSG 5100, NSG 5200, NSG 5300
This course prepares students for the transition to doctoral studies. Key concepts include demonstrating advanced academic writing, navigating resources, identifying and synthesizing scholarly research, and exploring the competencies of the doctorally-prepared nurse. Must be taken in the first term. Cannot be fulfilled by transfer.

NSG 7020 SCIENTIFIC AND THEORETICAL UNDERPINNINGS IN NURSING

3 semester credit hours
Co Requisite: NSG 7000
This course prepares students to understand the philosophical, ethical, and historical foundations that contribute to nursing science. Students explore select theories for application in multiple practice settings.

NSG 7040 ADVANCED CONCEPTS IN EVIDENCE-BASED PRACTICE

3 semester credit hours
Pre/Co Requisite: NSG 7000
This course provides students with an opportunity to expand competencies for developing, implementing, and evaluating evidence-based quality improvement projects. Emphasis is placed on analyzing quantitative and qualitative data to identify challenges, evaluate programs, and communicate findings across the healthcare continuum. Change management frameworks and implementation methods are investigated. Key topics include quality improvement and evidence-based practice tools and methods, quantitative and qualitative analysis principles, and project implementation theories.

NSG 7060 POPULATION HEALTH IN A GLOBAL SOCIETY

3 semester credit hours
Pre/Co Requisite: NSG 7000
This course examines global population health with a focus on social determinants of health and leading health equity efforts. Students will analyze epidemiological, biostatistical, and other scientific data to formulate strategies that improve healthcare systems (and population health), specifically addressing health promotion (literacy) and disease prevention efforts.

NSG 7080 INNOVATIVE APPROACHES TO ACADEMIC-PRACTICE PARTNERSHIPS

3 semester credit hours
Pre/Co Requisite: NSG 7000
This course provides a collaborative approach to bridge the gap between divergent viewpoints of academia and clinical practice. The doctorally-prepared nurse must be equipped to lead interprofessional collaborative teams to identify contemporary issues that affect healthcare. The history, roles, and responsibilities of each entity will be explored emphasizing intraprofessional communication skills. Intentional strategies and solutions will be investigated to bridge academic and practice partnerships to transform healthcare.

NSG 7100 ORGANIZATIONAL LEADERSHIP

4 semester credit hours
Pre/Co Requisites: NSG 7020, NSG 7040, NSG 7060, NSG 7080
This course prepares students to examine leadership in healthcare systems, agencies, and organizations. Students will apply leadership and organizational theories to effect change, guide quality improvement initiatives, and manage interprofessional healthcare teams. Key topics include professional communication, tactical negotiation, organizational management, outcomes assessment, interprofessional collaboration, team development and leading change.

The course requires students to apply the knowledge, skills, and attitudes gained in the course to leadership practice environment(s). Students are expected to devote a minimum of 45 hours at the practicum placement site.

NSG 7120 LEADERSHIP IN HIGHER EDUCATION

4 semester credit hours
Pre/Co Requisites: NSG 7020, NSG 7040, NSG 7060, NSG 7080
This course explores the roles, responsibilities and leadership styles required of the academic nurse leader.
Students will apply leadership and organizational theories within the structure and function of an academic institution. Students will consider the academic and administrative support units, functions, and their oversight. Key topics include professional communication, outcomes assessment, program evaluation, stakeholder engagement, team development and leading change.

The course requires students to apply the knowledge, skills, and attitudes gained in the course to leadership practice environment(s). Students are expected to devote a minimum of 45 hours at the practicum placement site.

NSG 7200 FINANCIAL AND DATA ANALYSIS

4 semester credit hours
Pre/Co Requisite: NSG 7100
This course provides students the opportunity to examine advanced principles of economics and financial management of healthcare systems, agencies, and organizations. Key topics include finance theory, capital planning and investments, healthcare payer systems, monitoring and influencing the financial health of organizations, analysis of safety and economic drivers, and resource acquisition and allocation. Data analysis principles are emphasized.

The course requires students to apply the knowledge, skills, and attitudes gained in the course to leadership practice environment(s). Students are expected to devote a minimum of 45 hours at the practicum placement site.

NSG 7220 LEADERSHIP OF ORGANIZATIONAL RESOURCES

4 semester credit hours
Pre/Co Requisite: NSG 7120
This course prepares students for an advanced understanding of strategic management and operations of nursing institutions of higher education. Key topics include market analysis, finance, operations, and resource management.

The course requires students to apply the knowledge, skills, and attitudes gained in the course to leadership practice environment(s). Students are expected to devote a minimum of 45 hours at the practicum placement site.

NSG 7300 HEALTH POLICY LEADERSHIP

4 semester credit hours
Pre/Co Requisite: NSG 7200
This course prepares students to examine the interrelationships between health care delivery systems and influencing factors. Students consider policy reform through legal, regulatory, ethical, societal, and organizational contexts. Key topics include the impact of political and legislative decision-making on health care delivery. A process for determining appropriate recommendations for change and channels for advocacy that support system-level strategic priorities is explored.

The course requires students to apply the knowledge, skills, and attitudes gained in the course to leadership practice environment(s). Students are expected to devote a minimum of 45 hours at the practicum placement site.

NSG 7320 NURSING PROGRAM DEVELOPMENT AND LEADERSHIP

4 semester credit hours
Pre/Co Requisite: NSG 7220
This course prepares students to examine issues related to nursing program development within the complex and highly regulated environment of nursing education. Students will explore different educational systems with a focus on current organizational, political, cultural, and economic perspectives. A process for determining best methods for designing, evaluating, and improving nursing education programs in order to meet the diverse needs of industry and other stakeholders is explored. Key topics include the impact of educational policy, regulatory and accrediting bodies.

The course requires students to apply the knowledge, skills, and attitudes gained in the course to leadership practice environment(s). Students are expected to devote a minimum of 45 hours at the practicum placement site.

NSG 7400 ADVANCED CONCEPTS IN NURSING INFORMATICS

4 semester credit hours
Pre/Co Requisites: NSG 7300 or NSG 7320
This course prepares students to apply relevant data analysis methods for clinical, education, and administrative information system technologies that support healthcare and academic organizations. Students will understand how to systematically transform data into information and knowledge for evidence-based decision-making, transforming practice to improve outcomes, and disseminating findings with a focus on the DNP project. Emerging healthcare information technologies, data credibility, and collection methods that affect patient and student outcomes are explored.

The course requires students to apply the knowledge, skills, and attitudes gained in the course to leadership practice environment(s). Students are expected to devote a minimum of 45 hours at the practicum placement site.

NSG 7500 DNP PROJECT I

4 semester credit hours
Pre/Co Requisite: NSG 7400
In the first of two (2) sequenced DNP project courses, students collaborate with a preceptor to develop an evidence-based practice or quality improvement project related to an identified practice need. Projects will include literature reviews relevant to the project topic, methodological approaches based on established frameworks, data collection and analysis, interpretation of findings, project implementation, and evaluation.

Minimum project hours requirement: 180.

NSG 7550 DNP PROJECT II

4 semester credit hours
Pre/Co Requisite: NSG 7500
In the second of two (2) sequenced DNP project courses, students continue to collaborate with a preceptor to develop an evidence-based practice or quality improvement project related to an identified practice need. Projects will include literature reviews relevant to the project topic, methodological approaches based on established frameworks, data collection and analysis, interpretation of findings, project implementation, and evaluation.

Minimum project hours requirement: 180.

NU 110 INTEGRATED HUMAN SCIENCES

72 clock hours
Co-requisites: NU 129 or NU 136 or NU 137
Integrated Human Sciences focuses on the normal anatomy and physiology of the human body, beginning with the cell and concluding with interactions among all body systems as an integrated whole. Using a systems approach, normal development and function of each system and the interaction among body systems are examined. The primary emphasis of this course includes a study of the cells, tissues, and the following systems: integumentary, skeletal, muscular, nervous, sensory, endocrine, blood, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive. Secondary emphasis of this course includes alterations in the structure and function of major body organs and systems. Interdependent regulations among systems are included with emphasis on application in nursing care situations.

NU 129 FUNDAMENTALS OF NURSING I

108 clock hours
Co-requisites: NU 110
This course focuses on the basic nursing care concepts of adult patients. Learners are challenged to use clinical judgment skills guided by established standards, guidelines, competencies, and best practices. Communication, use of clinical judgment, vital signs, body mechanics, aseptic technique, nutrition and patient safety are emphasized. Content includes hygiene, infection prevention and control, patient environment and safety, vital signs, health assessment, documentation, patient mobility, communication, and spiritual and cultural aspects.

NU 131 NURSING AND HEALTHCARE I

36 clock hours
Co-requisites: NU 110 and NU 136 OR NU 134/135
This course provides an overview of practical/vocational nursing and the role of the PN/VN as provider in patient-centered care, patient safety advocate, member of the health care team, and member of the profession. Content includes knowledge, judgment, and values within a legal/ethical framework. The needs of the patient in relation to spirituality and culture are addressed. Principles of growth and development throughout the life cycle are included.

NU 134 FUNDAMENTALS OF NURSING II

144 clock hours
Prerequisites: NU 110; NU 129
Co-requisites: NU 131
This course is a continuation of NU 129 and focuses on identifying, prioritizing, and integrating basic human needs throughout the lifespan. Content areas include introduction to medication dosage calculations; promoting musculoskeletal function, urinary elimination, and bowel elimination; fluid and electrolytes; and pain, comfort and sleep. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, and the systematic problem-solving process (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 135 FUNDAMENTALS OF NURSING II

168 clock hours
Prerequisites: NU 110; NU 129
This course is a continuation of NU 129 and focuses on identifying, prioritizing, and integrating basic human needs throughout the lifespan. Content areas include introduction to medication dosage calculations; promoting musculoskeletal function, urinary elimination, and bowel elimination; fluid and electrolytes; and pain, comfort and sleep. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, and the systematic problem-solving process (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 136 FUNDAMENTALS OF NURSING

252 clock hours
Co-requisites: NU 110; NU 131
This course focuses on the basic nursing care concepts of adult patients. Learners are challenged to use clinical judgment skills guided by established standards, guidelines, competencies, and best practices. Communication, use of clinical judgment, vital signs, body mechanics, aseptic technique, nutrition and patient safety are emphasized. Medication calculation and administration of medications are practiced. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, and the systematic problem-solving process (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 137 FUNDAMENTALS OF NURSING

276 clock hours
Co-requisites: NU 110; NU 131
This course focuses on the basic nursing care concepts of adult patients. Learners are challenged to use clinical judgment skills guided by established standards, guidelines, competencies, and best practices. Communication, use of clinical judgment, vital signs, body mechanics, aseptic technique, nutrition and patient safety are emphasized. Medication calculation and administration of medications are practiced. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, and the systematic problem-solving process (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 150 PHARMACOLOGY

48 clock hours
Prerequisites: NU 110; NU 131 and NU 136/137 OR
NU 131 and NU 134/135
Co-requisites: NU 154 or NU 156 or NU 155 or NU 157 or NU 158 or NU 159
This course is an introduction to pharmacology with emphasis on the actions, interactions, adverse effects, and nursing implications of drug classifications. Content includes the roles and responsibilities of the practical/vocational nurse in safe administration of medications within a legal/ethical framework.

NU 154 MEDICAL-SURGICAL NURSING I

324 clock hours
Prerequisites: NU 110; NU 131; NU 129 and NU 134, OR
NU 136
Co-requisites: NU 150
This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guided by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 155 MEDICAL-SURGICAL NURSING I

336 clock hours
Prerequisites: NU 110; NU 131; NU 127 or NU 136 or NU 134
Co-requisites: NU 150
This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use critical thinking skills guided by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 156 MEDICAL-SURGICAL NURSING I-A

162 clock hours
Prerequisites: NU 131; NU 136 or NU 134
Co-requisites: NU 150
This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guides by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include fluid and electrolytes, respiratory disorders, the reproductive disorders, gastrointestinal disorders, sensory disorders, and disorders of liver, gallbladder, and pancreas. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 157 MEDICAL-SURGICAL NURSING I-A
168 clock hours
Prerequisites: NU 131; NU 136 or NU 134
Co-requisites: NU 150
This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guides by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include fluid and electrolytes, respiratory disorders, the reproductive disorders, gastrointestinal disorders, sensory disorders, and disorders of liver, gallbladder, and pancreas. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 158 MEDICAL-SURGICAL NURSING I
306 clock hours
Prerequisites: NU 110; NU 131; NU 129 and NU 135, or NU 137
Co-requisites: NU 150
This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guided by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 159 MEDICAL-SURGICAL NURSING I-A
153 clock hours
Pre-requisites: NU 110; NU 131; NU 137 or NU 129 and NU 135
Co-requisite: NU 150
This course focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guides by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include fluid and electrolytes, respiratory disorders, the reproductive disorders, gastrointestinal disorders, sensory disorders, and disorders of liver, gallbladder, and pancreas. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 160 MENTAL HEALTH CONCEPTS
72 clock hours
Prerequisites: NU 150; NU 154 or NU 155 or NU 156 or NU 157
Co-requisites: NU 166 or NU 168 or NU 170 or NU 176
This introductory course focuses on the care of patients experiencing common, predictable alterations in mental health. Emphasis is on behavioral manifestations, psychological theories, and psychosocial adaptation to mental health problems, cultural and spiritual beliefs, and stress at various stages of personality development throughout the lifespan. The focus is on therapeutic communication, with attention given to an understanding of one's own behavior and this influence on the nurse-patient relationship.

NU 166 MEDICAL-SURGICAL NURSING I-B
162 clock hours
Prerequisites: NU 150; NU 156
Co-requisites: NU 160
This course is a continuation of NU 156 and focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guided by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include the cardiovascular disorders, endocrine disorders, neurological disorders, and musculoskeletal disorders. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 167 MEDICAL-SURGICAL NURSING I-B
168 clock hours
Prerequisites: NU 150; NU 157
Co-requisites: NU 160
This course is a continuation of NU 157 and focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guided by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include the cardiovascular disorders, endocrine disorders, neurological disorders, and musculoskeletal disorders. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 168 MEDICAL-SURGICAL NURSING I-B

153 clock hours
Prerequisites: NU 150; NU 159
Co-requisites: NU 160
This course is a continuation of NU 156 and focuses on the care of adults experiencing common and predictable health problems. Learners are challenged to use clinical judgment skills guided by established professional standards, guidelines, competencies, and best practices. Health problems are examined with regard for pathophysiology, nutrition, pharmacology, legal, and ethical concepts. Content areas include the cardiovascular disorders, endocrine disorders, neurological disorders, and musculoskeletal disorders. Clinical experiences provide learners the opportunity to apply psychomotor skills, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 170 MATERNAL-CHILD NURSING

192 clock hours
Prerequisites: NU 154/155 or NU 166/167
This course focuses on the care of patients during the child-bearing cycle and during childhood developmental phases. Concepts of normal growth and development, as well as deviations from the normal, as a part of family life, are emphasized. The effects of acute, chronic, and terminal health problems are considered with regard for impact on developmental tasks and family maintenance. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient-centered care to pregnant women, infants, children, and adolescents and their families.

NU 171 MATERNAL-CHILD NURSING

204 clock hours
Prerequisites: NU 150 and NU 158 OR NU 160 and NU 168
Co-requisites: NU 160
This course focuses on the care of patients during the child-bearing cycle and during childhood developmental phases. Concepts of normal growth and development, as well as deviations from the normal, as a part of family life, are emphasized. The effects of acute, chronic, and terminal health problems are considered with regard for impact on developmental tasks and family maintenance. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient-centered care to pregnant women, infants, children, and adolescents and their families.

NU 176 GERIATRIC NURSING

72 clock hours
Prerequisites: NU 150 and NU 154/155/158 OR NU 160 and NU 166/167/168
This course focuses on the nursing care for geriatric patients with long-term, chronic, and end-of-life needs. Quality care for older adults through examination of individualized aging, complexity of care, and vulnerability during transitions is emphasized. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies and best practices to provide safe, patient-centered care to older patients in a variety of healthcare settings.

NU 180 NURSING AND HEALTHCARE II

24 clock hours
Prerequisites: NU 160; NU 171; NU 176
Co-requisites: NU 184 or NU 185 or NU 186
This course focuses on the role of the licensed practical/vocational nurse as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Legal/ethical responsibilities, preparation for employment, nursing organizations, continuing education, professional development, and lifelong learning are emphasized.

NU 184 MEDICAL-SURGICAL NURSING II

348 clock hours
Prerequisites: NU 154 or NU 166
This course focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. The course builds on content of NU 154, including health problems of greater complexity involving multiple body systems. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 185 MEDICAL-SURGICAL NURSING II

336 clock hours

Prerequisites: NU 155 or NU 167

This course focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. The course builds on content of NU 155, including health problems of greater complexity involving multiple body systems. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 186 MEDICAL-SURGICAL NURSING II-A

174 clock hours

Prerequisites: NU 166/167

This course focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. The course builds on content from NU 156 and NU 166, or NU 156 and 166, including health problems of greater complexity involving multiple body systems. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include blood disorders, chronic cardiovascular disorders, diabetes mellitus, urologic disorders, cancer, burns, and pain. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 187 MEDICAL-SURGICAL NURSING II-A

165 clock hours

Prerequisites: NU 171; NU 176

This course focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. The course builds on content from NU 159 and NU 168, or NU 156 and 166, including health problems of greater complexity involving multiple body systems. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include blood disorders, chronic cardiovascular disorders, diabetes mellitus, urologic disorders, cancer, burns, and pain. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 189 MEDICAL-SURGICAL NURSING II

330 clock hours

Prerequisites: NU 160; NU 171; NU 176

This course focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. The course builds on content of NU 154, including health problems of greater complexity involving multiple body systems. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients as individuals, families, and communities.

NU 192 MEDICAL-SURGICAL NURSING II-B
174 clock hours
Prerequisites: NU 186
This course is a continuation of NU 186 and focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include substance abuse, chronic respiratory disorders, fractures, trauma, immunologic disorders, and inflammatory disorders. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 193 MEDICAL-SURGICAL NURSING II-B
162 clock hours
Prerequisites: NU 186
This course is a continuation of NU 187 and focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include substance abuse, chronic respiratory disorders, fractures, trauma, immunologic disorders, and inflammatory disorders. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NU 194 MEDICAL-SURGICAL NURSING II-B
165 clock hours
Prerequisites: NU 187
This course is a continuation of NU 186 and focuses on the nursing care of the adult patient with common, long-term, and chronic healthcare needs. Concepts of rehabilitation and care of the patients at the end of life are emphasized. The application of pharmacotherapeutic, legal and ethical aspects of care for adults and their families in various cultures and stages of development are included. Content areas include substance abuse, chronic respiratory disorders, fractures, trauma, immunologic disorders, and inflammatory disorders. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and systematic problem-solving (nursing process) to provide safe, quality, patient-centered nursing care for adult patients.

NUR 155 FOUNDATIONS OF NURSING
12 quarter credit hours
Prerequisites: BIO 1300; BIO 1350; CSC 1040; ENG 1105; MAT 1205
Co-requisites: PNS 112
Using established professional standards, guidelines, competencies, and best practices learners are taught effective communication techniques, including effective patient teaching strategies and counseling skills, physical assessment interviewing skills, medication administration, and documentation. Attention is also given to the development of critical thinking skills, caring behaviors, and interpersonal relationships in order to meet the physiological, psychosocial, spiritual, and cultural needs of patients. Legal and ethical aspects of nursing are explored along with the nurse's role in health promotion.

NUR 156 FOUNDATIONS OF NURSING
12 quarter credit hours
Prerequisites: BIO 1300; BIO 1350; CSC 1040; ENG 1105; MAT 1205
Co-requisites: PNS 112
Using established professional standards, guidelines, competencies, and best practices learners are taught effective communication techniques, including effective patient teaching strategies and counseling skills, physical assessment interviewing skills, medication administration, and documentation. Attention is also given to the development of critical thinking skills, caring behaviors, and interpersonal relationships in order to meet the physiological, psychosocial, spiritual, and cultural needs of patients. Legal and ethical aspects of nursing are explored along with the nurse's role in health promotion.

NUR 168 INTEGRATED CONCEPTS OF REGISTERED NURSING PRACTICE

8 quarter credit hours
Prerequisites: BSL 101; BIO 1300; BIO 1350; GPS 1200; MAT 1205; PSY 2305
Co-requisites: BIO 2100; CSC 1040
This course incorporates integrated nursing concepts designed to assist the learner in the transition from licensed practical nursing to registered nursing practice. An overview of the program philosophy and program student learning outcomes is provided. Established professional standards, guidelines, and competencies guide the presentation of content which includes nursing care of the childbearing and child caring family and patients experiencing chronic disruptions in health as well as mental health problems. Classroom, learning laboratory, and clinical experiences provide the learner with opportunities to demonstrate previously learned knowledge and nursing skills and obtain foundational and specialty registered nursing skills and concepts.

NUR 170 CONCEPTS OF MEDICAL-SURGICAL NURSING

9 quarter credit hours
Prerequisites: NUR 155 or NUR 168
Co-requisites: BSL 101 or NUR 210
This course focuses on the care of adult patients experiencing common and less complex acute health problems. Learners are challenged to use critical thinking skills guided by established professional standards, guidelines, competencies, and best practices. Clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and the nursing process to provide safe, quality, patient-centered nursing care for adult patients.

NUR 171 CONCEPTS OF MEDICAL-SURGICAL NURSING

9 quarter credit hours
Prerequisites: NUR 155 or NUR 168
Co-requisites: BSL 101 or NUR 210
This course focuses on the care of adult patients experiencing common and less complex acute health problems. Learners are challenged to use critical thinking skills guided by established professional standards, guidelines, competencies, and best practices. Clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and the nursing process to provide safe, quality, patient-centered nursing care for adult patients.

NUR 210 PRINCIPLES OF PHARMACOLOGY

4 quarter credit hours
Prerequisites: BIO 1100; BIO 1150; MAT 1205; PNS 112 or PNS 202
This course introduces learners to the concepts and general principles of pharmacology. Emphasis is placed on the physical and chemical properties of various pharmacology preparations, their pharmacodynamic and pharmacokinetic properties, the therapeutic effects of major drug categories, and health teaching considerations. Learners will apply knowledge gained in this course to selected clinical settings when caring for patients across the lifespan.

NUR 230 CONCEPTS OF NURSING: THE CHILDBEARING/CHILD CARING FAMILY

10 quarter credit hours
Prerequisites: BSL 101 OR NUR 210; BIO 2100; NUR 170
Co-requisites: PSY 2305
This course prepares the learner to provide nursing care to the childbearing/child caring family with common and complex health problems from birth through adolescence. Concepts related to the care of high-risk perinatal patients, children with common and complex health problems, and alterations in family relationships are explored using established professional standards, guidelines, competencies, and best practices. Clinical experiences offer learners the opportunity to provide safe, patient-centered care in acute care and community settings. Emphasis is placed upon growth and development across the lifespan through adolescence.

NUR 231 CONCEPTS OF NURSING: THE CHILDBEARING/CHILD CARING FAMILY

10 quarter credit hours
Prerequisites: BSL 101; BIO 2100; NUR 170
Co-requisites: PSY 2305
This course prepares the learner to provide nursing care to the childbearing/child caring family with common and complex health problems from birth through adolescence. Concepts related to the care of high-risk perinatal patients, children with common and complex health problems, and alterations in family relationships are explored using established professional standards, guidelines, competencies, and best practices. Clinical experiences offer learners the opportunity to provide safe, patient-centered care in acute care and community settings.

NUR 242 MEDICAL-SURGICAL NURSING CONCEPTS

6 quarter credit hours
Prerequisites: BIO 1100; BIO 1150; CSC 1040; ENG 1105; MAT 1205; PNS 202
Co-requisites: NUR 210
This course focuses on the care of adults experiencing common and less complex acute health problems. Learners are challenged to use critical thinking skills guided by established professional standards, guidelines, competencies, and best practices. Clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and the nursing process to provide safe, quality, patient-centered nursing care for adult patients.

NUR 253 CONCEPTS OF MENTAL HEALTH NURSING

4 quarter credit hours
Prerequisites: BIO 1300; BIO 1350; BSL 101 OR NUR 210; NUR 242; PSY 2305
This course focuses on the care of patients experiencing complex mental health issues. Emphasis is on the role of the registered nurse in health promotion and maintenance, illness care, and rehabilitation of children, adolescents, adults, and families experiencing psychiatric-mental health problems. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient-centered care to individuals and families in various healthcare settings.

NUR 254 CONCEPTS OF NURSING: THE CHILDBEARING AND CHILD CARING FAMILIES

5 quarter credit hours
Prerequisites: BSL 101 or NUR 210; BIO 1300; BIO 1350; NUR 242
Co-requisites: PSY 2305
This course focuses on the care of the high-risk childbearing and child caring family and for children with complex health problems from birth through adolescence. Alterations in family relationships and concepts of loss and grieving related to the childbearing/ child rearing family are also explored. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient centered care in a variety of healthcare settings.

NUR 256 CONCEPTS OF MENTAL HEALTH NURSING

6 quarter credit hours
Prerequisites: NUR 230 or NUR 231
This course focuses on the care of patients experiencing complex mental health issues. Emphasis is on the role of the registered nurse in health promotion and maintenance, illness care, and rehabilitation of children, adolescents, adults, and families experiencing psychiatric-mental health problems. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient-centered care to individuals and families in various healthcare settings.

NUR 257 CONCEPTS OF AGING & CHRONIC ILLNESS

6 quarter credit hours
Prerequisites: NUR 230 or NUR 231
This course focuses on the care of patients experiencing chronic disruptions in health. Gerontology, principles of chronic health disorders and nursing care of the aging will be explored in a variety of healthcare settings. Learners will study concepts of the nursing care of patients and families experiencing chronic illness and pain as well as patients and families experiencing the grieving process. In addition, emphasis will be provided on the role of the registered nurse in health promotion, rehabilitation, maintenance, and restoration of health of individuals and families across the life span. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient-centered care in a variety of healthcare settings. Emphasis is placed upon the physical and developmental needs of the older adult.

NUR 258 CONCEPTS OF AGING & CHRONIC ILLNESS

6 quarter credit hours
Prerequisites: NUR 230 or NUR 231
This course focuses on the care of patients experiencing chronic disruptions in health. Gerontology, principles of chronic health disorders and nursing care of the aging will be explored in a variety of healthcare settings. Learners will study concepts of the nursing care of patients and families experiencing chronic illness and pain as well as patients and families experiencing the grieving process. In addition, emphasis will be provided on the role of the registered nurse in health promotion, rehabilitation, maintenance, and restoration of health of individuals and families across the life span. Clinical experiences offer learners the opportunity to use established professional standards, guidelines, competencies, and best practices to provide safe, patient-centered care in a variety of healthcare settings. Emphasis is placed upon the physical and developmental needs of the older adult.

NUR 265 ADVANCED CONCEPTS OF MEDICAL-SURGICAL NURSING

8 quarter credit hours
Prerequisites: BIO 2100; NUR 253; NUR 254 or NUR 256 and NUR 257
This course focuses on the care of adult patients experiencing complex, multi-system health problems, including shock, trauma, transplantations, organ donation, and disaster management. Guided by established professional standards, guidelines, competencies, and best practices, clinical experiences provide learners the opportunity to apply psychomotor skills, psychosocial concepts, communication, legal and ethical responsibilities, and the nursing process to provide safe, quality, patient-centered nursing care for adult patients, families, and communities.

NUR 282 LEADERSHIP AND NURSING MANAGEMENT
3 quarter credit hours
Prerequisites: PHL 2205; NUR 265; SOC 1305
In this course, learners will explore the distinctive styles of leadership and management required to function in today's diverse healthcare environment. Learners will examine advanced directives/self-determination planning, advocacy, delegation, supervision, case management, client rights, collaboration with interdisciplinary team, management concepts, confidentiality, continuity of care, establishing priorities, ethical practices, informed consent, information technology, legalities/responsibilities, and performance improvement to enhance the care delivery setting to protect clients and health care personnel.

NUR 283 TRANSITION TO REGISTERED NURSING PRACTICE
9 quarter credit hours
Prerequisites: PHL 2205; NUR 265; SOC 1305
This capstone course provides learners formal and informal experiential knowledge about professional nursing practice. This course emphasizes integration, reflection, and synthesis of concepts from all coursework in the program to facilitate integration and transition to the professional nurse. Clinical and lab immersion experiences will focus on the prioritization of care.

NUR 285 TRANSITION TO REGISTERED NURSING PRACTICE
9 quarter credit hours
Prerequisites: PHL 2205; NUR 265; SOC 1305
This capstone course provides learners formal and informal experiential knowledge about professional nursing practice. This course emphasizes integration, reflection, and synthesis of concepts from all coursework in the program to facilitate integration and transition to the professional nurse. Clinical and lab immersion experiences will focus on the prioritization of care.

PHL 2200 APPLIED ETHICS
3 semester credit hours
This philosophy course will provide learners with the opportunity to engage in discussions of key issues and concepts in applied ethics. Learners will examine key ethical theories and apply them to a variety of personal, professional, and social issues. Discussion and participation in activities will enhance learners' critical thinking and ethical reasoning skills by working through ethical dilemmas while utilizing professional codes.

PHL 2205 APPLIED ETHICS
4 quarter credit hours
This philosophy course will provide learners with the opportunity to engage in discussions of key issues and concepts in applied ethics. Learners will examine key ethical theories and apply them to a variety of personal, professional, and social issues. Discussion and participation in activities will enhance learners' critical thinking and ethical reasoning skills by working through ethical dilemmas while utilizing professional codes.

PHM 2500 INTRODUCTION TO PHARMACOLOGY
4 quarter credit hours
Prerequisites: BIO 1300; BIO 1350
Pharmacology studies how drugs affect the body. Learners will be provided an overview of the fundamentals of pharmacodynamics and pharmacokinetics as they apply to all drugs with an emphasis on how drugs are used to treat pathologies of each body system. Major prototypes of each drug category will be studied including mechanism of action, side effects, and potential adverse reactions. Additionally, the course discusses specific therapeutic considerations as applicable.

PNS 112 INTRODUCTION TO PROFESSIONAL NURSING
2 quarter credit hours
Prerequisites: GPS 1200
This course introduces learners to the practice of registered nursing and its role in healthcare, while providing a foundation for future nursing courses. An overview of the nursing program's philosophy and program student learning outcomes, as well as the roles and responsibilities of the registered nurse using established professional standards, guidelines, and competencies is provided.

PNS 202 LPN/LVN TO RN ROLE TRANSITION
2 quarter credit hours
This introductory course covers the transition from practical/vocational nursing to registered nursing and their role within the healthcare system, while providing a foundation for future nursing courses. An overview of the nursing program's philosophy and program student learning outcomes, as well as the roles and responsibilities of the registered nurse using established professional standards, guidelines, and competencies is provided.

PSY 1200 INTRODUCTION TO PSYCHOLOGY
3 semester credit hours
This course will provide learners with an overview of various aspects of psychology. Theoretical perspectives of human behavior and psychological principles will be examined. Current and historical psychological research will be introduced.

PSY 1205 INTRODUCTION TO PSYCHOLOGY
4 quarter credit hours
This course will provide learners with an overview of various aspects of psychology. Theoretical perspectives of human behavior and psychological principles will be examined. Current and historical psychological research will be introduced.

PSY 2300 DEVELOPMENTAL PSYCHOLOGY
3 semester credit hours
This course explores human behavior across the lifespan. Learners examine normal lifespan maturation with an emphasis on motor, cognitive, language, and personality development based on the frameworks of major theorists. Basic principles of human psychological development throughout the lifespan are examined.

PSY 2305 DEVELOPMENTAL PSYCHOLOGY
4 quarter credit hours
This course explores human behavior across the lifespan. Learners examine normal lifespan maturation with an emphasis on motor, cognitive, language, and personality development based on the frameworks of major theorists. Basic principles of human psychological development throughout the lifespan are examined

SOC 1300 INTRODUCTION TO SOCIOLOGY
3 semester credit hours
This course introduces learners to the processes of human social life through the theoretical perspectives, methods, and research findings of sociological inquiry. The course framework will allow learners to interpret their thoughts, feelings, and actions as influenced by the social institutions and by their social and cultural settings, including media. The course will also provide learners a sociological perspective to examine social inequalities such as racism, sexism, and poverty and how these inequalities result in the social and cultural fabric within which individuals live and interact with one another. This will help learners to interpret the diversity that exists within and between societies at a broader level, using sociological imagination.

SOC 1305 INTRODUCTION TO SOCIOLOGY
4 quarter credit hours
This course introduces learners to the processes of human social life through the theoretical perspectives, methods, and research findings of sociological inquiry. The course framework will allow learners to interpret their thoughts, feelings, and actions as influenced by the social institutions and by their social and cultural settings, including media. The course will also provide learners a sociological perspective to examine social inequalities such as racism, sexism, and poverty and how these inequalities result in the social and cultural fabric within which individuals live and interact with one another. This will help learners to interpret the diversity that exists within and between societies at a broader level, using sociological imagination

SOC 2000 HUMAN ECOLOGY AND ENVIRONMENTALISM
1 to 2 semester credit hours
This course will develop learners' critical thinking skills through an examination of topics in human ecology. During this course, learners will learn about fallacies, claims, explanations, and arguments, as well as deductive and inductive reasoning through an investigation of topics in human ecology. Topics of emphasis include climate change and global warming, food systems and security, population growth and its effects, environmental justice and empathy, resource depletion and ecological consequences, global economies and systems stability, and environmental migrations.

SOC 2010 HUMAN ECOLOGY AND ENVIRONMENTALISM
2 semester credit hours
This course will develop learners' knowledge on topics in human ecology and environmentalism. Emphasis will be on climate change, food security, population growth, environmental justice, resource depletion, global economics, and environmental migrations. Learners will also examine the intersectionality between environmental concerns and social inequities.

SPE 2050 SPECIAL TOPICS - HUMAN TRAFFICKING
1 to 2 semester credit hours
This course will provide learners with a broad overview of human trafficking. General topics regarding sex trafficking, labor trafficking, rehabilitation of victims, and human trafficking laws will be discussed including strategies of traffickers and vulnerabilities of victims will be examined. In addition, learners will also explore modern slavery abolition efforts as well as explore ideas for how the learners themselves can combat human trafficking in their own communities and workplaces. In the BSN Program, Prelicensure Option, this course will count toward the learners' Social Science Core Credits.

STA 2010 INTRODUCTION TO APPLIED STATISTICS
3 semester credit hours
This course will provide learners with an overview of applied statistics for use in diverse settings from an analysis-of-data viewpoint. General concepts of basic statistical tools including research design, organization and display of data, elementary probability, descriptive and inferential statistics, hypothesis testing, confidence intervals, analysis of variance, correlation and regression, and select nonparametric tests will be addressed in terms of practical application.

STA 2015 INTRODUCTION TO APPLIED STATISTICS

4 quarter credit hours

Prerequisite: MAT 1205

This course will provide learners with an overview of applied statistics for use in diverse settings from an analysis-of-data viewpoint. General concepts of basic statistical tools including research design, organization and display of data, elementary probability, descriptive and inferential statistics, hypothesis testing, confidence intervals, analysis of variance, correlation and regression and select nonparametric tests will be addressed in terms of practical application.

STA 2020 STATISTICS IN PROFESSIONAL SETTINGS

2 semester credit hours

The course will focus on sampling issues, data visualization, measures of central tendency and variability, hypothesis testing, research methods, and prediction as they relate to the professional setting.

GALEN COLLEGE
OF NURSING

GALEN COLLEGE
OF NURSING

OTHER RESOURCES

GALEN
COLLEGE OF NURSING

Hours of Operation

Faculty office hours will be noted in the appropriate course syllabus. Full-time faculty members are available to provide student advisement and academic counseling.

Staff members will be available in the administration office from 8:00 a.m. - 5:00 p.m.

Academic Calendar and Holidays

Offices are closed and no classes will be held at Galen on these holidays:

- New Year's Day
- Martin Luther King, Jr. Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Thanksgiving Day and the Friday following
- Christmas Day

Galen will be open and in session on all other national holidays. If students desire to observe any of these holidays, they must notify the Program Administrator in writing at least three school days prior to the holiday. Students will be accountable and responsible for all course material covered on that particular day. The absence will be recorded but not counted in any corrective action. The current Academic Calendar can be found in this section.

2024 Academic Calendar – Online Programs

Class Start and End Dates

Spring I Semester		**Spring II Semester**	
Module 1: January Session	January 8 – February 27	**Module 1: March Session**	March 4 – April 23
Module 2: March Session	March 4 – April 23	**Module 2: May Session**	May 6 – June 25
Summer I Semester		**Summer II Semester**	
Module 1: May Session	May 6 – June 25	**Module 1: July Session**	July 8 – August 27
Module 2: July Session	July 8 – August 27	**Module 2: September Session**	Sept. 2 – October 22
Fall I Semester		**Fall II Semester**	
Module 1: September Session	Sept.r 2 – October 22	**Module 1: October Session**	October 28 – Dec. 17
Module 2: October Session	October 28 – December 17	**Module 2: January Session**	January6– Feb. 25, 2025

Course Add/Drop Dates*

January Session	**Add by:** January 10	**Withdraw by:** January 14**
March Session	**Add by:** March 6	**Withdraw by:** March 10**
May Session	**Add by:** May 8	**Withdraw by:** May 12**
July Session	**Add by:** July 10	**Withdraw by:** July 14**
September Session	**Add by:** September 4	**Withdraw by:** September 8**
October Session	**Add by:** October 30	**Withdraw by:** November 3**
January 2025 Session	**Add by:** January 8	**Withdraw by:** January 12**

** For complete information, please see the Adding or Dropping and the Withdrawing from a Course policies section of this Student Catalog.*

***Students who withdraw from a course after the published dates will earn a grade of W, WP or WF. For complete information, please see the Withdrawing from a Course Policy section of this Student Catalog.*

2024 HOLIDAYS AND BREAKS

New Year's	January 1
Martin Luther King, Jr., Day	January 15
Spring Break 1	February 28 - March 3
Spring Break 2	April 24 - May 5
Memorial Day	May 27
Juneteenth	June 19
Summer Break 1	June 26 - July 7
Independence Day	July 4
Summer Break 2	August 28 - September 1
Labor Day	September 2
Fall Break 1	October 23 - 27
Thanksgiving Break	November 28 - 29
Fall Break 2	December 18 – January 5, 2025

2024 Academic Calendar – Prelicensure Programs

Class Start and End Dates

Spring Quarter	January 8 – March 26
Summer Quarter	April 4 – June 24
Fall Quarter	July 8 – September 24
Winter Quarter	October 3 – December 20

Course Add/Drop Dates*

Spring Quarter	**Add by:** January 10	**Withdraw by:** January 14**
Summer Quarter	**Add by:** April 8	**Withdraw by:** April 10**
Fall Quarter	**Add by:** July 10	**Withdraw by:** July 14**
Winter Quarter	**Add by:** October 7	**Withdraw by:** October 9**

For complete information, please see the Adding or Dropping and the policies section of this Student Catalog.

****Students who withdraw from a course after the published dates will earn a grade of W, WP or WF. For complete information, please see the Withdrawing from a Course Policy section of this Student Catalog.***

2024 HOLIDAYS AND BREAKS

New Year's	January 1
Martin Luther King, Jr., Day	January 15
Spring Break	March 27 – April 3
Memorial Day	May 27
Juneteenth	June 19
Summer Break	June 25 – July 7
Independence Day	July 4
Labor Day	September 2
Fall Break	September 25 – October 2
Thanksgiving Break	November 28 - 29
Winter Break	December 21 – January 5, 2025

Faculty Credentials

Galen College of Nursing provides students with a qualified faculty of professionals who are committed to sharing their knowledge and experience. Faculty members at Galen's Louisville Campus (including Hazard, Pikeville, and online) are listed below. Earned rank of Instructor, Assistant Professor, Associate Professor, or Professor is indicated.

Emily Selch, RN, CNE
Dean
MSN, Aurora University
BSN, University of Louisville

Kathy Burlingame, RN, PHN, CNE
Dean, RN/BSN Program
EdD, Oral Roberts University
MSN, University of Minnesota
BSN, Minnesota State University Moorhead
AAS, Northland Community College

John Lundeen, EdD, RN, CNE, ANEF
Dean, Graduate Programs
Professor
EdD, University of Alabama
MSN, Samford University
AS, University of West Alabama

Jennifer L. Stewart
Dean, Arts & Sciences
Professor
PhD, University of Texas Health Science Center
MS, University of Texas, San Antonio
BS, University of Texas, San Antonio

Allison Boggs, APRN, FNP-BC
Associate Dean, ADN Program *(Hazard)*
MSN, Eastern Kentucky University
BSN, Eastern Kentucky University
AAS, Hazard Community & Technical College

Gina Rivera, RN
Program Director, RN/BSN Program
PhD, Molloy College
MSN, Yale University
BSN, Bowling Green State University

Elizabeth Brown, RN, CNE
Program Director, Graduate Programs
DNP, Indiana State University
MSN, University of Indianapolis
BSN, University of Evansville

Brian Devore, RN
Program Director, ADN and PN Programs (*Louisville*)
MSN, University of Phoenix
BSN, University of Phoenix

Melissa Dimitri, RN
Associate Program Director, ADN Program (*Louisville*)
Assistant Professor
MSN, Indiana Wesleyan University
BSN, Indiana Wesleyan University
AAS, Jefferson Community College

Amy Sands, RN, CNEcl
Associate Program Director, PN Program *(Louisville)*
MSN, McKendree University
BSN, McKendree University

Ariel Young, RN
Associate Program Director, BSN Program *(Louisville)*
MEd, Western Governors University

Kayla Tackett, RN
Associate Program Director, PN Program *(Hazard)*
MSN, Walden University
BSN, Morehead State University

Shiloh Graham
Associate Chair, Arts & Sciences
Assistant Professor
DC, Logan College
BS, Wright State University

Shanti Srinivas
Associate Chair, Arts & Sciences
Assistant Professor
MA, University of Hyderabad
BA, Osmania University

Shalonda Arnold, RN
Director of Clinical Education
MSN, Indiana Wesleyan University
BSN, Indiana Wesleyan University
AAS, Jefferson Community & Technical College

Andrea Eldridge, RN
Clinical Education Coordinator *(Hazard)*
BSN, Eastern Kentucky University
AAS, Southeast Kentucky Comm & Technical College

Cynthia Aiken
Instructor
MEd, University of the Incarnate Word
MS, Jackson State University
BS, Jackson State University

Sherry Akande, RN
Instructor
MSN, Spalding University
MEd, University of Louisville
BS, University of Louisville
AAS, Jefferson Community & Technical College

Lorraine Allen, RN
Instructor
ADN, Galen College of Nursing
BSN, Galen College of Nursing
MSN, Western Governors University

Tamara Allen
Faculty
MS, Univ of Pennsylvania
BS, University of Vermont

Othman Al-Razgan
Faculty
PhD, George Mason University
MS, George Mason University
BS, George Mason University

Donald Anderson
Instructor
PhD, University of Arizona
MA, California State University
BS, University of California Davis

Amy Andrews
Instructor
MA, DePaul University
BA, Indiana University

Mark Arandia
Faculty
PhD, University of Dallas
MA, University of Dallas
BA, University of Dallas

Steven Armstrong, RN
Faculty
DNP, Grand Canyon University
MSN, Western Governors University
BSN, Western Governors University

Jamie Atwell
Faculty
MS, Wright State University
BS, Louisiana Tech University

Nadine Ayoub
Faculty
MS, University of Michigan
BS, Davenport University

Jason Bagwell
Faculty
MEd, Indiana Wesleyan University
MS, American Public University
BS, Indiana University

Christina Bajorek, RN
Faculty
DNP, Capella University
MSN, Liberty University
BSN, Liberty University

Angela Baker, RN
Faculty *(Hazard)*
MSN, Western Governors University
BSN, Eastern Kentucky University
AAS, Hazard Community & Technical College

Amanda Baldwin
Faculty
MS, Westminster College
BA, York College
BS, York College

Karlee Bally, RN
Instructor
DNP, Oakland University
MSN, University of Phoenix
BSN, Saginaw Valley State Univ

Stephanie Baranko, RN, NEA-BC
Faculty
DNP, Indiana University
MSN, Indiana University
BSN, Indiana University

Connie Barbour, RN
Faculty
EdD, University of West Georgia
MSN, Kennesaw State University
BSN, Northern Illinois University

Ryan Barnhart
Faculty
DHSc, California Univ. of PA
MS, California Univ. of PA
BS, California Univ. of PA

Denise Barten, RN
Instructor
MSN, University of Wisconsin
BSN, University of Wisconsin

Christian Beato-Melendez
Faculty
PhD, Univ of Massachusetts-Lowell
MS, Univ of Massachusetts-Lowell
BS, Univ de Puerto Rico

Paul Beavers
Assistant Professor
MEd, Auburn University
BS, Auburn University

Jodi Berndt, RN
Faculty
PhD, Capella University
MSN, Walden University
BSN, St. Benedict & St. John's Univ

Annette Bickett, RN
Faculty
BSN, Jacksonville University
AAS, Bellarmine University

Kristen Blandford, RN
Instructor
MSN, Indiana Wesleyan University
AAS, Spencerian College

Linda Blevins, RN
Faculty
DNP, American Sentinel University
MSN, University of North Dakota
MFA, Minnesota State University, Moorhead
BSN, Minnesota State University, Moorhead

Andrea Blissitt, RN
Faculty
DNP, Capella University
MSN, Ball State University
BSN, St. Joseph's College – IN

Honey Bobsin, RN
Faculty
MSN, Notre Dame College
BSN, Galen College of Nursing
AS, Galen College of Nursing

Amy Bohan
Instructor
MS, Auburn University
BS, Auburn University

Linda Boley, RN
Faculty
MSN, Walden University
BSN, Murray State University

Linda Bragg, RN
Instructor
DNP, Western Kentucky University
MSN, Bellarmine University
BSN, University of Louisville

Susan Breit, RN, CNE
Associate Professor
DNP, Walden University
MSN, Chamberlain College of Nursing
BSN, Chamberlain College of Nursing

Ashleigh Brewer
Faculty
MA, Texas Tech University
BA, West Texas A&M University

Heather Brewer
Faculty
MS, Univ of Nebraska
BS, CA State Univ-Fresno
AS, West Hills College

Julie Brodie
Faculty
MS, Idaho State University
BS, Idaho State University

Kristine Broger, RN
DNP, University of Nevada-Las Vegas
MHA, Webster University
MSN, University of Phoenix-AZ
BSN, Seaton Hall University

Brantlee Broome, RN
Faculty
PhD, University of Florida
MSN, Jacksonville University
BSN, Clemson University

Eric Brown, RN
Faculty
MSN, Northern Kentucky University
BSN, Galen College of Nursing
AS, Galen College of Nursing

Kent Brown
Faculty
DHSc, Univ of Louisville
MS, Univ of Louisville
BS, Univ of Louisville

Tori Brown, RN, CNE
Instructor
EdD, Walden University
MSN, Winston Salem State University
BSN, Winston Salem State University

Randa Bryan, RN
Faculty
MHA, Webster University
BSN, Bellarmine University

Bradley Bulycz
Associate Professor
MA, St. Mary's University
BA, St. Mary's University

Ryan Burcham
Faculty
PhD, Univ of Tennessee
BS, Carson-Newman College

Karen Burk, RN, CNE
Instructor
DNP, Capella University
MSN, University of Phoenix
BSN, Indiana University of Pennsylvania

Mary Burke, RN
Faculty
PhD, LA State University – Baton Rouge
MSN, Southeastern LA University
BSN, University of Southern Mississippi

Iqra Butt
Faculty
MS, Western Governors Univ
BS, Univ of Texas-Dallas

Jack Byers
Faculty
PhD, Texas Tech University
MA, Texas Tech University
MS, Texas Tech University
BA, Texas Tech University

Shanea Byers, RN
Faculty
DNP, Grand Canyon University
MSN, Robert Morris University
BSN, Edinboro University of Pennsylvania

Timothy Cadillac
Instructor
MA, Biola University
BA, Bryant University

Jessica Cammidge, RN
Faculty
DNP, University of St. Augustine
MSN, Walden University
AAS, Davenport University

Krista Campbell, RN
Instructor *(Hazard)*
BSN, Chamberlain University
ADN, Galen College of Nursing

Meredith Canali
Instructor
MS, DePaul University
BA, Univ of Illinois-Chicago

Dana Care
Faculty
MS, University of Phoenix
BA, Shepherd College

Jacqueline Carrau
Instructor
PhD, University of the Incarnate Word
MS, St. Mary's University
BBA, St. Mary's University

Cynthia Carrier Dickerson
Instructor
PhD, University of Kentucky
BS, University of Louisville

Kelsey, Carroll, RN
Faculty
BSN, Western Governors University

Robert Cartwright
Faculty
PhD, Michigan State University
MEd, Univ of Phoenix-AZ
MBA, Univ of Phoenix-AZ
BA, Univ of Rhode Island

Pamela Carver, APRN, CNE
Instructor
DNP, University of Alabama, Birmingham
MSN, University of Alabama, Birmingham
MA, University of Alabama, Birmingham
BA, Samford University
BSN, University of Alabama, Birmingham
AAS, Wallace State Community College

Jeanne Catanzaro, RN
Faculty
EdD, National University
MSN, University of Missouri
BSN, St. Louis University
AA, St. Mary's College

Renee Cecil, RN, CEN
Faculty
DNP, Northern Kentucky University
MSN, Northern Kentucky University
AS, Eastern Kentucky University

Nirvanni Chatoori, RN
Assistant Professor
PhD, Barry University
MSN, Florida Atlantic University
BSN, Nova Southeastern

Shunnan Chen
Faculty
MS, Eastern Kentucky University

Briana Christensen
Faculty
MS, Univ of South Florida
BS, Capella University

Kylee Cisneros, RN
Instructor
DNP, American Sentinel University
MSN, Jacksonville University
BSN, Norwich University

Tara Clark
Instructor
MS, Kennesaw State University
BS, Western Michigan University

Veronica Clark
Faculty
MS, Lake Erie College of Osteo
BS, Indiana University

Kimberly Clabaugh, RN
Assistant Professor
MSN, University of Kansas
BSN, University of Kansas

De'asia Clayton, RN
Faculty
BSN, University of Louisville

Steven Cline
Instructor
MBA, University of Cincinnati
MS, Wright State University
BS, University of Dayton

Kaitlyn Coddington, RN
Instructor
BSN, Indiana University Southeast
ADN, Ivy Tech Community College

Savannah Coin, RN
Faculty
MSN, Galen College of Nursing
BSN, University of Louisville

Frantz Colin
Faculty
MD, Medical Univ of the Americas
BS, Barry University

Brittany Collins
Faculty
DPharm, Belmont University
BS, Lincoln Memorial Univ

Stacy Conley, RN
Faculty *(Pikeville)*
BSN, Morehead State University

Carrie Cook
Instructor
PhD, Indiana University of Pennsylvania
MA, Eastern Kentucky University
BA, Kentucky State University

Stephanie Cook, RN
Instructor
MSN, Galen College of Nursing
BSN, Galen College of Nursing
ADN, Galen College of Nursing

Shannon Cox-Kelley
Faculty
PhD, Texas A&M University
MS, Texas A&M University
BS, Texas A&M University
AS, Trinity Valley Comm College

Pennie Crady, RN
Faculty
MSN, Indiana Wesleyan University
BSN, Bellarmine University

Holly Crawford, RN
Instructor
BSN, Indiana University

Sheila Cuffy
Instructor
PhD, Walden University
MA, Purdue University
BA, Indiana University

Sarah Curry, RN
Instructor
MSN, McKendree University
BSN, Spalding University

Melissa Cyfers
Instructor
PhD, Marshall University
MS, Clemson University
MEd, Liberty University

Kylie Daron, RN
Instructor
MSN, Aspen University
BSN, Ohio University
ASN, Ivy Tech Community College

William Davies, RN
Instructor
MSN, University of Phoenix-AZ
BSN, McKendree University

Antoinette Davis
Faculty
EdD, University of Kentucky
MA, Wayne State University
BA, Oakwood University
AA, Lake Michigan College

Kristin Davis, RN
Instructor
MS, Univ of South Florida
BA, Univ of South Florida
AA, Univ of South Florida

Sonya Davis
Instructor
MS, Human Resources
BS, Mercer University

Shaun Deegan
Faculty
MA, Biola University
BA, Liberty University

Constance Demmery, RN
Faculty
DNP, Nova Southeastern University
BSN, Rasmussen College

Ora Denton
Faculty
DBA, Northcentral University
MBA, Christian Brothers University
MBA, Webster University
MS, Webster University

Nicole DiCrecchio
Faculty
EdD, Columbia University
MA, New York University
BA, Southern Connecticut State Univ

Jean Downs
Faculty
PhD, Capella University
MS, Washington State University
BSN, University of Pennsylvania

Joy Duguid, RN
Instructor
BSN, Indiana University Southeast
AS, Ivy Tech Community College

Delicia Dunn, RN
Faculty
MSN, Chamberlain University
BSN, Chamberlain University
ADN, Spencerian College

Chris Duquette
Faculty
PhD, Touro University Worldwide
MA, Touro University Worldwide
BS, Univ of Wisconsin

Loretta Elder, RN, CNE, CHSE
Faculty
DNP, Eastern Kentucky University
MSN, University of Southern Indiana
BSN, Murray State University
AAS, Madisonville Community &
Technical College

Megan Elgin
Faculty
MEd, Indiana Wesleyan University
BA, Indiana University

Susan Ellis, RN
Instructor *(Hazard)*
MSN, University of Kentucky
BSN, Marshall University

Leandria Elswick, RN
Instructor
BSN, Galen College of Nursing
ASN, Galen College of Nursing

Enrique Escamilla
Faculty
MA, Texas Tech University
BA, Texas Tech University
AS, South Plains College

MacKinzee Escamilla
Faculty
MEd, Texas Tech University
BS, Lubbock Christian University

Reynaldo Espera, RN
Faculty
PhD, Walden University
MSN, Walden University
BSN, University of Alaska, Anchorage

Emily Estrada
Faculty
PhD, North Carolina State University
MA, Texas Tech University
BA, Texas Tech University

Madison Evans, RN
BSN, Eastern Kentucky University
BA, Georgetown College

Rushaunda Farmer
Instructor
PhD, Ashford University
MS, New Mexico State University
BS, Fayetteville State University

Heather Ferragut
Faculty
MEd, Waldorf University
BA, Ursinus College

Brandy Ferrara
Faculty
DC, University of Wisconsin
MS, University of Bridgeport
BA, University of Wisconsin-Milwaukee

Amanda Fierro
Faculty
EdD, California Baptist University
MA, California Baptist University
BA, University of California

Angela Fish, RN
Instructor
MSN, University of Texas-Arlington
BSN, University of Texas-Arlington
ADN, Bluegrass Comm & Technical College

Jamie Fletcher
Instructor
PharmD, Appalachian College of Pharmacy
MA, Morehead State University
AS, Hazard Community & Technical College
AA, Hazard Community & Technical College

Lucia Foglia
Faculty
PhD, University of Siena
MA, Point Loma Nazarene University
MA, McGill University
BS, Carlo Bo University of Urbino
BA, University of Macerata

Christine Foley, RN, CNE
Faculty
MSN, Western Carolina University
BSN, Western Carolina University

Cassie Foote, RN
Faculty
DNP, American Sentinel University
MSN, Western Governor's University
BSN, Marymount University

Emily Foster, APRN
Instructor
DNP, Maryville University
MSN, Indiana Wesleyan University
AS, Galen College of Nursing

Vennece Fowlkes
Faculty
PhD, Univ of SC-Columbia
MDiv, Wesley Theological Seminary
BS, Winthrop University
AA, Hagerstown Community College

Brenda Frazier-Pirtle, RN
Faculty
BSN, Jefferson Comm & Technical College
ADN, Spencerian College

Kristen Fugate, RN
Instructor *(Hazard)*
MSN, Western Kentucky University
BSN, Eastern Kentucky University
AAS, Hazard Community & Technical College
AA, Hazard Community & Technical College

Courtney Gamble, RN
Instructor
MSN, Northern Kentucky University
BSN, University of Louisville
ADN, Jefferson Comm & Technical College

Donald Garrett
Instructor
DHSc, AT Still University
MS, University of Oregon
BS, Colorado State University

Ashley Gay, RN
Instructor *(Hazard)*
BSN, Northern Kentucky University
AS, Hazard and Community Technical College

Joni Gaynor
Faculty
MA, CA State Univ-Fullerton
BA, University of CA-Irvine

Diane Gibson
Faculty
EdD, Eastern Kentucky University
MS, Louisiana Tech University
BA, Ohio University

Bianca Gilyot
Faculty
DBA, Columbia Southern University BA, Xavier University, Louisiana
MBA, Northcentral University
MS, Southern University at New Orleans

Jacob Gindi
Instructor
MBA, Mercy College
BA, SUNY College at Oneonta
AA, SUNY Broome Community College

Anne Gloag
Faculty
PhD, Northwestern University
BS, Old Dominion University

Suzanne Goetz, RN, CNE
Faculty
PhD, University of Phoenix
MSN, Walden University
BSN, Briar Cliff College

Amber Goins, RN
Instructor *(Hazard)*
BSN, Galen College of Nursing
ADN, Galen College of Nursing

Michael Grace, RN
Instructor
MSN, Bellarmine University
BS, Western Kentucky University
BSN, McKendree University
AS, Western Kentucky University

Leslie Gragg
Faculty
DC, Logan University
BS, Logan University
AS, Three Rivers College

Rachel Gramann
Faculty
DBA, Capella University
MBA, Capella University
BS, Carroll University

Kaelyn Graves, RN
Instructor
BSN, Western Governors University
AAS, ITT Technical Institute

Johnn Grossheim
Faculty
MS, Grand Canyon University
MEd, Concordia University-MN
BS, University of Cincinnati

Sheri Grosso
Faculty
MEd, Univ of North Alabama
BS, Univ of North Alabama

Joshua Guenther
Instructor
MS, Texas Tech University
BS, Texas Tech University

Angela Gunshore
Faculty
MA, American Public University
MA Edinboro University of PA
BA, Indiana University of PA

Theresa Hadley, RN
Assistant Professor
MSN, Spalding University
BSN, University of Evansville

Cameron Halfacre
Assistant Professor
DHSc, AT Still University
MS, University of South Florida
BA, Berea College

Tiffany Halfacre
Associate Professor
PhD, AT Still University
MS, University of South Florida
BS, Berea College

Kristen Hall, RN
Instructor *(Pikeville)*
BA, Morehead State University
AAS, Morehead State University

Melodie Hammer
Faculty
PhD, Northcentral University
MS, Northcentral University
BS, Colorado State University

Mark Hand, RN
Faculty
PhD, East Carolina University
MSN, University of New Hampshire
BSN, University of New Hampshire
ASN, Middlesex Community College

Chelsea Hansen
Instructor
PhD, Northcentral University
MA, Northcentral University
BA, Virginia Wesleyan College

Robin Harper, RN
Instructor
PhD, American Sentinel University
MS, University of Texas-Arlington

Cierra Harris, RN
Instructor *(Pikeville)*
BSN, Galen College of Nursing
ADN, Galen College of Nursing

Carmen Harrison, RN
Instructor
PhD, University of Missouri
MSN, University of Cincinnati
BSN, Miami University
AAS, Miami University

Arthur Harvey
Instructor
MS, University of Tampa
BS, University of Tampa

Jill Hazel
Faculty
PhD, University of the Cumberlands
MA, Sam Houston State University
BA, Thomas Edison State University

Nicole Heimgartner, RN, CNEcl
Associate Professor
DNP, American Sentinel University
MSN, University of Phoenix
BSN, Spalding University

Amy Heintzman, RN
Instructor
BSN, Bellarmine College

Darrell Henderson
Faculty
MS, Webster University
BS, Gardner-Webb University

Karen Hendry, RN
Faculty
DNP, University of Massachusetts Amherst
MEd, Springfield College
BSN, Syracuse University

Patricia Herald, RN
Faculty *(Hazard)*
DNP, University of Alabama-Birmingham
MSN, University of Kentucky
BSN, Berea College

Kristin Hess
Instructor
EdD, University of Colorado
MS, Univ. of Northern Colorado
BS, University of Colorado

Teresita Hill
Faculty
PhD, Hiroshima University
MS, Philippine Normal University
BS, Saint Mary's College

Chandra Hisaw
Faculty
MS, Mississippi State University
BS, Blue Mountain College

Vallie Holloway
Faculty
PharmD, Florida A&M University
BS, Florida A&M University

Stephanie Holder, RN, PMH-BC
Faculty
MSN, William Carey University
BSN, Louisiana College

Anthony Holt
Faculty
MS, Arkansas State University
BS, Arkansas State University

Kim Hostetter, RN
Faculty
PhD, Walden University
MSN, Walden University
BSN, Florida Hospital College
AAS, Reading Area Comm College

Amanda Huber, APRN, NP-C
Assistant Professor
DNP, Frontier Nursing University
MSN, Indiana Wesleyan University
BSN, Indiana Wesleyan University

Whitney Huff, RN
Instructor *(Hazard)*
BSN, Morehead State University

June Hyndman
Faculty
PhD, University of Kentucky
MEd, University of South Florida
MA, Tennessee Technological University
BS, Tennessee Technological University

Martins Idahosa
Faculty
DBA, Walden University
MBA, Purdue University
MS, Purdue University
BS, Purdue University

Katherine Jackson
Faculty
MA, Texas Tech University
BA, Texas Tech University

Taylor Jaggers, RN
Instructor
ADN, Galen College of Nursing

Da-Net Jarmon
Faculty
MA, University of Louisville
BA, Kentucky State University

Cody Johnson
Faculty
PharmD, University of Kentucky
BS, Alice Lloyd College

Heather Johnson
Faculty
PhD, University of Alabama
MS, University of Alabama
BS, University of Alabama

Danielle Johnston, RN
Instructor
DNP, Northern Kentucky University
MSN, Western Governors University
BSN, Galen College of Nursing

Kona Jones
Faculty
PhD, University of Illinois
BS, Eureka College
BS, Illinois State University

Jayne Josephsen, RN
Faculty
EdD, Boise State University
MSN, Idaho State University
BSN, Boise State University

Stacey Junger, RN
Faculty
DNP, Indiana State University
MSN, University of Indianapolis
BSN, University of Indianapolis

Todd Kane
Faculty
EdD, Maryville University
MBA, North Central University
MS, Kaplan University
MEd, North Central University
BBA, North Central University

Tangie Kelsey
Faculty
MS, Western Kentucky University
BS, University of Louisville

Deborah Kessler, RN
Assistant Professor
MSN, University of Phoenix
BSN, McKendree University
AAS, Jefferson Community & Technical College

Donna Khalid
Faculty
PhD, Univ of Southern California
MBA, University of Texas
BS, University of California

Anam Khan, RN
Faculty *(Hazard)*
BSN, Capella University

Polly Knight, RN
Instructor *(Hazard)*
BSN, Chamberlain University

Robert Koch, RN, OCN, NE-BC
Instructor
MSN, University of Tennessee
BSN, University of Tennessee

Jennifer Koster
Faculty
PhD, University of Cincinnati
MA, Northern Kentucky University
BA, Northern Kentucky University

Sara Kramer, RN
Instructor
MSN, Northern Kentucky University
BSN, Bellarmine University
BA, University of Central Florida

Austin Krueger
Faculty
MS, University of Louisville
BS, University of Louisville

Ellen Krumme
Associate Professor
DC, Logan College of Chiropractic
MS, Wright State University
BS, Logan University
AAS, University of Cincinnati

Brenda Kulhanek, RN
Faculty
PhD, Capella University
MSN, Metropolitan State University
BSN, Metropolitan State University

Sarah Kurowsky, RN
Instructor
MSN, Bellarmine University
BSN, University of Louisville
BA, University of Kentucky

Susan Ladd, RN
Instructor
MBA, Webster University
BSN, University of Kentucky

John Land
Faculty
MA, University of North Florida
BA, Whitman College

Megan Landrum
Faculty
MS, Clemson University
MEd, Univ of North Alabama
BS, Univ of North Alabama

Rose Marie Larios
Instructor
MS, Washington State University
AA, San Antonio Community College
BS, University of Texas, San Antonio

Jessica Leary, RN
Instructor
MSN, Indiana Wesleyan University
BSN, Indiana Wesleyan University
AAS, Jefferson Community & Technical College

Annie Lee
Faculty
PhD, University of California, Los Angeles
MA, University of California, Los Angeles
MA, University of California, Irvine
BA, University of California Irvine

Jennifer Lee
Associate Professor
MS, University of Texas
BS, University of Texas

Laura Lee, RN
Faculty
BSN, Spalding College

Jasmine Lewis, APRN
Faculty
DNP, University of Nevada, Reno
MSN, Grand Canyon University
BSN, University of Las Vegas

Lindsey Lloyd, RN
Faculty
MSN, Walden University
BSN, Indiana University Southeast

Regan Lookadoo
Instructor
PhD, University of Alabama
BS, Campbellsville University
MA, University of Alabama

Nadia Luna, RN
Faculty
DNP, Duke University
MSN, Purdue University
MBA, University of Phoenix
BSN, Univ of Southern California

Caitlin Lynch, RN
Instructor
MSN, Galen College of Nursing
BSN, Galen College of Nursing
AS, Galen College of Nursing
LPN, Galen College of Nursing

Blair Mackenzie
Professor
EdD, Grand Canyon University
MFA, Spalding University
MBA, University of Phoenix
BA, Georgetown College

Ashley Mack
Faculty
MS, University of Louisville
BS, Kentucky State University

Bruce Maki
Faculty
PhD, University of Buffalo
BA, University of Rochester
BS, University of Rochester

Carrie Martin, RN
Instructor
BSN, Galen College of Nursing
AS, Galen College of Nursing

LeeAnn Martin, RN
Instructor
MSN, Galen College of Nursing
BSN, Galen College of Nursing
ADN, Galen College of Nursing

Daphne Matthews-Johnson
Faculty
MEd, University of Cincinnati
MA, University of Louisville
BA, Kentucky State University

Andrew Mattmiller
Faculty
MS, University of Kentucky
BS, Eastern Kentucky University
BS, Murray State University

Janet McCain
Faculty
MBA, Mid-America Christian University
BS, University of Central Oklahoma

Marjorie McCaskey, RN-BC, CPHQ
Faculty
DNP, Purdue University
MSN, Indiana University – Purdue
BSN, Purdue University

Kimberly McClain, RN
MSN, Spalding University
BSN, Spalding University

Brandi McCoy, APRN
Faculty *(Hazard)*
MSN, Walden University
BSN, Walden University
ADN, Hazard Community & Tech College

Mary McGee
Faculty
MEd, Doane University
MS, University of Nebraska, Omaha
BA, Doane University

Leona McGowan
Faculty
MS, Saint Leo University
BS, Saint Leo University
AAS, Thomas Nelson Community College

Megan McInnis
Assistant Professor
MA, Western Governor's University
BA, Lake Forest College

Melissa McNulty, APRN, CNS
Associate Professor
PhD, Touro College
MS, Grand Canyon University
BSN, University of South Florida
AS, Pasco-Hernando State College
AA, Pasco-Hernando State College

Becky Meadows
Faculty
MA, University of Louisville
PhD, University of Louisville

Amanda Merkel
Instructor
MS, Tulane University
BS, Texas A&M University

William Miles, RN
Instructor
MSN, Indiana Wesleyan University
AS, Galen College of Nursing

DeAllen Millender, APRN
Faculty
DNP, University of Alabama-Birmingham
MSN, University of South Alabama
BSN, University of South Alabama

Hailey Miller, RN
Instructor *(Pikeville)*
BSN, Lincoln Memorial University
BS, University of North Carolina
AS, Hazard Community & Tech College

Judith Miller, APRN-NP
Instructor
MSN, McKendree University
BSN, McKendree University
ADN, Jefferson Comm & Technical College

Amber Moore, RN
Assistant Professor
MSN, Indiana Wesleyan University
BSN, University of Louisville

Brittany Moore, RN
Instructor *(Hazard)*
BSN, Galen College of Nursing
ADN, Galen College of Nursing

Kelly Moriarty, RN
Faculty
MSN, Western Governors University
BSN, Franciscan Missionaries of Our Lady Univ
ADN, Bellarmine University

Samantha Morris, RN
Instructor
BSN, Chamberlain University
ADN, Galen College of Nursing
AAS, Ivy Tech Comm College

Ann Meyer, RN
Instructor
MSN, Western Governors University
BSN, Spalding University
BA, Transylvania University

Charlette Morton, RN
Instructor
MSN, Indiana Wesleyan University
BSN, Indiana Wesleyan University
ASN, Jefferson Comm & Technical College

Kristy Nakayama, RN
Instructor
MSN, Grand Canyon University
BSN, Norfolk State University

Xyanthe Neider
Faculty
EdD, Washington State University
MA, Washington State University
BS, Washington State University
AA, Skagit Valley College

Emily Nelson, RN, PCCN-K, NPD-BC
Instructor
DNP, American Sentinel University
MSN, Gardner Webb University
BSN, East Carolina University

Ken Newton
Faculty
MA, Illinois State University
BA, Michigan State University

Tasha Nichols, RN
Faculty *(Hazard)*
BSN, Indiana Wesleyan University
ASN, Hazard Community & Technical College

Susan Norman, RN
Instructor
DNP, Regis College
MSN, Texas Women's University
BSN, University of Texas-Arlington

Susan Obi
Faculty
MS, University of Missouri
BS, Augusta University

Brian Oddi
Faculty
EdD, Trident Univ International
MEd, California University of PA
BS, California University of PA

Michelle Oddi, RN, CCRN, C-ONQS, CNE
Assistant Professor
PhD, Northcentral University
MSN, California University of Pennsylvania
BSN, California University of Pennsylvania
AS, Community College of Allegheny County

Jenifer Ojeda
Faculty
MS, East Carolina University
BA, University of Central Florida

Rebecca Oliver
Instructor
DC, University of Western States
AA, Blinn College

Justin Ortiz
Faculty
MS, University of South Florida
BS, University of Florida

Yvonne Owen, RN
Instructor
BSN, Galen College of Nursing
ADN, Galen College of Nursing

Edith Owens, RN
Instructor *(Pikeville)*
MSN, Liberty University
BSN, Morehead State University
ADN, Pikeville College

Jumoke Owolabi, RN, CMSRN
Instructor
DNP, University of Louisville
BSN, University of Louisville

Shelbi Pahl, RN
BSN, Galen College of Nursing
BSEd, University of Kentucky

Adam Palladino
Instructor
EdD, Maryville University
MA, California State University, San Marcos
AA, Palomar College

Avani Pandya
Faculty
MS, Chicago State University
BS, Gujarat University

Christina Parks-Noon, RN
Faculty
BA, University of Louisville
ADN, Galen College of Nursing

Laura Pate
Faculty
DC, Logan University
ADN, Ivy Tech State College

Brittney Payne, RN
Instructor
MSN, Indiana Wesleyan University
BSN, Spalding University

Melissa Penn, APRN-CNM
Instructor
MSN, Frontier Nursing University
BSN, McKendree University
AS, Western Kentucky University

Gregg Pennington
Instructor
DC, Logan University

Karl Petersen
Instructor
PhD, University of Minnesota
BS, University of Minnesota

Donna Petko, APRN, FNP-BC, CNE
Faculty
DNP, University of Massachusetts, Amherst
MSN, University of St. Francis
BSN, Resurrection University
AA, Joliet Junior College
AS, College of DuPage

Kara Platt, RN, NEA-BC, CNE
Faculty
DNP, John's Hopkins University
MSN, University of Maryland
BSN, Shenandoah University

Monica Ptacek, RN-BC, CCM, CPHQ, CNOR, CNE
Instructor
DNP, Chamberlain University
MSN, Grand Canyon University
BSN, North Dakota State University

Ellen Puckett, APRN, CNS
Instructor
MSN, Wayne State University
BSN, Vanderbilt University

Holly Puckett, RN
Faculty
DNP, South University
MSN, South University
BSN, George Mason University

Tanya Quiroz
Faculty
MS, University of Florida
MS, Excelsior College
BS, University of South Carolina

Teresita Ramirez Rosas
Faculty
PhD, Univ of CA-Santa Barbara
MS, Univ of CA-Santa Barbara

Brooke, Raymer, RN
Faculty
BSN, Galen College of Nursing
ADN, Galen College of Nursing

Cherie Rebar, RN
Instructor
MSN, University of Phoenix-AZ
BA, Morehead State University
AS, Kettering College of Med Arts

Linda Reeder, RN
Assistant Professor
MSN, Excelsior College
BSN, Excelsior College
ADN, Excelsior College

Jennifer Reyes, RN, CNE
Instructor
EdD, University of St. Augustine
MSN, University of Phoenix
BSN, University of South Florida

Polly Reynolds, RN
Assistant Professor
MSN, Spalding University
BSN, Bellarmine University

Jennifer Rios-Brown
Instructor
PhD, University of Louisville
MS, University of Kentucky
MS, University of Louisville
BS, University of Puerto Rico

Martha Risen, RN
Faculty
BSN, University of Kentucky
AAS, Jefferson Comm & Technical College

Maria Rivera
Faculty
MA, NY Institute of Tech
BA, NY Institute of Tech

Lauren Roberts, RN
Faculty
DNP, Samford University
MSN, William Carey University
MBA, William Carey University
BSN, William Carey University

Vicki Rochester, RN, CNE, COI
Associate Professor
DNP, University of South Alabama
MSN, University of Alabama-Birmingham
BSN, University of Alabama-Birmingham

Denise Ruggio
Instructor
BS, NY Institute of Technology
MS, NY Institute of Technology

Betha Rutledge, RN
Faculty
PhD, Arizona Western College
MSN, Arizona Western College
BSN, Midwestern State University
AS, Amarillo College

Christie, Salyer, RN
Instructor *(Hazard)*
BSN, Galen College of Nursing
ADN, Galen College of Nursing

Idrisul Sama
Instructor
BS, Long Island University
MS, Long Island University

Jamie Schings, RN
Faculty
BSN, University of Kentucky
ADN, Kentucky State University

Tammy Schossler, RN
Faculty
MSN, University of Texas Health Sciences Center
BSN, Villa Maria College

Jeffrey Schwab
Faculty
DC, National University
BS, Indiana University

Laura Scott
Faculty
MS, San Diego State University
BS, Ca State Univ-Chico

Elizabeth Scruggs, RN
Faculty
MSN, Virginia Commonwealth University
BSN, Virginia Commonwealth University
AS, John Tyler Community College

Libby Self, RN
Faculty
BSN, Union University

Lisa Shaffer
Faculty
BS, University of Phoenix
MIS, University of Phoenix

Brittney Shepherd, RN
Instructor *(Hazard)*
MSN, Galen College of Nursing
BSN, University of the Cumberlands
AAS, Big Sandy Community & Technical College

Ta'sheika Short
Faculty
MS, Alabama A&M University
BS, Alabama A&M University

Erica Shott
Instructor
MS, Mississippi State University
BS, Houston Baptist University

Aisha Siddiqa
Associate Professor
PhD, Victoria University
BS, University of Karachi

Brandy Simpson, RN
Instructor
BSN, Grand Canyon University
AAS, ATA College

Buffy Simpson, RN, CNE
Associate Professor
MSN, Indiana Wesleyan University
BSN, University of Louisville

Crystal Sims
Faculty
MS, Delta State University
BS, Delta State University

Carol Slone, RN
Faculty *(Hazard)*
MSN, Chamberlain College
BSN, Eastern Kentucky University
AAS, Hazard Community & Technical College

Deborah Smith, APRN-NP
Instructor
EdD, National University
MSN, Bellarmine University
BSN, McKendree University
ADN, NYC College of Technology

Lauren Smith, RN
Instructor
BSN, University of Louisville

Megan Smith
Faculty
MS, Ohio State University
BS, Chapman University

Shawna Smith, RN
Instructor
DNP, Samford University
MSN, University of North Alabama
BSN, University of North Alabama

Marcia Sotelo, RN
Faculty
DNP, Samford University
MSN, Western Governors University
BSN, University of Texas, Arlington

Sonya Spencer
Instructor
PhD, Univ of South Alabama
MS, Univ of West Florida
BS, Univ of West Florida

Lesa Stacy, RN
Instructor *(Hazard)*
MSN, Eastern Kentucky University
BSN, Eastern Kentucky University

Allison Staley
Assistant Professor
MS, Our Lady of the Lake University
BA, Schreiner University

Teresa Stanley, RN
Faculty
DNP, Indiana University
MSN, University of Texas
BSN, Mount St. Joseph University

Emily Stevens
Faculty
MA, Biola University
BS, Liberty University

Sam Stodghill
Instructor
PsyD, Spalding University
MA, Spalding University
BA, Emory University

Chase Straub, RN
Faculty
BSN, Northern Kentucky University

Rhonda Street
Instructor
BS, University of West Florida
MS, University of West Florida

Katlan Sturgill, RN
Instructor *(Pikeville)*
BSN, Northern Kentucky University
ADN, Hazard Community & Tech College

Mary Sullivan, RN
Faculty
MSN, Grand Canyon University
BSN, Ohio University
AAS, Bluegrass Comm & Technical College

Todd Swinderman, RN, CPHQ
Instructor
DNP, Florida Atlantic University
MSN, Florida Atlantic University
BSN, Florida Atlantic University
AS, Kent State University

Brandon Tackett, RN
Instructor *(Hazard)*
MSN, Galen College of Nursing
BSN, Morehead State University

Kristy Tackett, RN
Faculty *(Hazard)*
ADN, Hazard Community & Technical College

Alec Talevich
Faculty
MA, Western Washington Univ
BA, Western Washington Univ

Carolyn Taylor, RN
Instructor
MSN, Western Governor's University
BSN, Western Governor's University

James A. Taylor
Faculty
MA, Eastern Kentucky University
BS, Eastern Kentucky University

James M. Taylor
Faculty
PhD, Duquesne University
MA, Texas A&M University
BA, Dallas Baptist University

Patty Taylor
Faculty
MEd, Appalachian State University
BS, Univ of North Carolina

Kathy Thacker, RN
Faculty *(Pikeville)*
BSN, King University

Candice Thomas-Gatewood
Associate Professor
PhD, University of Louisville
MS, University of Louisville
BS, Tennessee State University

Victoria Thompson, RN
Instructor
BSN, Bellarmine University

Jennifer Threatt, RN
Instructor
EdD, Capella University
MSN, Walden University
ADN, Greenville Technical College

Kontrina Tinsley, RN
Instructor
MSN, Galen College of Nursing
BSN, Galen College of Nursing
ADN, Galen College of Nursing

Cheri Tisdale
Faculty
MS, Clemson University
BS, Francis Marion University
AS, Midlands Technical College

Samantha Troy
Faculty
MS, Shippensburg University
BS, Ohio Wesleyan University

Stephanie Trueblood, RN, CNE
Faculty
MSN, Grand Canyon University
BSN, Grand Canyon University

Elizabeth Trujillo Lopez
Assistant Professor
MS, University of Texas, San Antonio
BS, University of Texas, at San Antonio

Mayme Turner, RN
Instructor *(Hazard)*
BSN, Northern Kentucky University
AAS, Northern Kentucky University

Sofia Vaitsas
Faculty
MS, Northeastern Illinois University
BA, Northeastern Illinois University
BFA, University of Illinois, Chicago

Karen Vaughan
Instructor
ND, Southwest College of Naturopathic Medicine
BS, University of South Florida

Elizabeth Vaughn
Associate Professor
PhD, University of Louisville
BS, University of Louisville
MS, University of Louisville

Annette Velarde
Faculty
MEd, Strayer University
PhD, Saybrook University
MA, American Public University

Leonor Velez-Climent
Faculty
DHSc, AT Still University of Health
MS, Univ of Connecticut
BS, American University of Puerto Rico

Shannon Voyles
Instructor
EdD, Northcentral University
MEd, Indiana Wesleyan University
BA, Hanover College

Amber Wagers, RN
Instructor *(Hazard)*
BSN, Northern Kentucky University
ADN, Midway University

Keith Wain
Instructor
MA, Minnesota State Univ-Mankato
BA, Hamline University

Adrienne Wallace, APRN
Faculty
MSN, University of South Florida
BSN, University of Central Florida
ASN, Pasco-Hernando State College

Russell Waltz
Associate Professor
EdD, Maryville University
PhD, University of Kansas
MA, West Chester University of Pennsylvania
MA, University of Kansas
BA, University of South Carolina

Kristin Warren, RN
Instructor
MBA, Indiana Wesleyan University
BSN, Western Kentucky University

Eric Warrick
Faculty
PhD, Purdue University
MS, Purdue University
BS, Purdue University

Whitney Webb, RN
Instructor *(Hazard)*
BSN, Indiana Wesleyan University
ADN, Hazard Community & Technical College

Jessica Weems
Faculty
DC, University of Utah
BS, Univ of CA-San Diego

Jami Weidmann
Faculty
EdD, Liberty University
MS, Western Governors University
BS, Averett University

Alyson Weimar, RN
Faculty
DNP, Regis College
MSN, Queens University of Charlotte
BSN, Liberty University

Michael Welsh, RN
Faculty
BSN, University of Louisville

Sandra White, RN, CNE
Faculty
MSN, Grand Canyon University
BSN, University of Wisconsin

Matt Wilkerson
Instructor
MS, University of Tennessee Knoxville
PhD, Northcentral University
BA, Carson-Newman College

Anthony Williams
Faculty
DPharm, East Tennessee State Univ
BS, Carson-Newman Univ

Laura Williams, RN
Faculty
MSN, Bellarmine University
BSN, Bellarmine University
BA, Bellarmine University

Terrell Williams
Faculty
MS, Florida State University
BS, Florida State University
AA, Florida State University

Naomi Wolf, RN, SCRN
Instructor
MSN, Western Governors University
BSN, Western Governors University
PN, Savannah Technical College

JoEllen Workman, RN
Faculty
DBA, Wilmington University
MSN, University of Delaware
BSN, Widener University

Amanda Wright, RN
Instructor *(Pikeville)*
BSN, Chamberlain University
ADN, Hazard Community & Technical College

Necholyia Wright, RN
Faculty
DNP, Chamberlain University
MSN, Indiana Wesleyan University
BSN, Indiana Wesleyan University

Alyson Wrisley, RN
Instructor
PhD, University of Massachusetts Amherst
MSN, Framingham State University
BSN, University of Massachusetts, Amherst

Jamie Yang, RN
Faculty
MSN, University of Texas – Brownsville
BSN, Curry College

Tara Young
Faculty
EdD, Liberty University
MEd, Alabama A&M University
BS, Oakwood University

Ayesha Zafir
Associate Professor
PhD, Aligarh Muslim University
MS, Aligarh Muslim University
BS, Aligarh Muslim University

Galen College of Nursing
3050 Terra Crossing Boulevard
Louisville, Kentucky 40245
Telephone: (502) 410-6200
Toll Free: (866) 307-0198
Fax: (502) 581-0425

Mark A. Vogt, Chief Executive Officer

May – December 2024

Galen Health Institutes, Inc. dba Galen College of Nursing is a private corporation owned by Isleworth Partners, Inc. The Board of Directors are Dr. Jane Englebright, Dr. Janice Brewington, Ed Jones, Kathryn M. Mershon, Dr. Sammie Mosier, Sherri L. Neal.

The corporate officers are Board Chairperson, Dr. Fran Roberts, and Mark A. Vogt, Chief Executive Officer.