Non-Discrimination and Equal Opportunity Policy

Ivy Tech Community College of Indiana (Ivy Tech) provides open admission, degree credit programs, courses and community service offerings, and student support services for all persons regardless of race, color, creed, national origin, religion, gender, sexual orientation, physical or mental disability, age or veteran status. The College also provides opportunities to students on the same non-discriminatory opportunity basis. Persons who believe they may have been discriminated against should contact the campus affirmative action officer, Human Resources Administrator, or Vice Chancellor for Student Affairs. Ivy Tech Community College of Indiana is an accredited, equal opportunity/affirmative action institution.

Booklet Disclaimer

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

NON-DISCRIMINATION AND EQUAL OPPORTUNITY POLICY ................................................................. 2
BOOKLET DISCLAIMER ........................................................................................................................ 2
INTRODUCTION ..................................................................................................................................... 6
HISTORY ............................................................................................................................................... 6
ACCREDITATION ................................................................................................................................. 6
SCHOOL OF NURSING MISSION AND VISION STATEMENTS ........................................................ 7
SCHOOL OF NURSING METAPARADIGM CONCEPTS, CURRICULAR THREADS, ACTIVE COMPONENTS AND COMPETENCIES .................................................................................................................. 7
SCHOOL OF NURSING CONCEPTUAL MODEL ......................................................................................... 7
GENERAL EDUCATION OUTCOME S ........................................................................................................ 12
ASN AND PN STUDENT LEARNING OUTCOMES AND PROGRAM OUTCOMES ........................................ 13
ASN STUDENT LEARNING OUTCOMES ................................................................................................. 13
ASN PROGRAM OUTCOMES ................................................................................................................... 13
PN STUDENT LEARNING OUTCOMES ..................................................................................................... 13
PN PROGRAM OUTCOMES ..................................................................................................................... 14
ALIGNMENT OF STUDENT SERVICES AND RESOURCES WITH PROGRAM OUTCOMES .................. 15
ADDITIONAL INFORMATION ............................................................................................................... 21
STUDENT HEALTH INSURANCE ........................................................................................................... 21
Mandatory Health Insurance for International Students ......................................................................... 21
STUDENT ACCIDENT INSURANCE ........................................................................................................ 21
Accidents and Illnesses .......................................................................................................................... 22
HOUSING .......................................................................................................................................... 22
TRANSPORTATION ............................................................................................................................. 22
STUDENT PARKING ............................................................................................................................. 22
SERVICE ENGAGEMENT .................................................................................................................... 22
FINANCIAL INFORMATION .................................................................................................................. 23
TUITION AND FEES ............................................................................................................................ 23
FINANCIAL AID ................................................................................................................................. 23
FINANCIAL OBLIGATION ...................................................................................................................... 23
LIABILITY STATEMENT ....................................................................................................................... 23
NURSING PROGRAM ADMISSION, PROGRESSION AND GRADUATION POLICIES ............................ 23
General Program Admission Requirements ......................................................................................... 24
High School Transcript or High School Equivalency Exam (GED or TASC)Consistent with Indiana State Board of Nursing (ISBN) requirements, a copy of your completed high school transcript from a state-approved high school or its equivalent, or individual and total High School Equivalency Exam (GED or TASC) test scores must be submitted with the online nursing application and will be maintained on file.... 24
General Education Prerequisite Courses ............................................................................................. 24
Deadlines for completion of Prerequisite Courses ............................................................................. 24
Transfer Credit for Prerequisite Courses ............................................................................................. 25

PLEASE CHECK THE NURSING WEBSITE AT WWW.IVYTECH.EDU/NURSING FOR INFORMATION ABOUT THE NURSING PROGRAMS AND THE MOST CURRENT ONLINE APPLICATION INFORMATION AND DEADLINES. ................................................................. 25
Introduction

This booklet introduces you to the School of Nursing at Ivy Tech Community College (Ivy Tech) and contains information related to nursing program requirements and policies. Students interested in applying to the School of Nursing must read this information carefully and must review the Online Nursing Information Session at https://www.ivytech.edu/nursing/index.html or attend an on-campus Nursing Information Session prior to applying for admission in the Associate of Science in Nursing (ASN) or Practical Nursing (PN) programs.

History

The Associate of Science in Nursing (ASN) program was first offered in Lafayette, IN, in 1985. The Practical Nursing (PN) program was first established in the early 1970s at the Bloomington, IN campus. Currently, the Traditional and LPN to ASN Transitional programs are offered at most campuses across the Ivy Tech statewide system. The PN program is offered across the statewide system as well. The Paramedic to ASN Transition Program is offered at the Terre Haute and Indianapolis campuses.

Accreditation

Ivy Tech Community College is accredited by The Higher Learning Commission (HLC). The School of Nursing programs are approved by the Indiana State Board of Nursing (ISBN) and are accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

The Higher Learning Commission (HLC)
230 S. LaSalle St., Suite 7-500
Chicago, IL 60604-1413
Phone: 800-621-7440
https://www.hlcommission.org/

Indiana State Board of Nursing (ISBN)
Indiana Professional Licensing Agency
402 W. Washington Street, Room W072
Indianapolis, IN 46204
Phone: 317-234-2043
www.in.gov/pla/

Accreditation Commission for Education in Nursing, Inc. (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Phone: 404-975-5000
Fax: 404-975-5020
www.acenursing.org

The Ivy Tech School of Nursing ASN and PN programs hold pre-accreditation candidacy status from the National League for Nursing Commission for Nursing Education Accreditation. Holding pre-accreditation candidacy does not guarantee initial accreditation by NLN CNEA will be received.

National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA),
National League for Nursing Commission for Nursing Education Accreditation
School of Nursing Mission and Vision Statements

School of Nursing Vision Statement
The vision of the School of Nursing is to be the premier cornerstone of Associate of Science and Practical Nursing program education in Indiana and to prepare nurses to meet the unique health care needs of culturally diverse individuals, communities, and populations through excellence in education and evidenced-based practice.

School of Nursing Mission Statement
The School of Nursing, in accordance with the mission of Ivy Tech Community College, provides quality education and opportunities to acquire culturally and contextually relevant knowledge, skills, and attitudes necessary for intellectual, professional, and personal growth.

To achieve this mission the School of Nursing encourages lifelong learning and prepares graduates who will competently practice evidence-based nursing within complex community, state, national, and global environments, understand the significance of evolving healthcare technology, and apply both professional and ethical principles with sensitivity to the diverse needs of individuals, groups, and communities.

School of Nursing Metaparadigm Concepts, Curricular Threads, Active Components and Competencies
Revised 8-2015

The School of Nursing at Ivy Tech utilizes the metaparadigm concepts of individual, environment, health, and nursing to provide a framework which guides the organization of the curricula. Relative threads are infused throughout the curricula and include: professionalism; leadership; interprofessional communication and collaboration; patient-centered care; cultural competence; scholarship and evidence-based practice, and critical thinking. Further, the active components of student, faculty, and nursing education are defined by our beliefs about the interrelationships between these overarching themes.

Metaparadigm Concepts

- **Individual** – the recipient of nursing care or service. Individuals are often referred to as patients or clients. “The term patient has ancient roots in suffering, for millennia the term has also connoted one who undergoes medical treatment. Yet, not all who are recipients of nursing care are either suffering or receiving medical treatment. The root of client implies one who listens, leans upon or follows another. It connotes a more advisory relationship, often associated with consultation or business. Thus, nursing serves both clients and patients. Additionally, patients and clients can be individuals, families, groups, communities, or populations” (ANA, 2015, p. xi). Patients may function in independent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion or maintenance, illness, and end-of-life care.

- **Environment** – “The surrounding context, milieu, conditions, or atmosphere…” (ANA, 2010, p. 64) in which both a registered nurse and practical nurse practices.

- **Health** – “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic
or social condition” (WHO, 2014, p. 1).

- **Nursing** – “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations” (ANA, 2015, p. 44).

**Curricular Threads**

- **Professionalism** – Professionalism is the accountable and responsible behavior of a nurse through internalization of self-evident core values and ethical codes of conduct learned through experience, reflection and growth while working to improve patient outcomes and promote the ideals of the nursing profession (NLN, 2014).

- **Leadership** – is a complex, multifaceted phenomenon in which the vision of goals are communicated through value affirmation, motivation, stewardship, management, and development of followers (NLN, 2013b).

- **Inter/Intraprofessional Communication & Collaboration** – Nurses “communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease” (Interprofessional Education Collaborative Expert Panel, 2011, p. 23). Interprofessional collaboration includes components of “knowledge of professional roles and responsibilities, effective communication, conflict resolution, and shared decision making” (IOM, 2011, p. 203). **Intraprofessional communication and collaboration** - occurs between individuals from the same professional education and background.

- **Patient Centered Care** – recognizes the patient or designee as the source of control or full partner in providing compassionate and coordinated care based on respect for patient preferences, values, and needs. Patient centered care incorporates current evidence-based practices and critical thinking techniques to develop plans of care; communication practices to foster effective interdisciplinary collaboration that includes patients and family members in planning and delivering quality care; and, promotion of a culture of caring and advocacy that demonstrates respect for individual patient preferences, values, needs, and the diversity of the human experience (QSEN, 2014).

- **Cultural Competence** - is understanding of the perspectives, traditions, values, practices, and family systems of culturally diverse individuals, families, communities, and populations for whom they care, as well as a knowledge of the complex variables that affect the achievement of health and well-being (Douglas, et. al., 2011, p. 320). “Culture is often described as the combination of a body of knowledge, a body of belief and a body of behavior. It involves a number of elements, including personal identification, language, thoughts, communications, actions, customs, beliefs, values, and institutions that are often specific to ethnic, racial, religious, geographic, or social groups. For the provider of health information or health care, these elements influence beliefs and belief systems surrounding health, healing, wellness, illness, disease, and delivery of health services. The concept of cultural competency has a positive effect on patient care delivery by enabling providers to deliver services that are respectful of and responsive to the health beliefs, practices and cultural and linguistic needs of diverse patients” (National Institute of Health, 2015).

- **Scholarship and Evidence-Based Practice** – Scholarship are those activities that systematically advance the teaching, research, and practice of nursing. These activities produce knowledge that supports the transfer of the science and the art of nursing from the expert (faculty) to the novice (student), and advances the clinical knowledge in the discipline (AACN, 2015). **Evidence-Based Practice** - “integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN, 2014). Through faculty scholarship activities and student inquiry, evidence-based practice is integrated throughout the curriculum.

- **Critical Thinking** - is the disciplined, intellectual process of applying skillful reasoning as a guide to belief or action. In nursing, critical thinking for clinical decision-making is the ability to think in a systematic and logical manner with openness to question and reflect on the reasoning process used to ensure safe nursing practice and quality care. Critical thinking includes adherence to intellectual
standards, proficiency in using reasoning, a commitment to develop and maintain intellectual traits of the mind and habits of thought, and the competent use of thinking skills and abilities for sound clinical judgments and safe decision making. (Foundation for Critical Thinking, 2013).

Active Components

- **Student** – The student is an individual with integrated physiological, psychosocial, cultural, intellectual, and spiritual dimensions. The student brings to the educational process lifelong learning that has occurred as a result of environmental diversity and life experiences. Each student enters the learning process with unique strengths, learning needs, and learning styles. Internal and external environments influence student learning. Through active participation in the educational process, the student will assimilate the knowledge necessary to apply the art and science of nursing to provide collaborative, safe, ethical, culturally competent and holistic care. This includes the development of interpersonal skills, communication skills, caring therapeutic relationships, critical thinking and the use of scientific principles to guide nursing practice. The student is empowered to engage in health promotion through the enhancement of awareness, perception, decision-making, and motivation for learning and the application of knowledge. The student is accountable for self-direction, independent study, and self-evaluation.

- **Faculty** – “The faculty complement includes a cadre of individuals who have expertise as educators, clinicians, and, as is relevant to the institutions mission, researchers. The unique contributions of each faculty member in helping the program achieve its goals are valued, rewarded, and recognized. Faculty are accountable for promoting excellence and providing leadership in their area(s) of expertise. Faculty model a commitment to lifelong learning, involvement in professional nursing associations, and nursing as a career. All faculty have structured preparation for the faculty role, as well as competence in their area(s) of teaching responsibility” (NLN, 2012).

- **Nursing Education** – Believing that learning is a lifelong endeavor, the nursing curricula at Ivy Tech Community College are designed to prepare students for the role of both the practical nurse and the associate degree nurse to gain the “knowledge, skills, and attitude required to continuously improve the quality and safety of the healthcare systems within which they work” (QSEN, 2015). The nursing curricula is presented in a systematic approach proceeding from simple to complex utilizing Bloom’s Revised Taxonomy (NIU, 2015). The sequential presentation of concepts and the correlation between theory and practice are integral components of the curricula. General course concepts include those directed toward promoting, maintaining, and restoring health, as well as supporting death with dignity. Infused throughout the curricula are QSEN and NLN competencies which provide the framework for developing the knowledge, skills, and attitudes to functional as professional nurses and the critical thinking and decision-making skill sets needed for nursing practice. The Student Learning Outcomes guide development of the curriculum.

Competencies

The School of Nursing Student Learning Outcomes (SLOs) are based on the Quality and Safety for Education in Nursing (QSEN) and National League for Nursing (NLN) graduate competencies. The SLOs are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

QSEN Competencies (ASN & PN)

- **Patient-Centered Care** – “Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs” (QSEN, 2014).

- **Teamwork and Collaboration** – “Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care” (QSEN, 2014).

- **Evidence-based Practice (EBP)** – “Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care” (QSEN, 2014).
Quality Improvement (QI) – “Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems” (QSEN, 2014).

Safety – “Minimizes risk of harm to patients and providers through both system effectiveness and individual performance” (QSEN, 2014).

Informatics – “Use information and technology to communicate, manage knowledge, mitigate error, and support decision making” (QSEN, 2014).

**NLN Competencies for Graduates of Practical/Vocational Programs**

- **Human Flourishing** – “Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care” (NLN, 2013).

- **Nursing Judgment** – “Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team” (NLN, 2013).

- **Professional Identity** – “Articulate a unique role as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients and their families” (NLN, 2013).

- **Spirit of Inquiry** – “By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status” (NLN, 2013).

**NLN Competencies for Graduates of Associate Degree Programs**

- **Human Flourishing** – “Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings” (NLN, 2013).

- **Nursing Judgment** – “Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context” (NLN, 2013).

- **Professional Identity** – “Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context” (NLN, 2013).

- **Spirit of Inquiry** – “Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities” (NLN, 2013).

**References**


School of Nursing Conceptual Model

Mission Vision Concepts Committee, 2015
Approved by NCC 5/29/15; RAOC 7/7/15
The link above provides information on the college Statewide Transfer General Education Core (STGEC). Required general education courses may be taken prior to or following admission into the nursing program. Some programs may be waived from following all requirements of the STGEC.

ASN and PN Student Learning Outcomes and Program Outcomes

ASN Student Learning Outcomes
Upon completion of the program, the ASN graduate will be able to:

1. Function within the role of the associate degree nurse, incorporating professional, legal and ethical guidelines, to provide collaborative, safe, culturally competent, and holistic patient-centered care.
2. Analyze data and the relationships of the biological, psychosocial, cultural and spiritual components of patient needs to improve quality and safety of patient care.
3. Demonstrate effective use of technology to navigate the electronic health record, communicate with inter/intraprofessional teams, and be involved with decision making in the delivery of quality and safe patient care.
4. Integrate current evidence-based practices and critical thinking techniques to develop the patient’s plan of care.
5. Utilize communication practices that foster effective collaboration with patients, families and the inter/intraprofessional team for planning and delivery of quality patient care.
6. Promote a culture of caring and advocacy that demonstrates respect for individual patient preferences, values, needs and the diversity of the human experience.
7. Assume accountability and responsibility in fulfilling the role of the associate degree nurse, through personal and professional growth, integration of current evidence-based practice and understanding of multiple dimensions of patient-centered care.
8. Provide leadership in a variety of healthcare settings to diverse patient populations.

ASN Program Outcomes
1. Program Completion Rate: 70% of Traditional Program students will graduate within six (6) semesters, beginning with enrollment in the first nursing (NRSN) course, not including periods of non-continuous enrollment; 70% of Transitional Program students will graduate within 4.5 semesters, beginning with enrollment in the first nursing (NRSN) course, not including periods of non-continuous enrollment.
2. Pass rate: The program’s annual ISBN pass rate (80% standard) and three (3)-year average NCLEX-RN pass rates will meet or exceed accrediting organization standards.
3. Employment rate: 70% of graduate respondents will be employed in nursing or pursuing advanced education within six (6) months following graduation.
4. Graduate satisfaction: At least 70% of graduate respondents will rate their overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level registered nurse as 3.5 or higher on a 5.0 scale.
5. Employer satisfaction: At least 70% of employer respondents will rate graduates’ overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level registered nurse as 3.5 or higher on a 5.0 scale.

PN Student Learning Outcomes
Upon completion of the program, the PN graduate will be able to:

1. Function within the role and scope of practice of the practical nurse, incorporating professional, legal and ethical guidelines, to provide collaborative, safe, culturally competent, and holistic patient-centered care.
2. Recognize and describe the relationships of the biological, psychosocial, cultural and spiritual components of patient needs to improve quality and safety of patient care.
3. Demonstrate effective use of technology to navigate the electronic health record, communicate with inter/intraprofessional teams, and support decision making in the delivery of quality and safe patient care.
4. Integrate current evidence-based practices and critical thinking techniques to contribute to the patient’s plan of care.
5. Utilize communication practices that foster effective collaboration with patients, families and the inter/intraprofessional team for planning and delivery of quality patient care.
6. Promote a culture of caring and advocacy that demonstrates respect for individual patient preferences, values, needs and the diversity of the human experience.
7. Assume accountability and responsibility in fulfilling the role of the practical nurse, through personal and professional growth, integration of current evidence-based practice and understanding of multiple dimensions of patient-centered care.
8. Manage care in a variety of healthcare settings for diverse patient populations through the process of planning, organizing and directing.

PN Program Outcomes
1. Program Completion Rate: 70% of practical nursing students will graduate within 4.5 semesters, beginning with enrollment in the first nursing (NRSG) course, not including periods of non-continuous enrollment.
2. Pass rate: The program’s annual ISBN pass rate (80% standard) and three (3)-year average NCLEX-PN pass rates will meet or exceed accrediting organization standards.
3. Employment rate: 70% of graduate respondents will be employed in nursing or are pursuing advanced education within six (6) months following graduation.
4. Graduate satisfaction: 70% of graduate respondents will rate their overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level practical nurse as 3.5 or higher on a 5.0 scale.
5. Employer satisfaction: 70% of employer respondents will rate graduates’ overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level practical nurse as 3.5 or higher on a 5.0 scale.
## Alignment of Student Services and Resources with Program Outcomes

A wide variety of college and career services are available to all Ivy Tech students through the main Ivy Tech website at [http://www.ivytech.edu](http://www.ivytech.edu).

| Service | Short Description of Service | Alignment/Rationale for Service | Category of support for program outcomes:  
|         |                             |                                 | S=Student   I=Institutional   F=Faculty  
|         |                             |                                 | C=Communities of Interest |
| About (Ivy Tech) | General landing page for the College that describes Ivy Tech. [https://www.ivytech.edu/about/index.html](https://www.ivytech.edu/about/index.html) | • Description of a community college (S, I, F, C)  
• History of Ivy Tech (S, I, F, C)  
• Ivy Tech’s accreditation in higher education (S, I, F, C)  
• Ivy Tech’s Mission (S, I, F, C) |  |
| Academic Advising and Mentoring | Academic advising is free and open to all current and prospective students. Program and discipline-specific advising is provided to answer student questions about classroom content and tutoring | • Academic advising helps students plan what courses to take in preparation for application to the nursing programs. (S, I, C)  
• Academic advising enhances program completion by instructing students what courses to take in program and |  |

| ASN PROGRAM OUTCOMES |  |  |
| 1. Program Completion Rate: 70% of Traditional Program students will graduate within six (6) semesters, beginning with enrollment in the first nursing (NRSG) course, not including periods of non-continuous enrollment; 70% of Transitional Program students will graduate within 4.5 semesters, beginning with enrollment in the first nursing (NRSG) course, not including periods of non-continuous enrollment.  |
| 2. Pass rate: The program’s annual ISBN pass rate (80% standard) and three (3)-year average NCLEX-RN pass rate will meet or exceed accrediting organization standards.  |
| 3. Employment rate: 70% of graduate respondents will be employed in nursing within six to twelve months following graduation.  |
| 4. Graduate satisfaction: At least 70% of graduate respondents will rate their overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level registered nurse as 3.5 or higher on a 5.0 scale.  |
| 5. Employer satisfaction: At least 70% of employer respondents will rate graduates’ overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level registered nurse as 3.5 or higher on a 5.0 scale.  |

| PN PROGRAM OUTCOMES |  |  |
| 1. Program Completion Rate: 70% of practical nursing students will graduate within 4.5 semesters, beginning with enrollment in the first nursing (NRSG) course, not including periods of non-continuous enrollment.  |
| 2. Pass rate: The program’s annual ISBN pass rate (80% standard) and three (3)-year average NCLEX-PN pass rate will meet or exceed accrediting organization standards.  |
| 3. Employment rate: 70% of graduate respondents will be employed in nursing within six to twelve months following graduation.  |
| 4. Graduate satisfaction: 70% of graduate respondents will rate their overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level practical nurse as 3.5 or higher on a 5.0 scale.  |
| 5. Employer satisfaction: 70% of employer respondents will rate graduates’ overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level practical nurse as 3.5 or higher on a 5.0 scale.  |
| Mentorship | Support to students in managing their own learning, meeting career goals, and developing their skills. *(S, I, C)*
| --- | --- |
| **Alumni** | The Ivy Tech Alumni Association is the official alumni network for Ivy Tech and serves more than 500,000 alumni, the College, and students. Information regarding Ivy Tech’s Alumni Association can be found at: https://www.ivytech.edu/alumni/index.html
| • | The alumni association helps alumni of Ivy Tech to support the vision of the College. *(S, I, C)*
| • | The purpose of the alumni association is to: support and advance the mission of the College; foster a spirit of pride and loyalty for the College; develop programmatic outreach for alumni participation; communicate achievements and the needs of the College; promote and advance the interests and general welfare of the College; participate in fundraising for the Ivy Tech Foundation; and recognize personal and professional achievement of the Ivy Tech Community College alumni. *(S, I, C)*
| • | All of the purpose statements and strategies increase prospective, current and alumni student satisfaction with the college and their program of study by enhancing engagement with the college community. *(S, I, C)*
| **Supports ASN & PN Program Outcomes: 1 & 4** |  |
| **Canvas®** | Canvas® is the learning management system utilized in the delivery of course materials and content across all Ivy Tech courses.
| • | All courses within Ivy Tech utilize Canvas® for course delivery or support to include posting of course materials, emailing/messaging, course discussions, assignment submission, and grading. *(S, I, F)*
| • | Nursing courses at Ivy Tech utilize Canvas® in conjunction with the face-to-face course as a method of student support of learning. *(S, I, F)*
| **Supports ASN & PN Program Outcomes: 1 & 4** |  |
| **Bookstore** | College bookstores on campus and online.
| • | Bookstores on campuses and online provide the students opportunities to purchase or rent their instructional materials, which are essential to successful completion of their courses and program. *(S, I)*
| • | Having a college bookstore also allows many students to utilize financial aid to purchase their books, supplies, and other instructional materials, which otherwise may present a burden and barrier to completion, if not financial aid eligible. *(S, I)*
| **Supports ASN & PN Program Outcomes: 1 & 4** |  |
| **Career Development** | Students and employers have access to career services in each campus with additional information online at https://www.ivytech.edu/career-development/index.html
| • | The college provides career development opportunities at the central and campus levels to include items such as resume writing, interviewing skills, professional dress, connections with potential employers, job fairs, live and virtual job boards, and many other services to support program outcomes of employment of nursing graduates after their education completion. *(S, I, F, C)*
| • | The career development page also has information for employers and allows them to post position openings for
<p>| <strong>Childcare</strong> | Childcare services are offered on two campuses at the present time with information available online at <a href="https://www.ivytech.edu/childcare/index.html">https://www.ivytech.edu/childcare/index.html</a>. |
| <strong>Clinical facilities</strong> | Various facilities throughout the individual academic campuses that allow for completion of academic competencies related to applied clinical skills. Student clinical experiences are arranged by program faculty and affiliation agreements obtained with clinical agencies. These agreements outline the responsibilities and privileges of both parties. In off-campus settings, it is required that faculty and students shall conform to all policies of the affiliating agency, including drug screening, criminal background checks, physical examination, immunization records, tuberculosis screening, and certification in basic life support. |
| <strong>College Program Information</strong> | Listing of all degree and program options throughout Ivy Tech with embedded links to learn more about the various programs of study, campus and learning site locations, and <a href="http://www.ivytech.edu">http://www.ivytech.edu</a> |</p>
<table>
<thead>
<tr>
<th><strong>College &amp; Program Enrollment/Application Information</strong></th>
<th><strong>Disability Support Services</strong></th>
</tr>
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<tr>
<td>Information is available online at the college website and in person at the campuses regarding application to the college. <a href="https://www.ivytech.edu/apply-now/">https://www.ivytech.edu/apply-now/</a> Information for each School is also available online at the college webpage and program specific webpage <a href="https://www.ivytech.edu/programs-a-z/index.html">https://www.ivytech.edu/programs-a-z/index.html</a> Students can apply online at <a href="https://apps.ivytech.edu/apps/ext/selective_admission/health/nursing/dashboard">https://apps.ivytech.edu/apps/ext/selective_admission/health/nursing/dashboard</a></td>
<td>Accommodations and support for students with disabilities provided. <a href="https://www.ivytech.edu/dss/">https://www.ivytech.edu/dss/</a> An Office of Disability Support Services is located on each of the College's campuses.</td>
</tr>
</tbody>
</table>
| • Allows students to apply to the college online or via paper application at any of the campuses. *(S, I, F, C)*  
• Admission to the college is the first step toward programmatic application for limited enrollment programs, such as nursing. *(S, I, F, C)*  
• Information on the nursing landing page provides students with detailed information regarding requirements to apply to the nursing programs including: college admission requirements; admission testing (TEAS Test); prerequisite courses; immunization and background check requirements before, during, and after the program; and licensure requirements post-graduation. *(S, I, F, C)*  
| Supports ASN & PN Program Outcomes: 1 & 4 | • The mission of DSS is to provide access to College programs, services, activities, and facilities for students with disabilities; to provide student advocacy; to encourage the highest levels of academic and personal achievement; and to advocate for an accessible environment for students, faculty, staff, and visitors. *(S, I)*  
• Students admitted to the School of Nursing must be capable of fulfilling the Essential Functions of Nursing Students included in this booklet. The Office of Disability Support Services (DSS) provides assistance to students, who qualify for reasonable accommodation under the Americans with Disabilities Act (ADA), and Sections 504 and 508 of the Rehabilitation Act. Reasonable accommodations may be granted, based upon verification with appropriate documentation, for chronic illnesses, neurological conditions, learning disabilities, psychiatric illnesses, mobility impairments, and other conditions or impairments that limit one or more of life's major activities. Please refer to the College's [Documentation Guidelines](https://www.ivytech.edu/dss/) for specific information on requesting reasonable accommodations.  
• Students are responsible for contacting the campus Disability Support Services representative to request accommodations; any information shared will be kept confidential unless the student authorizes release and exchange of specified information. Every effort will be made to provide reasonable accommodations in a timely manner. Documentation of the disability must be on file with the Disability Support Services office prior to services being provided. Late requests may delay accommodations. In accordance with the above procedure, federal guidelines and respect for individual privacy, no action will be taken without a specific request.  
| Supports ASN & PN Program Outcomes: 1, 2, & 4 |
| Diversity | Ivy Tech Community College is committed to a diverse and inclusive educational environment that extends beyond tolerance to respect and affirms human difference. General diversity information can be found at [https://www.ivytech.edu/diversity/](https://www.ivytech.edu/diversity/) | • Website information includes the commitment of Ivy Tech to a diverse and inclusive educational environment. *(S, I, F, C)*  
• Includes Ivy Tech’s definition of diversity *(S, I, F, C)*  
• Provides specific links to various campuses for more local resources *(S, I, F, C)*  
• Diversity information and strategies promote inclusivity and acceptance of all students and supports program outcomes by promoting greater student, faculty, and graduate satisfaction. **Supports ASN & PN Program Outcomes: 1, 4, & 5** |
| Enrollment | Information is available online at the college website and in person at the campuses. Students can apply online at the college webpage. Information for each School is also available online at the college webpage and program specific webpage. [https://www.ivytech.edu/how-to-enroll/index.html](https://www.ivytech.edu/how-to-enroll/index.html) | • Enrollment is the first step toward completion of a certificate or degree attainment in the nursing programs. *(S, I)*  
• Students must be admitted to the college to begin progression toward admission in limited enrollment programs, such as nursing. *(S, I)* **Supports ASN & PN Program Outcomes: 1, 2, & 4** |
| How to Pay Financial Aid | Website includes information such as: options to pay for college; financial aid information; applying for financial aid; tuition & fees; and complete online instructions for financial information at [https://www.ivytech.edu/financial-aid/index.html](https://www.ivytech.edu/financial-aid/index.html) and financial aid personnel to assist in students applying for financial aid at each campus. | • Paying for college is an important consideration for many students to enroll and complete a degree. *(S, I)*  
• Multiple options to pay for college is essential to student outcomes, as many students cannot complete without such services. *(S, I)*  
• Extensive resources are important to help students understand and navigate the financial aid requirements so that they have funds available to pay for their education. *(S, I)* **Supports ASN & PN Program Outcomes: 1 & 4** |
| Instructional Support & NCLEX Preparation | Additional instructional supplies/resources that help support curriculum content and prepare nursing students for the NCLEX. Includes: ATI’s Comprehensive Assessment and Review Program (CARP); ATI Live & Virtual Reviews | • Provides students in nursing programs additional opportunities and support to practice NCLEX-style questions in preparation for the NCLEX. *(S, F)*  
• Provides additional opportunities for faculty to assess student knowledge of programmatic content and concepts. *(S, F)*  
• Provides additional opportunities to remediate and reinforce programmatic content. *(S, F)*  
• Students have achieved higher rates of first-time NCLEX pass rates following the implementation of these methods of instructional and NCLEX preparation support. *(S, F)* **Supports ASN & PN Program Outcomes: 1, 2, & 4** |
| Library | Library services are available online at [http://library.ivytech.edu/c.php?g=429100&p=2927303](http://library.ivytech.edu/c.php?g=429100&p=2927303) and on each campus as a source of instruction and assistance in the use of resources and services to students, faculty, and staff. | • The library webpage includes links to all of the different campus libraries online. *(S, F)*  
• The library provides resources and services to assistance students and promotes positive student learning outcomes. *(S, F)* **Supports ASN & PN Program Outcomes: 1 & 4** |
<table>
<thead>
<tr>
<th>Physical Resources</th>
<th>Supports program outcomes to allow content presentation in a variety of settings and with the use of numerous resources. <strong>Supports ASN &amp; PN Program Outcomes: 1 &amp; 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms, labs, instructional spaces and equipment utilized to support programmatic course offerings.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus Testing Centers</th>
<th>The campus testing centers allow students to test in a center in their home campus and at other campuses, as needed. (S, I, F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide accommodations and a process, procedure and location for students who require special testing areas, late exams, limited program initial entrance testing and testing throughout the curriculum, and other proctored testing situations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills Labs</th>
<th>Skill competency is incorporated in first semester of each program and continues throughout the nursing programs as students progress toward completion of programmatic outcomes. (S, C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides physical space for students to practice and demonstrate nursing skills. Includes static mannequins, skill models and simulators, and nursing supplies and equipment to develop and demonstrate skill proficiency within the nursing programs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simulation</th>
<th>Opportunities to engage in simulation utilizing high, medium and low fidelity manikins as well as static equipment which give students additional and unique experiences that may not be seen in actual clinical settings and enhances their ability to complete programmatic outcomes. (S, C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides opportunity for students to be involved in patient care experiences they may otherwise not experience in actual clinical settings. Simulation offers the ability to assess student clinical judgment and critical thinking without jeopardizing patient safety. It provides for active learning and participation through the use of various levels of simulators from low to high fidelity, as well as patient care scenarios.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Life</th>
<th>Student Life activities increase student engagement within the college and program. This improved engagement helps to improve student completion and promotes improved satisfaction with the program. (S, I, C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are multiple student activities available including student governance groups, student organizations, leadership development/academy, sports activities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology</th>
<th>Opportunities to engage in the use of technology that they will be using in the workplace increases graduate and employer satisfaction. (S, C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are afforded the opportunity to work with innovations that are becoming common to and advance the practice of nursing such as electronic charting, simulators, medication delivery systems, and other equipment.</td>
<td>Opportunities to engage in the use of technology that they will be using in the workplace also increases employment rates, as graduates of the nursing programs are in higher demand and more competitively placed for open positions. It also assists with orientation, as students have experience with the various technologies. (S, C)</td>
</tr>
</tbody>
</table>
Additional Information

**Student Health Insurance**
The Health Insurance Marketplace is designed to help you find health insurance coverage specific to your needs and budget through either your state or the U.S. Department of Health and Human Services. You may also be eligible for a new kind of tax credit that lowers your monthly premium right away. Please visit HealthCare.gov for more information, including an online application for health insurance coverage and contact information for the Health Insurance Marketplace in your area.

**Mandatory Health Insurance for International Students** (see “Student Resources” at http://cc.ivytech.edu)
Enrollment in the health insurance plan provided by Ivy Tech Community College is required for all International students and eligible dependents.

To ensure compliance with this policy, students and eligible dependents are automatically enrolled in and billed by the College for the insurance unless proof of comparable coverage is documented and a waiver is granted by the College prior to the deadline.

The plan offers comprehensive benefits that include hospital room and board, inpatient and outpatient surgical procedures, labs and x-rays, chemotherapy and radiation, inpatient and outpatient mental health services, physician office visits, consultant visits, ambulance, emergency care and prescription drugs.

Preventive Care Services are available to cover routine physicals and examinations, routine screenings, routine GYN examinations, and most immunizations with no cost-sharing for a student. Services provided will be covered at 100% of Reasonable and Customary charges up to $5,000, then 80% thereafter.

Please refer to the plan brochure available at www.gallagherkoster.com/IvyTech by clicking on 'My Benefits and Plan Information' for complete details about coverage, limitations, and exclusions.

**Student Accident Insurance**
For students registered in credit courses, the College provides accident insurance in a designated amount for injuries sustained while participating in College-sponsored activities. The activity must take place on College
premises or on any premises designated by the College. Students are also covered while traveling to and from College-sponsored activities as a member of a group under College supervision. It is the student’s responsibility to report injuries promptly to the instructor or to the Office of Student Affairs. The insurance is for a specified minimum amount of coverage. It is not intended to replace insurance coverage students may already have. Students should review their own coverage. The master insurance policy issued to Ivy Tech is on file at the central administrative office. The description of the hazards insured, benefits and exclusions is controlled by the master policy. Students with questions may contact the campus Office of Student Affairs.

**Accidents and Illnesses**

If a student has an accident on College property the student should report the accident to campus security or the Office of Student Affairs. If a student suffers an accident or illness while attending classes the student should notify the instructor. The College will take the necessary steps to intervene in a medical emergency while the student is on campus. If paramedic services or hospitalization is required the student is financially responsible. If a student is suffering from an illness that makes it impossible to attend classes the student should contact his/her instructors.

The College does not provide a health services center. The College supports the Drug Free Schools and Communities Act of 1989. Many community agencies are available to assist students seeking counseling or treatment. Please contact the Office of Student Affairs for a listing of community resources. The College conducts a biennial review of the effectiveness of its drug and alcohol abuse prevention programs. This review is available in the Office of Student Affairs.

**Housing**

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

**Transportation**

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

**Student Parking**

As part of registration, some campuses require students to register their motor vehicles and obtain a parking sticker. A special permit is required to park in spaces for persons with disabilities. Stickers are to be displayed in the vehicle while parked on campus, and students may park only in designated student parking areas. Vehicles improperly parked in areas reserved for the disabled, visitors, or others may be towed at the expense of their owners.

**Service Engagement**

Ivy Tech students are committed to helping others. Involvement in service is an important aspect of becoming a well-rounded citizen. Service opportunities are available through classroom activities, involvement in student organizations, or through campus and College-wide events like Ivy Tech Days of Service. Check with the Student Life Office at your campus to learn more about service engagement opportunities.
Financial Information

http://www.ivytech.edu/financialaid/

Tuition and Fees - http://www.ivytech.edu/tuition/
Tuition and fees are established by the State Board of Trustees and are subject to change. Expenses will include tuition, fees, books, uniforms, and other materials/equipment for use in the lecture, lab, and clinical areas. Students accepted for admission to the School of Nursing will incur expenses associated with obtaining the required physical examination, immunizations and/or titers, annual drug screenings, criminal background checks, annual influenza vaccination and tuberculosis screening, and Healthcare Provider Basic Life Support (CPR) certification (must American Heart Association or American Red Cross Provider). Students should also anticipate costs associated with applying for licensure upon completion of the program.

Financial Aid - http://www.ivytech.edu/financialaid/
Ivy Tech participates in various types of federal and state financial aid programs that provide assistance to many students. Ivy Tech also provides financial assistance to students from its own resources. Students are encouraged to carefully explore all financial aid options at their campus.

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for any form of financial aid. This form is available online at http://www.fafsa.ed.gov. Financial aid is available for both full- and part-time students regardless of age, race or sex. Ivy Tech offers various types of financial aid to students who need assistance to continue their education. Students are encouraged to survey carefully the available financial aid options. Students must be accepted for admission to the college in an eligible program to receive financial aid. For additional information on financial programs administered through the College, please make an appointment to see a financial aid advisor on your home campus.

Many healthcare agencies sponsor tuition assistance and scholarship programs for nursing students. In some cases, scholarships require a commitment to employment following graduation. Inquiries should be directed to the local healthcare agencies.

Financial Obligation
The Bursar’s Office is responsible for the collection of any outstanding obligations to the College. A person with an outstanding account will be denied certain College services. For example, official transcripts may not be obtained, registration forms will not be processed, and diplomas will not be issued until outstanding obligations are resolved.

Liability Statement
The College maintains Professional Liability insurance that covers the College, students, and instructors of the College with limits in the amount of $1,000,000 per occurrence and $3,000,000 aggregate. This coverage extends to clinical experience at an institution other than the College when it is a part of the College training program. Each student may obtain additional individual liability insurance. This coverage does not apply to employment situations such as externships and summer employment.

Nursing Program Admission, Progression and Graduation Policies
The semester of admission to the ASN or PN program is defined as the semester students are enrolled in their first NRSG (nursing) courses. Application for admission and completion of prerequisite general education courses generally begins several months in advance of the actual semester of admission. The School of Nursing is a
limited enrollment program with additional admission requirements beyond admission to the College. A selection point system is used for admission/selection decisions. (Refer to the Selection Point System section).

**General Program Admission Requirements**

- Applicants to the School of Nursing must first complete requirements for admission to the College.
- Applicants must be in good academic standing with the College, with a minimum cumulative GPA of 2.0 at the time of application to nursing in order to be considered for admission to the program. Students must remain in good academic standing (GPA or 2.0 or higher) in order to continue in nursing (NRSG) courses.
- Applicants transferring general education credits from outside Ivy Tech who have no recorded Ivy Tech GPA, may be eligible for admission based on grades achieved and validated following review of transcripts.
- Applicants to the School of Nursing must complete the ACCUPLACER exam or have a signed waiver on file in the Registrar’s Office. Students must complete all required remedial courses (OXX) and any required co-requisite courses, prior to admission to the program (the first semester of NRSG courses).
- Applicants must score at the PROFICIENT level or higher on the Assessment Technologies Institute, LLC (ATI) Academic Preparedness Category of the Test of Essential Academic Skills (TEAS) to be considered for admission to the ASN or PN programs.

**High School Transcript or High School Equivalency Exam (GED or TASC)** Consistent with Indiana State Board of Nursing (ISBN) requirements, a copy of your completed high school transcript from a state-approved high school or its equivalent, or individual and total High School Equivalency Exam (GED or TASC) test scores must be submitted with the online nursing application and will be maintained on file.

- Current High School students who have not graduated from High School prior to the application deadline may have an extension until August 1 for spring graduates and January 1 for fall graduates.
- International students will need to provide official credential evaluation from a NACES (http://naces.org) approved organization showing the equivalence of a U.S. high school diploma. Official evaluation must be sent directly from the credential evaluator to the campus registrar. A copy must be submitted with the nursing program admission application.

**General Education Prerequisite Courses**

Completion of the following required prerequisite courses with a grade of “C” or higher are required for admission to the ASN and PN programs:

- APHY 101 Anatomy and Physiology I
- ENGL 111 English Composition, and
- PSYC 101 Introduction to Psychology
- MATH 123 or higher is a prerequisite course for students admitted to the **ASN program only**; however MATH 123 is not included in the selection point system.

**Deadlines for completion of Prerequisite Courses**

In order for prerequisite general education courses to count towards program admission selection points, the courses must be completed by the specific deadlines listed below:

- Fall admission - completed by the end of previous spring semester
- Spring admission - completed by the end of the previous summer semester
- Summer admission - completed by the end of the previous fall semester.

Students enrolled in prerequisite courses during the semester immediately prior to enrollment in the first nursing course semester, may still be eligible for program admission on a conditional basis. If selected for admission to a nursing program, students taking prerequisite courses the semester immediately prior to the start of the nursing
program, MUST complete these courses with a grade of “C” or higher to remain eligible for admission. Although prerequisites are not required to be completed by the application deadline, it is unlikely that applicants who have not completed a prerequisite course will have enough points to be competitive for admission.

Transfer Credit for Prerequisite Courses
Prerequisite courses completed at colleges other than Ivy Tech will only be considered for general education selection points if transfer credit has been awarded and courses appear on the Ivy Tech transcript prior to the application deadline. It is the applicant’s responsibility to ensure that transfer credit has been awarded.

To ensure adequate time for processing of any external college transcripts for points towards admission and/or TEAS test scores, please submit your college transcript and TEAS test as early as possible prior to the application deadline. Applicants must submit official college transcripts to the Registrar’s Office prior to the application deadline to ensure adequate time for processing.

Applications and all required documentation must be submitted no later than 11:59 p.m., Eastern Standard Time, by the Application Deadline date.

Reminder: When scheduling TEAS tests and for college transcript submissions, please refer to the college calendar at https://www.ivytech.edu/index.html for campus open hours and holiday closure information.

<table>
<thead>
<tr>
<th>Nursing Program Admission Semester</th>
<th>Online Application Available</th>
<th>TEAS Test Deadline</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>March 18</td>
<td>May 4</td>
<td>May 18</td>
</tr>
<tr>
<td>Spring</td>
<td>July 1</td>
<td>August 18</td>
<td>September 1</td>
</tr>
<tr>
<td>Summer</td>
<td>December 1</td>
<td>January 18</td>
<td>February 1</td>
</tr>
</tbody>
</table>

The online application Open Dates and the Application Deadline date may vary depending on the College academic calendar.

Please check the nursing website at www.ivytech.edu/nursing for information about the nursing programs and the most current online application information and deadlines.

Mandatory Nursing Information Session
Students must participate in a face-to-face or online (determined by each campus) Nursing Information Session. In order to have the most current program information, applicants must complete the information session within three (3) months prior to each application period, as acknowledged in the signature portion of the online application. It is the applicant’s responsibility to be aware of the most current requirements and curricula available at www.ivytech.edu/nursing.

TEAS Entrance Test
The Test of Essential Academic Skills (TEAS) is used as part of the admissions process by the Ivy Tech School of Nursing programs. On August 31, 2016 an updated ATI TEAS was released. The TEAS V was retired at that time and is no longer available for testing. TEAS V entrance tests completed prior to August 31, 2016 will continue to be honored toward nursing program admission as long as the date of the TEAS V test is not older than two (2) years through the application deadline date. Please contact the program you are applying to for more details. Students taking the test on or after August 31 should consider purchasing the sixth edition of the TEAS study.
Information about the TEAS is available at www.atitesting.com.
Study guides are available via campus bookstores and at www.atitesting.com.
The TEAS (TEAS V and ATI TEAS) may be taken up to two (2) times in a two-year period regardless of the testing location.
There must be at least thirty (30) days between the test dates for the TEAS.
Applicants must pay the approved testing fee with each attempt.
TEAS Test scores will be valid for two (2) years from the date of the initial TEAS test for all nursing program tracks and must be valid through the application deadline date. TEAS tests that expire prior to the application deadline will be ineligible for consideration towards program admission, even if the student applies prior to the application deadline.
The TEAS test must include all four test components to be considered valid: Reading, English, Math, and Science. Partial tests will not be accepted.
Applicants who take the TEAS at schools other than Ivy Tech must contact Assessment Technologies Institute (ATI) to have an official copy electronically submitted directly to Ivy Tech. If transferring TEAS scores from another school to Ivy Tech, official copies must be received by campus nursing dean fourteen (14) days prior to deadline to ensure scores are received and processed prior to deadline.
Applicants must score at the PROFICIENT level or higher to be considered for admission.
TEAS sub-category scores will be used in the selection point system. (See Selection Point System).
- The applicant’s ATI Academic Preparedness Category appears on the TEAS Score report immediately below the Adjusted Individual Total Score. The Adjusted Individual Total Score will be used only as a tiebreaker.
- Applicants whose ATI Academic Preparedness Category is at the Developmental or Basic level will NOT be considered for admission.

TEAS V entrance tests completed prior to August 31, 2016 will continue to be honored toward nursing program admission as long as the date of the TEAS V test is not older than two (2) years.

Completing the Online Nursing Application

A completed online nursing application, found at www.ivytech.edu/nursing, must be submitted electronically by the specified deadline date.
The online nursing application will open two (2) months prior to each application cycle deadline date.
Applications for the Traditional ASN program from students who are currently enrolled in the PN program will NOT be considered.
Applicants may apply to both the ASN and PN programs and must include the following information:
Completed TEAS test results must be submitted fourteen (14) days prior to the application deadline and must be no older than two (2) years at the application deadline date.
Copy of a complete high school transcript or its equivalent, which must clearly include the date of graduation/completion, or a copy of a High School Equivalency Exam (GED or TASC) listing the student’s name with total and individual GED or TASC test scores and date of completion.
- Current High School students who have not graduated from High School prior to the application deadline may have an extension until August 1 for spring graduates and January 1 for fall graduates.
Official transcripts from other colleges/universities and CLEP/DANTES, Advanced Placement, and other test results must be submitted to the campus Registrar’s office at least one (1) month prior to the application deadline for evaluation of general education courses towards program admission and selection points.
It is the student's responsibility to follow up with the Registrar's office to determine if transfer credit has been awarded and applied to the Ivy Tech transcript.

LPN to ASN Transition Track Applicants

- Applicants must provide documentation verifying possession of a current, unencumbered Indiana LPN license, which must be submitted with the online nursing application. Please see the “Process for Verification of LPN License” section for further instructions.
- Applicants must maintain a current, unencumbered Indiana nursing license throughout the program. A copy must be submitted with the application and after each renewal period. Your license will be verified by the School of Nursing.
- The same selection decision scoring process listed above will be utilized to rank-order candidates.
- Verified credit will be awarded for the following first year entry level ASN nursing courses following successful completion (grade of C or higher) of NRSG 122 Introduction to ASN Transition (if more than two years following graduation or an external program graduate), and NRSG 125 LPN Transition to ASN Lab.
  - NRSG 100 Fundamentals of Nursing
  - NRSG 102 Medical-Surgical Nursing I
  - NRSG 105 Medical-Surgical Nursing I Clinical
  - NRSG 110 Medical-Surgical Nursing II
  - NRSG 111 Medical-Surgical Nursing II Clinical
  - NRSG 115 Nursing Lab
  - NRSG 106 Pharmacology for Nursing

Process for Verification of LPN License

Documentation verifying a current, unencumbered Indiana Practical Nurse License must be uploaded to the online nursing application for any LPN to ASN Transition Program applicants. This information can be obtained online from The Indiana Professional Licensing Agency (IPLA) through the following process:

Step 1: Go to https://mylicense.in.gov/everification/Search.aspx

Step 2: Enter your first and last name, then click “search” (see highlights below).
Step 3: Click on your name in the “Sort Name” box to go to the next screen.

Step 4: Screen shot or copy the full license profile that appears on the screen below, then post it in the online application.

Note: The license status must be listed as ACTIVE. Licensees with current discipline such as suspension or probation are not eligible for admission into the nursing programs.

Paramedic to ASN Transition Track Applicants
- Applicants must provide documentation verifying current, unencumbered state and/or national Paramedic certification through the Indiana Department of Homeland Security or the National Registry of Emergency Medical Technicians.
- The same selection decision scoring process listed above will be utilized to rank-order candidates.
- Applicant must maintain a current, unencumbered, state and/or national Paramedic certification or registration throughout the program. A copy must be submitted with the application for admission and
after each certification or registration renewal period. Your certification/registration will be verified by the School of Nursing.

- Verified credit will be awarded for the following first year entry level ASN nursing courses following successful completion (grade of C or higher) of NRSG 122 Introduction to ASN Transition and NRSG 123 Paramedic Transition to ASN Lab/Clinical.
  - NRSG 100 Fundamentals of Nursing
  - NRSG 102 Medical-Surgical Nursing I
  - NRSG 105 Medical-Surgical Nursing I Clinical
  - NRSG 110 Medical-Surgical Nursing II
  - NRSG 111 Medical-Surgical Nursing II Clinical
  - NRSG 115 Nursing Lab

Students applying to the LPN to ASN or Paramedic to ASN transition program tracks must follow the current curriculum of record and are encouraged to meet with their advisor.

Process for Verification of Paramedic Certification

Step 1: Go to https://oas.dhs.in.gov/dfbs/ems/person.do?method=personLookup within the Indiana Department of Homeland Security web page.

Step 2: Click on either of the two links at the bottom of the page:

Step 3: Fill in the requested information.
Step 4: Save a copy of the verification and submit to the appropriate link within the online application system.
Program Admission Selection Point System

General Education Points
- A weighted point system will be used to determine points for the General Education Course component of the selection score points.
- When multiple course attempts are reported on the college transcript(s), the highest earned grade will be used for the selection decision score. This includes courses appearing on transcripts from other schools.
- Points for general education courses transferred in from other institutions will be awarded based on the grade recorded on the Ivy Tech transcript.
  - It is the applicant’s responsibility to ensure that the transfer credit has been applied and to provide the transcript from the other institution by the deadline date.
- Points for verified credit (V) or college credit through Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), and Dantes Subject Standardized Test (DSST), will be awarded as indicated below.
  - In order for points to apply, students must have taken and passed the AP placement exam and verified credits must appear on the Ivy Tech transcript.

<table>
<thead>
<tr>
<th>Course</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/F</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>APHY 101</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>15</td>
</tr>
</tbody>
</table>

Total General Education Points Possible: 60

TEAS Points
Once it has been determined that the applicant has met the minimum eligibility requirement, the following weighted system will be used to determine the TEAS component of the selection score points. Student must score at the PROFICIENT level or higher (e.g. Advanced or Exemplary) in the ATI Academic Preparedness Category to have TEAS scores considered for admission into nursing programs. Applicants whose ATI Academic Preparedness Category is at the “Developmental” or “Basic” level will not be considered for admission.

Applicants with two (2) valid TEAS score reports available at the application deadline will have the opportunity to self-select which test they wish to apply towards program admission. An entire TEAS score report with all four (4) categories must be selected; selection of subsection scores between two (2) different TEAS tests is not allowed.

Please refer to your home campus school of nursing for specific instructions regarding registering for the TEAS test.

<table>
<thead>
<tr>
<th>TEAS Component</th>
<th>Weighted Sub-Test Point Calculation</th>
<th>Maximum Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English &amp; Language Usage</td>
<td>Subsection % score X 0.20</td>
<td>20</td>
</tr>
<tr>
<td>Reading</td>
<td>Subsection % score X 0.30</td>
<td>30</td>
</tr>
<tr>
<td>Math</td>
<td>Subsection % score X 0.20</td>
<td>20</td>
</tr>
<tr>
<td>Science</td>
<td>Subsection % score X 0.30</td>
<td>30</td>
</tr>
<tr>
<td>Total TEAS points possible:</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Tie Breaker Points (applied in the order listed below)
- TEAS Adjusted Individual Total Score
Online Application Auto- and Manual-Selection Processes

The selection process for admission into the nursing programs consists of three (3) auto-selection rounds (Rounds 1, 2, & 3) and one (1) manual-selection round (Round 4).

Auto-Selection Rounds 1, 2, and 3

- The number of students admitted is determined by availability of clinical resources and may be adjusted without advance notice. Please review the following written narrative and Auto-Selection example outlined below.
- Applicants for admission into the nursing programs will complete the Online Nursing Application found on the nursing webpage at www.ivytech.edu/nursing, which includes attaching all required documents and meeting all other requirements for nursing program admission.
- Following the application deadline date, eligible applications will be processed through the following Auto- and Manual-Selection cycles until all open seats are filled statewide.

Round 1 Auto-Selection

(Begins seven (7) days following the application deadline date)

1. Applicants are ranked highest to lowest based on total admission point scores.
2. Applicants are auto-selected based on their campus rankings and available seats.
3. Applicant #1 (in the example below) has the highest score of all applicants.
   a. The system places Applicant #1 at his/her 1st choice campus because a seat is available.
   b. However, if no seat had been available, the system will then look at the Applicants 2nd ranked campus.
      i. If a seat was available there, the student will be given his/her 2nd choice.
      ii. If not, the system will continue going through the student's rankings in order of priority looking for an available seat.
      iii. If none found, the Applicant’s status will change to "not auto selected" and be placed back in the pool for Round 2.
4. The system will then repeat steps 2-3 for Applicant #2.
5. The system will continue the auto-selection process until all students have been evaluated for placement.
6. If selected through auto-selection, applicants are sent an Ivy Tech email immediately following the launch of each Auto-Selection Round with instructions to log back into the online application and “accept” or “decline” the offer for admission.
   a. Applicants will have seven (7) days following the launch of each Auto-Selection round to either “accept” or “decline” any admission offers.
   b. If the applicant does not accept the offer for admission OR they decline the offer, their name will be included in the next Auto-Selection Round.

Round 2 Auto-Selection

(Begins seven (7) days following the launch of Round 1 Auto-Selection)
1. Round 2 will repeat steps 1-6 and with the applicants who've been placed in the pool for this round.
2. Round 2 will include:
   a. Applicants not auto-selected in Round 1.
   b. Applicants who declined offers for admission in Round 1.
   c. Applicants who did not respond to offers for admission within the seven (7) day time period following Round 1.

Round 3 Auto-Selection
(Begins seven (7) days following the launch of Round 2 Auto-Selection)
1. Round 3 will repeat steps 1-6 and with the applicants who've been placed in the pool for this round.
2. Round 3 will include:
   a. Applicants not auto-selected in Round 2.
   b. Applicants who declined offers for admission in Round 2.
   c. Applicants who did not respond to offers for admission within the seven (7) day time period following Round 2.

Example of Auto-Selection Process:

<table>
<thead>
<tr>
<th>Student #</th>
<th>Score</th>
<th>Campus Placement by Applicant Score and Campus Ranking</th>
<th>Spots filled by Number of Open Seats Based on Applicant Score and Campus Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Campus A</td>
<td>Campus B</td>
</tr>
<tr>
<td>1</td>
<td>160</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>158</td>
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<tr>
<td>3</td>
<td>156</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>154</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>152</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>150</td>
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<td>2</td>
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<td>7</td>
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<tr>
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<tr>
<td>9</td>
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<tr>
<td>10</td>
<td>142</td>
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<td>2</td>
</tr>
<tr>
<td>11</td>
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<tr>
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<td></td>
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<td>2</td>
</tr>
<tr>
<td>25</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who were auto-selected.
Students who were not auto-selected. These students will be considered for round 2.
Round 4 Manual-Selection Process

Begins seven (7) days following the launch of Round 3 Auto-Selection.

1. Round 4 will include:
   a. Applicants not auto-selected in Rounds 1, 2, or 3.
   b. Applicants who declined offers for admission in Rounds 1, 2, or 3.
   c. Applicants who did not respond to offers for admission within the seven (7) day time period following Auto-Selection Round 3.

2. Applicants are ranked highest to lowest based on total admission point scores.

3. Applicants are offered admission based on their campus rankings and available seats.

4. If selected for admission, applicants will be notified by the campus nursing dean/designee via phone and/or an Ivy Tech email immediately following the launch of Round 4.
   a. Applicants will have seven (7) days following the launch of Round 4 to either “accept” or “decline” any admission offers.
   b. If the applicant does not accept the offer for admission OR they decline the offer, their name will remain on the list of eligible applicants for the current admission cycle.

Reapplication Process

Students who are not selected for the program may reapply for the next admission cycle. The entire application with documents must be resubmitted with each new application.

Additional Admission Requirements

A physical examination, proof of immunization status, criminal background check, drug screening, and Basic Life Support for Healthcare Providers certification are required prior to enrollment in the program. Students will be provided with necessary information to complete these activities from the campus nursing deans/designee following completion of Round 4 Manual Selection. Please see the Criminal Background Check and Drug Screening section for additional information.

College Progression and Readmission Policy

Please refer to Section 4 of the Academic Support and Operations Manual (ASOM) for policies related to academic standards and readmission following dismissal from the College for violations of rules of conduct and/or failure to meet and maintain academic standards. Students enrolled in the School of Nursing must be in good academic standing according to College policy.

Progression in Nursing Courses

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

Students who are admitted to the LPN to ASN Transition track must maintain a current, unencumbered Indiana LPN license throughout the program. Any student whose license is not current or is encumbered by any pending disciplinary action by the Indiana State Board of Nursing will not be permitted to progress in the program until such time that a current, unencumbered license is regained. Maximum time frame for completion will not be extended due to such circumstances.

Students who are admitted to the Paramedic to ASN Transition track must maintain a current, unencumbered Indiana and/or national Paramedic certification throughout the program. Any student whose certification/registration is not current or is encumbered by any pending disciplinary action will not be permitted
Maximum Time Frame for Nursing Program Completion
The goal of the nursing programs is to prepare students with the knowledge, skills, and attitudes/behaviors necessary to provide professional, competent, safe, quality patient care. Students are required to complete their nursing program in the maximum time frame listed below. To ensure patient safety, student knowledge, and currency in practice, students who do not complete their program within the maximum time frame will not be allowed to reapply to the program for two (2) years following discharge from the program. This will provide sufficient time for review, remediation and development of improved student success skills and competencies necessary to ensure safe, competent patient care.

• The maximum time frame for completion of the Practical Nursing program is six (6) semesters beginning with enrollment in the first nursing course (NRSG)
• The maximum time frame for completion of the traditional ASN program is eight (8) semesters beginning with enrollment in the first nursing course (NRSG)
• The maximum time frame for the completion of the LPN to ASN and Paramedic to ASN Transition tracks is six (6) semesters beginning with the first nursing course (NRSG)
• NOTE: Maximum time frame does not include semesters in which campus nursing courses are not scheduled.

Re-Enrollment in Nursing Courses Following a Period of Non-Enrollment
The student must remain in continuous enrollment in nursing (NRSG) courses. Continuous enrollment is defined as enrollment in each semester in which nursing (NRSG) courses are offered according to the predetermined campus curricular sequence.

Any student who is not able to maintain continuous enrollment must complete and submit the Application for Nursing Re-enrollment or Transfer Within Ivy Tech form (obtained from the campus School of Nursing) to the School of Nursing Dean or their designee, requesting permission to re-enroll in Nursing (NRSG) courses. The following criteria will be utilized for granting permission to re-enroll in nursing courses:

• Re-enrollment will be granted only on a space available basis.
• If the number of requests for re-enrollment exceeds course space availability, selection will be based on the earliest submission date of the completed Application for Nursing Re-enrollment or Transfer within Ivy Tech form.
• A returning student is subject to the program policies in effect at the time of re-enrollment.
• Students will be held accountable for knowledge and skills learned in previously taken NRSG and general education coursework. It is the student’s responsibility to seek remediation as needed prior to resuming progression in the Program.

Movement within the Ivy Tech System: Crossover between Nursing Programs
Movement within the Ivy Tech system between any nursing programs is based on the following:

• Clinical space availability
• Submission of the Application for Nursing Re-enrollment or Transfer Within Ivy Tech form (available in the campus nursing office) by the student indicating the desire to complete their studies at another Ivy Tech campus
• A current, cumulative GPA of 2.0 or higher
Movement within a campus from the PN to the ASN program
- Transfer from the PN to the ASN program, within the same admission cohort (PN and ASN students taking the same first semester courses as a cohort group), may occur on a space available basis only at the start of the second semester of nursing courses.
  - PN students who fail a first semester nursing course are ineligible for crossover into the ASN program.
- The Dean or Department/Program Chair will initiate contact with students who are eligible for crossover to offer any available course seats. Information on crossover openings will not be provided on general inquiry.
- Crossover students will be rank-ordered by their original admission selection decision score, including tiebreaker points when applicable.

Movement within a campus from the ASN to the PN program
- Students who are unsuccessful in their ASN program-specific courses may be eligible to transfer from the ASN program to the PN program if campus space is available.
- Eligibility for crossover must be approved by the campus Dean or Department/Program Chair.
- Maximum time frame for program completion will restart following admission to the PN program.
- Students crossing over from the ASN to the PN program are required to complete NRSG 112, 113, 116, 117, and 128 in the PN program.
- To ensure patient safety, student knowledge, and currency in practice, students who do not complete any ASN program-specific course within the maximum time frame will not be allowed to apply to the LPN to ASN Transition program after completion of their PN program for two (2) years following discharge from the ASN program.
- Crossover students will be rank-ordered by their original admission selection decision score, including tiebreaker points when applicable.

Graduation
The Indiana State Board of Nursing regulations require that all courses in the nursing curriculum must be passed with a minimum grade of “C” (ISBN 848 IAC 1-2-21). Please refer to Section 4 of the College ASOM policy for more information regarding graduation requirements.

Attendance Policies
Regular attendance is expected at scheduled class meetings or other activities assigned as part of a course of instruction. Attendance records are kept by instructors. When personal circumstances make it impossible to attend scheduled classes and activities, the College expects students to confer with instructors in advance. Attendance expectations will be delineated in individual course syllabi.

Absences may be considered by instructors in awarding grades. Students who must interrupt their Ivy Tech education to fulfill Reserve and National Guard annual tour requirements should present official military orders to their instructors prior to departure for duty. Students are not excused from completion of the course work and should make arrangements with their instructors to complete all work

Nursing Classroom and Lab Attendance Policy
Students are expected to attend all lecture and lab sessions. Attendance is necessary to maximize student-learning opportunities. Students who are absent are responsible for missed material. Attendance will be reported for the purpose of financial aid qualification. Specific expectations will be found in each course syllabus.
Clinical Attendance Policy
Clinical courses require that the student be present to effectively evaluate successful achievement of clinical course objectives and concepts, as clinical course objectives cannot be accomplished or evaluated outside the clinical setting. There are no make-ups for missed clinical hours. Therefore, regular clinical attendance is mandatory for successful clinical course completion. Clinical attendance policies for the School of Nursing are defined in the Nursing Student Handbook provided upon admission.

Students are responsible for tracking their own absences/tardiness times. Illness, family deaths, accidents, emergencies, etc. will not be treated as exceptions. Students are encouraged to conserve absences to cover unforeseen occurrences.

Students who develop illnesses or conditions involving limited activity must provide a licensed healthcare provider’s written statement that they are physically and mentally capable of undertaking the Essential Functions of Nursing Students as outlined in this document prior to resuming clinical activities. Students will not be permitted to participate in clinical without a written physician’s statement.

Student Rights and Responsibilities

The student appeal process provides the College an appropriate mechanism to deal with violations of student rules of conduct and conversely allows a student with a disagreement to appeal against a College employee’s decision affecting that student. The College encourages students to resolve their complaints informally. The informal appeal procedures are designed to accomplish a quick resolution that is most expeditious and effective. Whenever the informal process does not result in a satisfactory resolution, the College formal appeal procedure is also available.

In addition, the grade appeal process provides a mechanism for review when a student believes the final grade he or she received in a course is inaccurate. As with the student appeal process, this procedure encourages students to first attempt to resolve the appeal informally, beginning with the faculty member who issued the course grade.

The reputation of the College and the College community depends in large part upon the behavior and academic achievement of its students. Students enrolled at the College are expected to conduct themselves in a mature, dignified, and honorable manner. While enrolled at the College, students are subject to College jurisdiction. The College reserves the right to take disciplinary action against any student whose conduct, in the opinion of College representatives, is not in the best interests of the student, other students, or the College. Students who are disciplined should expect to find their sanctions enforced at all Ivy Tech campuses. All students are expected to abide by the College rules of conduct. Please refer to the Code of Student Rights and Responsibilities found on Campus Connect. Expectations for student behavior in clinical settings are governed by clinical agency affiliation agreements, the American Nurses Association Code of Ethics, and the Indiana Nurse Practice Act.

Grading Practices

Students are required to pass all nursing and required general education course with a grade of “C” or higher. No grades will be rounded. The nursing program grading scale is as follows:
Evaluation of Student Learning

College General Education Outcomes Assessment
Graduates’ skills in several general education areas are assessed to determine whether they meet the learning outcomes defined for general education and whether their performance with respect to these outcomes has improved during their period of enrollment at the College.

The College uses the Collegiate Assessment of Academic Proficiency (CAAP) exam to identify skills in Math, English, Scientific Inquiry and Critical Thinking. The CAAP is used at many colleges around the country. Each associate degree graduate will take two of the four modules possible. Tests will be given in the capstone course. Capstone courses represent the culminating experiences in the student’s program, and must be taken in order to complete the program.

The College places a strong emphasis on student learning outcomes as a focus for planning and institutional improvement. Students will receive a copy of their CAAP scores; in addition, students who score at or above the national mean will receive a “certificate of achievement” for each module. Certificates of achievement may be useful to students in building their resume or portfolio.

Nursing ATI Testing Policy
Ivy Tech School of Nursing utilizes the Assessment Technologies Institute, Inc. (ATI) Comprehensive Assessment and Review Program (CARP) for nursing students. The CARP examinations are comprehensive knowledge-based assessment tests that are administered each semester to the students enrolled in the nursing programs. The purpose of these examinations is to provide the students with an understanding of their knowledge strengths and weaknesses in relation to particular content areas within the curriculum. Students are expected to make full use of the CARP exams, handbooks, and tutorial and remediation materials to maximize learning throughout the program.

U.S. Immigration and Nationality Act

The Indiana Professional Licensing Agency (IPLA) of which the Indiana State Board of Nursing is aligned, has recently taken a position that may preclude visa holding or otherwise undocumented students from sitting for the NCLEX-RN or NCLEX-PN. Students should seek their own legal counsel in these matters.

The expectations U.S. Immigration and Nationality Act are found in the Federal Regulation 8 of the U.S.C.; Section 1641:

(A) IN GENERAL
   Except as otherwise provided in this chapter, the terms used in this chapter have the same meaning given such terms in section 101(a) of the Immigration and Nationality Act [8 U.S.C. 1101(a)].
(b) Qualified alien:
For purposes of this chapter, the term “qualified alien” means an alien who, at the time the alien applies for, receives, or attempts to receive a Federal public benefit, is—

(1) an alien who is lawfully admitted for permanent residence under the Immigration and Nationality Act [8 U.S.C. 1101 et seq.],

(2) an alien who is granted asylum under section 208 of such Act [8 U.S.C. 1158],

(3) a refugee who is admitted to the United States under section 207 of such Act [8 U.S.C. 1157],

(4) an alien who is paroled into the United States under section 212(d)(5) of such Act [8 U.S.C. 1182(d)(5)] for a period of at least 1 year,

(5) an alien whose deportation is being withheld under section 243(h) of such Act [8 U.S.C. 1253] (as in effect immediately before the effective date of section 307 of division C of Public Law 104–208) or section 241(b)(3) of such Act [8 U.S.C. 1231(b)(3)] (as amended by section 305(a) of division C of Public Law 104–208),

(6) an alien who is granted conditional entry pursuant to section 203(a)(7) of such Act [8 U.S.C. 1153(a)(7)] as in effect prior to April 1, 1980; [1] or

(7) an alien who is a Cuban and Haitian entrant (as defined in section 501(e) of the Refugee Education Assistance Act of 1980).

U.S. Social Security Number Requirement by ISBN

All candidates taking the NCLEX exam are required to have a U.S. social security number per Indiana Code. This is a mandatory of the ISBN. Applications to test cannot be processed without it. Per the Indiana Code:

NCLEX-RN Candidates:

Notice - Pursuant to Section 7 of the Privacy Act of 1974, you are hereby given notice that disclosure of your U.S. Social Security number on your application is mandatory for the purpose of complying with IC 25-1-5-8 and IC 4-1-8-1 which provide that the Indiana Department of Revenue may obtain Social Security numbers from the Indiana Professional Licensing Agency for tax enforcement purposes. In addition, disclosing such number is mandatory in order for the licensing board or committee to comply with the requirements of the federal National Practitioner Data Bank and the Healthcare Integrity and Protection Data Bank 42 U.S.C. §1320(a)-7e (b), 5 USC §552a, 45 CFR Part 60.1, and 45 CFR Part 61. Failure to disclose your U.S. social security number will result in the denial of your application. Application fees are not refundable


NCLEX-PN Candidates:

Notice - In compliance with Indiana Code 4-1-6, this agency is notifying you that you must provide the requested information or your application will not be processed. You have the right to challenge, correct, or explain information maintained by this agency. The information you provide will become public record. Your examination scores and grade transcripts are confidential except in circumstances where their release is required by law, in which case you will be notified. Your social security number is being requested by this state agency in accordance with Indiana Code 4-1-8-1. Disclosure is mandatory, and this record cannot be processed without it.

Criminal Background Check and Drug Screening Policy

ASOM 4.14

Purpose
Requiring criminal background checks and drug screenings ensures students meet the same standards as health care facility employees. This will also provide consistency for Ivy Tech School of Health Sciences and School of Nursing programs. Health care facilities are obligated to document that any individual authorized to provide such care does not have a criminal history of mistreatment, neglect, violence, defrauding the public, or otherwise taking advantage of another person and has no record of illegal use of pharmaceuticals or use of any illegal substances.

Nursing Student Statement
Any convictions or criminal charges (a criminal complaint filed in court by a prosecutor) filed against the student prior to or during enrollment in the nursing program may result in a failure to be approved for required clinical placement assignments and may result in inability to progress through the nursing program. Convictions and criminal charges are reported to the clinical sites, which may or may not allow the student to attend clinicals in their facility depending on the issue in question. Required clinical placements are prerequisites to the completion of any School of Nursing degree.

Organizational Scope or Audience
This policy applies to all students who will have direct patient contact within a health care facility or laboratory, or other setting where health care is provided, as well as students who do not have direct patient contact but engage in practice-based learning within a setting where health care is provided.

Definitions

Drug Screening: technical analysis of a biological specimen - for example urine, hair, blood, sweat, or oral fluid/saliva - to determine the presence or absence of specified parent drugs or their metabolites.

Clinical and Practice-based learning: as applicable to this policy, any course of study in which the student may be assigned to a healthcare or practice laboratory setting to meet course objectives. This includes, but is not limited to, assignment in any setting where a student provides direct patient care or patient care services, has direct contact with patients or their families in an observational role, has access to patients’ health records, or is performing invasive healthcare procedures in a campus laboratory setting.

Policy
Criminal background checks and drug screenings will be required for all currently enrolled clinical students and newly admitted students in School of Health Sciences and School of Nursing programs. Completion of a criminal background check and drug screening are required for admission and/or clinical placement in Health and Nursing programs. The criminal background check and drug screening may be done either before enrollment in the professional courses or just prior to the first day of clinical or externship as specified by the program. Additional criminal background checks and/or drug screenings will be required in programs for students enrolled in clinical courses more than 12 months.

Students who are enrolled in courses for credit or non-credit, but who are not in a degree-seeking program, may be exempt from the drug testing and background check requirements in this policy. Further, additional or different requirements may apply to students in any program for which rules or regulations external to College policy exist.

Students who are not continuously enrolled in a program until completion may be required to complete additional checks upon re-entry to a program or admission to a different program in the School of Health Sciences or School of Nursing. Clinical sites or the College may request additional background checks or drug screenings at their discretion.
Students who are denied clinical placement or who are withdrawn from enrollment in a clinical course due to clinical site refusal to accept students with positive findings on criminal background checks or drug screenings, may reapply to the same or different School of Health Sciences or School of Nursing program the next semester, but will need to comply with additional criminal background checks or drug screenings as required. College program admission and progression policies will apply. If a student is denied placement for clinical at one site, up to two more attempts will be made to place the student at other clinical sites if other sites are available.

Procedure
The student is responsible for completing the online processes and other required paperwork, paying for the criminal background check and drug screening, working with the company providing the criminal background check and drug screening for any follow-up information or testing that may be required, and monitoring the results of the criminal background check and drug screening. By participating in the required criminal background check and drug screening, students are giving the College permission to release information as needed to the clinical affiliates. The College will provide clinical sites with an assurance that background checks and drug screenings will be completed for every student. The student, the College, and clinical sites will have access to the secure web-based results.

The student will initiate the required background check and drug screening with the company of the College's choice by the due date designated by the program. Students who refuse to comply with the background check and drug screening will not be eligible to enroll in clinical courses, and therefore will not be eligible to enroll, progress, and/or graduate from the program. The background check will include the following elements (additional elements may be added if required by the clinical site):

- County, state, and federal criminal record searches of all places of principal residences for the past seven (7) years (or since age 18, if less than 25 years old). Records will be verified against all known names and addresses as revealed on the social security report.
- National criminal history database that includes 50-state sex offender and Office of Foreign Assets Control (OFAC) List of Specially Designated Nationals (SDN).
- Office of Inspector General (OIG)/General Services Administration (GSA) Sanction Reports, United States Treasury, applicable state exclusion list.
- Social security verification and residency report.
- Maiden name and alias report.

The drug screening will include the following elements (additional elements may be added if required by the clinical site) Note: examples of common names for drugs or illegal substances are listed in parentheses.

- Marijuana (cannabis, weed, hemp)
- Cocaine (coke, snow, blow)
- Opiates (morphine, codeine)
- Amphetamines and methamphetamines (Ritalin, Ecstasy, speed, meth)
- Phencyclidine (PCP, angel dust)
- Propoxyphene (Darvon)
- Barbiturates (Valium, Librium)
- Methadone (oxycodone, hydrocodone, Vicodin)
- Benzodiazepines (Versed, Dalmane, Restoril, Xanax)
- Methaqualone (Quaalude, Sopor)

The student will have access to findings of the criminal background check and drug screening, via the results posted on the secure web site, as required by the Fair Credit and Reporting Act. The student has both the responsibility and the right to challenge any information in the findings that the student believes to be erroneous with the company providing the background check and drug screening. The student is responsible to present
documentation of any clarification of the findings to the College, and the College may share that documentation with the clinical site(s).

The student may reapply to the same program or another program in the School of Health Sciences or the School of Nursing the next semester. The student will need to complete the criminal background test again if s/he is readmitted. College program admission and progression policies will apply.

**Disclaimers**

- Completion of a criminal background check and drug screening for a Health Sciences or Nursing program does not ensure admission to or continued enrollment in any program.
- Completion of a criminal background check and drug screening for a Health Sciences or Nursing program does not ensure eligibility for licensure, credentialing, or future employment. Additional criminal background checks and/or drug screenings may be required for licensure, credentialing, or employment.
- Clinical affiliates can establish more stringent standards for criminal background checks and/or drug screenings than those required by the College, and students will be required to meet those standards.
- Clinical affiliates can conduct additional background checks and drug screenings (including random drug screenings during clinical) at their discretion.
- Completion of background checks and/or drug screenings from other vendors, such as those required by current employers of the students, may not be used in lieu of the College requirements.
- If a student is found to be ineligible for clinical placement at any time during the program, the student will be withdrawn from the clinical course and any co-requisite courses pending resolution of the situation.

**Protection of confidential information from background checks and drug screenings**

Information obtained from the result of student background checks and drug screenings will be treated as confidential information, and protected from unauthorized access. Authorization to view the results will be limited to individuals who make clinical assignments and designated individuals at clinical sites requesting the information for students placed at the sites. Release of the results of criminal background checks and drug screenings to clinical sites is given for the purpose of clinical placement. In the event that a student is prevented from enrolling in and/or completing a clinical course or courses due to the results of the drug screen and/or criminal history background check, a printed copy of the results and a memorandum summarizing the rationale and action(s) taken at that time will be maintained in a secure (locked file cabinet) School of Health Sciences and School of Nursing file for seven (7) years.

**Procedures for Determining Eligibility for Clinical Placement**

1. **Eligibility for Clinical Experiences with Affiliating Clinical Agencies**

   Clinical sites have the right to refuse any student for clinical placement. Policy at clinical sites may vary in whether or not students with particular positive findings on the background check will be allowed to attend clinical. In the event there are positive findings on any portion of the criminal background check, a primary clinical site will be notified and requested to make a decision on whether or not the student will be allowed to complete a rotation at the site, in light of the specific positive findings on the criminal background check. If the clinical site will not allow the student to participate in clinical at that site, the program chair will contact up to two additional clinical sites offering the same type of clinical experience, if available, to attempt to place the student. If these attempts do not result in a clinical site placement for the student, the student will be notified that s/he may not enroll in clinical courses and any co-requisite courses. In most cases, this will mean that the student will not be able to progress in the program, and will therefore not be able to complete the courses required for graduation.

2. **Eligibility for Clinical Experiences in Campus-Based Clinical Services**

   Certain School of Health Sciences and School of Nursing programs, including Dental Assisting, Dental Hygiene, and Therapeutic Massage, may offer services to the general public and/or Ivy Tech students and employees in campus-based laboratories or clinics. In these courses, the Criminal Background Check and Drug Screen results
will be reviewed by the Program Chair, and a determination will be made on whether or not each student is able to participate in the patient care activities based on the results. Any recommendation by the Program Chair not to allow a student to participate in patient care activities based on the results of the Criminal Background Check or Drug Screen results will be reviewed and approved by the appropriate School of Health Sciences or School of Nursing Deans and the Vice Chancellor for Academic Affairs.

**Positive Drug Screen**
Students with any positive result on the drug screen, and not otherwise cleared by the testing company after retesting and/or testing company medical officer review, shall not participate in campus-based direct care activities, including accessing patient health information, providing any type of direct patient care, or assisting another health care worker with patient care.

**Criminal Background Check**
Students with any criminal conviction or guilty pleas for the following shall not participate in campus-based patient care activities, including accessing patient health information, providing any type of direct patient care, or assisting another health care worker with patient care:
1. Rape
2. Criminal deviate conduct
3. Exploitation of an endangered adult or a child
4. Failure to report battery, neglect, or exploitation of an endangered adult or a child
5. Theft, if the person’s conviction for theft occurred less than ten (10) years before the date of submission by the person of an application for the criminal background check for the purposes of entering or completing an educational program at Ivy Tech
6. Conviction of any crime, which requires registration with any state or national Sexual Offender Registry
7. Aggravated murder
8. Murder
9. Voluntary manslaughter
10. Felonious assault
11. Kidnapping
12. Sexual Battery
13. Aggravated arson
14. Aggravated robbery
15. Aggravated burglary
16. Any misdemeanor or felony drug law conviction

**Physical Examination and Health Records**
A physical examination is required prior to enrollment in the program to identify health status and accommodation needs. The student’s health care provider must complete a physical assessment to determine if the student is capable of undertaking the Essential Functions of Nursing Students (included on the following pages). Records of current immunization status and tuberculosis screening are required by affiliating clinical institutions and the Indiana State Department of Health. Submission of the health records occurs after the student is selected for admission, but prior to the start of the first nursing course. In addition to health records submitted at the time of admission to the School of Nursing, students will be required to keep immunizations and tuberculosis screening current and to provide the School of Nursing with updated health records as necessary throughout their enrollment in the program.
Essential Functions of Nursing Students

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

In addition to the **Essential Functions** listed below, students are expected to:

- be in compliance with clinical agency requirements at all times and provide proof of the following items which may include, but are not limited to:
  - annual criminal background and sex offender registry checks
  - annual drug screens
  - annual flu shots
  - up-to-date immunizations including Hepatitis B series; Tetanus must be updated every 10 years
  - annual TB skin testing or other documentation for positive tests per CDC guidelines ([http://www.cdc.gov/tb/publications/factsheets/default.htm](http://www.cdc.gov/tb/publications/factsheets/default.htm))
  - **documentation of current CPR Certification** in Basic Life Support (BLS) for Health Care Providers (from AHA or American Red Cross)
  - proof of ongoing unencumbered Indiana licenses or certifications for LPN to ASN and Paramedic to ASN students

<table>
<thead>
<tr>
<th>Functional Ability/Category</th>
<th>Standard</th>
<th>Representative Activity/Attribute</th>
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</thead>
<tbody>
<tr>
<td><strong>Motor Abilities</strong></td>
<td>• Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.</td>
<td>• Mobility sufficient to carry out patient care procedures such as assisting with ambulation of patients, administering CPR, assisting with turning and lifting patients, providing care in confined spaces, such as treatment room or operating suite.</td>
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<tr>
<td></td>
<td>• Move within confined spaces, sit and maintain balance, reach above shoulders (e.g., IV poles), and reach below waist.</td>
<td>• Twist, bend, stoop/squat, move quickly (e.g. response to an emergency), climb (e.g., ladders/stools/stairs), and walk.</td>
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<td>• Push and pull 25 pounds (e.g., position patients), support 25 pounds (e.g., ambulate patient), lift 25 pounds (e.g., pick up a child, transfer a patient), move light object weighing up to 10 pounds, move heavy objects, defend self against combative patient, carry equipment/supplies, use upper body strength (e.g., perform CPR, restrain a patient), and squeeze with hands (e.g., operate fire extinguisher).</td>
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<tr>
<td><strong>Manual Dexterity</strong></td>
<td>• Demonstrate fine motor skills sufficient for providing safe nursing care.</td>
<td>• Motor skills sufficient to handle small equipment, such as insulin syringe and administer medications by all routes, perform tracheotomy succioning, and insert urinary catheter.</td>
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<td>• Pick up objects with hands, grasp small objects with hands, write with pen or pencil, key/type using computer, pinch/pick or otherwise work</td>
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<tr>
<td>Functional Ability/Category</td>
<td>Standard</td>
<td>Representative Activity/Attribute</td>
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<tr>
<td>Functional Ability/Category</td>
<td>Standard</td>
<td>Representative Activity/Attribute</td>
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<td>with fingers (e.g., manipulate syringe), twist or turn knobs or objects using hands, squeeze with finger(s).</td>
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<tr>
<td>Perceptual/Sensory Ability</td>
<td>• Sensory/perceptual ability to monitor and assess patients.</td>
<td>• Sensory abilities sufficient to hear alarms, auscultate sounds, and hear cries for help, etc.</td>
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<td></td>
<td>• Visual acuity to read calibrations on 1 cc syringe, assess color (e.g., cyanosis, pallor, identify color of body fluids, etc.).</td>
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<td>• Tactile ability to palpate pulses, feel skin temperature, palpation veins, etc.</td>
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<td>• Olfactory ability to detect smoke or noxious odors</td>
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<td>Behavioral/Interpersonal/Emotional Ability</td>
<td>Ability to relate to colleagues, staff and patients with honesty, civility, integrity and nondiscrimination. • Capacity for development of mature, sensitive and effective therapeutic relationships. • Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds. • Ability to work constructively in stressful and changing environments. • Modify behavior in response to constructive criticism. • Capacity to demonstrate ethical behavior, including adherence to the professional nursing Code of Ethics for Nurses as identified by the American Nurses Association (ANA).</td>
<td>Establishes rapport with patients and colleagues.</td>
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<td>Works with teams and workgroups.</td>
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<td>Demonstrates emotional skills sufficient to remain calm in an emergency situation.</td>
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<td>Demonstrates behavioral skills sufficient to the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients.</td>
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<td>Adapts rapidly to environmental changes and multiple task demands.</td>
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<td>Maintains behavioral decorum in stressful situations.</td>
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<td></td>
<td>Establishes therapeutic boundaries, provides patient with emotional support, adapts to changing environment/stress, deals with the unexpected, focuses attention on task, controls own emotions, performs multiple responsibilities concurrently, responds appropriately.</td>
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<td></td>
<td>Represents the nursing profession in manner, dress, and behavior.</td>
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<tr>
<td>Safe environment for patients, families and co-workers</td>
<td>Ability to accurately identify patients. • Ability to effectively communicate with other caregivers. • Ability to administer medications safely and accurately. • Ability to operate equipment</td>
<td>Prioritizes tasks to ensure patient safety and standard of care.</td>
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<td>Maintains adequate concentration and attention in patient care settings.</td>
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<td>Seeks assistance when clinical situation requires a higher level or expertise/experience.</td>
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<td>Responds to monitor alarms, emergency signals, call lights from patients, and orders in a rapid and effective manner.</td>
</tr>
<tr>
<td><strong>Functional Ability/Category</strong></td>
<td><strong>Standard</strong></td>
<td><strong>Representative Activity/Attribute</strong></td>
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</tbody>
</table>
| **Functional Ability/Category** | safely in the clinical area.  
• Ability to recognize and minimize hazards that could increase healthcare associated infections.  
• Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls. | • Negotiates interpersonal conflict, respects differences in patients, and establishes rapport with co-workers |
| Communication | • Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language).  
• Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.  
• Communicate professionally and civilly to the healthcare team including peers, instructors, and preceptors. | • Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care.  
• Elicits and records information about health history, current health state and responses to treatment from patients or family members.  
• Conveys information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner.  
• Establishes and maintain effective working relations with patients and co-workers.  
• Recognizes and reports critical patient information to other caregivers.  
• Teaches (e.g., patient/family about health care), explains procedures, gives oral reports (e.g., reports on patient’s condition to others), interacts with others (e.g., health care workers), speaks on the telephone, influences people, and directs activities of others.  
• Conveys information through writing (e.g., nursing documentation). |
| Cognitive/Conceptual/Quantitative Abilities | • Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.  
• Ability to gather data, to develop a plan of action, establish priorities, monitor, and evaluate treatment plans and modalities.  
• Ability to comprehend three-dimensional and spatial relationships. | • Calculates appropriate medication dosage given specific patient parameters.  
• Analyzes and synthesizes data and develops an appropriate plan of care.  
• Collects data, prioritizes needs and anticipates reactions.  
• Comprehends spatial relationships adequate to properly administer injections, starts intravenous lines or assesses wounds of varying depths.  
• Recognizes an emergency situation and responds effectively to safeguard the patient and other caregivers.  
• Transfers knowledge from one situation to another. |
<table>
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<th>Functional Ability/Category</th>
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</table>
| • Ability to react effectively in an emergency situation.  
• Demonstrate critical thinking.  
• Analytical thinking. | • Accurately processes information on medication labels, and physicians’ orders, safely monitors equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records for patient safety and understands current policies and procedures.  
• Identifies cause-effect relationships, plans/controls activities for others, synthesizes knowledge and skills, sequences information  
• Transfers knowledge from one situation to another, processes information, evaluates outcomes, problem solves, prioritizes tasks, uses long term memory, uses short term memory  
• Reads and understands columns of writing, reads digital displays, reads graphic printouts, calibrates equipment, converts numbers to and/or from metric system, reads graphs, tells time, measures time, counts rates, uses measuring tools, reads measurement marks, adds, subtracts, multiplies, divides whole numbers, computes fractions, uses a calculator, writes number in records. | • Attends class and clinical assignments punctually.  
• Reads, understands and adheres to all policies related to classroom, lab, and clinical experiences.  
• Contacts the instructor in advance of any absence or late arrival.  
• Understands and completes classroom, lab, and clinical assignments by due date and time. |

**Punctuality/ work habits**  
• Ability to adhere to Ivy Tech policies, procedures and requirements as described in the *School of Nursing Student Handbook*, and course syllabus.  
• Ability to complete classroom, lab, and clinical assignments and submit assignments at the required time.  
• Ability to adhere to classroom and clinical schedules.  

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**Universal Precautions**

According to the Universal Precautions Rule 410 IAC 1-4-7.1: "Covered individuals, including health care workers, whose professional, employment, training, or volunteer activities or duties are performed at or on behalf of a facility, must complete the training programs which the facility is required to have employees attend under the Indiana occupational safety and health administration's blood borne pathogens standards (as found in 29 CFR 1910.1030). Approved programs under this rule shall be as follows: (A) A blood borne pathogen training session provided by a facility or employer under the Indiana occupational safety and health administration's blood borne pathogens standards (as found in 29 CFR 1910.1030)." This training must include instruction in the procedures "Universal Precautions" adopted by the Indiana State Department of Health. Because nursing students...
may have direct contact with blood or other body fluids, the Nursing Program is required to provide annual training in Universal Precautions to comply with agency affiliation agreements.

Caring for patients with communicable diseases and opportunistic parasites increases the possibility of student susceptibility for acquiring these infections/infestations. All students who are enrolled in clinical or laboratory courses accept responsibility for consistent and correct use of Universal Standard Precautions at all times.

**Social Networking (e.g., Facebook, MySpace, SnapChat and Twitter) and Cell Phone and Class Recording Guidelines**

**Social Networking Guidelines**

Social media are powerful communication tools that can have a significant impact on the reputations of those who use them. This includes not only individuals but the organizations they represent. Social media includes but is not limited to Facebook, LinkedIn, MySpace, SnapChat, Twitter, and other weblogs. You must be mindful that anything you post on a social media site may be seen by anyone. Therefore, inappropriate postings about other students, faculty, college policies, action or decisions could be the basis for disciplinary action including **termination from the program**. Furthermore, the discussion of patient information through any of these venues is a **violation of patient confidentiality and HIPAA**. You have rights afforded by state and federal law, but be aware that **not everything** you say or post on-line is protected. False, defamatory, harassing or intimidating postings are **not protected free speech**. In addition, information you post to any social networking site may be used against you by the Indiana State Board of Nursing, the Attorney General’s office, or any court of law if issues arise.

The College recognizes many students chose to participate on social networking sites. Students are reminded to use caution when posting on sites. Future employers and supervisors may have access to these internet pages, comments and photographs which may be perceived as derogatory thus impacting employment opportunities. Students are reminded **NOT** to post photographs from clinical and laboratory settings as this is considered a breach of confidentiality. Comments that may be construed as negative/derogatory concerning the College and/or clinical site experiences, operations or patients may negatively impact student status and any reference to these is strictly prohibited.

**Cell Phone and Class Recording Guidelines**

Students may choose to record lectures IF prior permission is obtained from the course instructor. Recorded conversations may lack the clarity of the “live” event and information may not have the same context and portions of the conversations may not be captured on the tape due to technical difficulties. Students are reminded that recorded lectures are a tool best used in conjunction with other study and preparations methods. Recording of lectures is intended for personal use only. Students may **NOT** record lecture for electronic distribution/posting. Any violations may lead to disciplinary action.

- Students may only use cell phones or other electronic devices **IF their instructor has provided prior approval**.

**Additional Guidelines and Expectations**

- Students shall not use online social networking to harass, threaten or discriminate against other students, faculty, staff, patients, clinical facilities and/or operations or any member of the public.
- Text, photos, e-mails or videos that are demeaning or insulting to others may not be used and/or posted.
- Some clinical affiliation agencies prohibit the use of cell phones and other electronic devices.
- Personal information about students, faculty, staff, patients, clinical sites and/or operations may **NOT** be shared on networking sites, cell phones, or through other electronic media without written permission.
Computers and cell phones are not to be used during class or clinical time for social networking, texting, e-mailing or other recreational use.

All students are required to view the National Council of State Boards of Nursing video on “Social Media Guidelines for Nurses” located at https://www.ncsbn.org/347.htm

Students are expected to follow and remain in compliance with the nursing “Guidelines for Professional Conduct”

Students should be aware that information posted on any social media or website that violates College Policies or Guidelines for Professional Conduct outlined in this booklet and the Nursing Student Handbook, may result in disciplinary action up to and including termination from the program. Furthermore, such violations can place the student at risk for civil and criminal penalties.

Eligibility to Take the Nurse Aide Competency Evaluation (CNA) or Medication Aide (QMA) Final Examination

Ivy Tech Community College administers Nurse Aide Competency Evaluation and Medication Aide Final Examination for qualified candidates in compliance with Indiana State Department of Health regulations.

If you are currently enrolled in the nursing program and have successfully completed NRSG 100 Fundamentals of Nursing and NRSG 115 Nursing Lab with a “C”, you may be eligible for the CNA evaluation. Students currently enrolled in the nursing program and have successfully completed NRSG 106 Pharmacology for Nursing with a “C” or higher may be eligible to take the QMA final examination.

- For the CNA exam: NRSG 100 Fundamentals of Nursing & NRSG 115 Nursing Lab
- For the QMA exam: NRSG 106 Pharmacology of Nursing

If you have any questions, or need more information, please contact Ivy Tech Community College at (317) 917-5948 or email at ena_qma_testing@lists.ivytech.edu, or visit the following websites for additional information: http://www.ivytech.edu/cna/ or http://www.ivytech.edu/qma/

Indiana State Board of Nursing Licensure Eligibility

Successful completion and graduation from the chosen program in the School of Nursing, as described in the Admission, Progression, and Graduation policy, provides eligibility for a student to apply to a state board of nursing to take the appropriate licensure examination. The following questions are asked by the Indiana State Board of Nursing (ISBN) in the application to take the examination. Similar questions are found on other state boards of nursing applications. If you answer YES to any of these questions, the Indiana State Board of Nursing may deny you the ability to sit for the licensing examination, even if you satisfactorily complete one of the Ivy Tech’s Schools of Nursing. It is the student’s responsibility to resolve those issues with the Indiana State Board of Nursing at the time of initial application to the Board of Nursing following program completion. (Indiana Code 25-23-1-11; Indiana Code 25-23-1-12)

1. Has disciplinary action ever been taken regarding any health license, certificate, registration or permit you hold or have held in any state or country? □ Yes □ No
2. Have you ever been denied a license, certificate, registration or permit to practice as a nurse or any regulated health occupation in any state or country? □ Yes □ No

3. Except for minor violations of traffic laws resulting in fines, and arrests or convictions that have been expunged by a court,
   a. Have you ever been arrested; □ Yes □ No
   b. Have you ever entered into a prosecutorial diversion or deferment agreement regarding any offense, misdemeanor, or felony in any state; □ Yes □ No
   c. Have you ever been convicted of any offense, misdemeanor, or felony in any state; □ Yes □ No
   d. Have you ever pled guilty to any offense, misdemeanor, or felony in any state; or □ Yes □ No
   e. Have you ever pled nolo contendere to any offense, misdemeanor or felony in any state? □ Yes □ No

4. Have you ever been terminated, reprimanded, disciplined or demoted in the scope of your practice as a nurse or as another health care professional? □ Yes □ No

5. Have you ever had a malpractice judgment against you or settled any malpractice action? □ Yes □ No

6. Do you have any condition or impairment (including a history of alcohol or substance abuse) that currently interferes, or if left untreated may interfere, with your ability to practice in a competent and professional manner? □ Yes □ No

REPEAT APPLICANTS ONLY: If your answer was “Yes” to any of the above questions, and your detailed statement was submitted to the State of Indiana with your original application and has not changed, please initial here: _____

You only need to submit additional information if circumstances have changed since you last submitted a detailed statement regarding the above questions.

Ivy Tech Community College  
Core Curriculum - Curriculum of Record  
Technical Certificate in Practical Nursing  
Full Time  
2017 – 2018  
The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine the recommended sequence for your campus.  
Program Code: PNUR  
Program Interested Code: HSPN  

<table>
<thead>
<tr>
<th>Semester 1 - Pre-requisite classes</th>
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<tbody>
<tr>
<td>W</td>
<td><strong>APHY 101</strong> Anatomy and Physiology I 3</td>
</tr>
<tr>
<td>W</td>
<td><strong>ENGL 111</strong> English Composition 3</td>
</tr>
<tr>
<td>W</td>
<td><strong>IVYT 112</strong> Student Success in Healthcare 1</td>
</tr>
<tr>
<td>W</td>
<td><strong>PSYC 101</strong> Introduction to Psychology 3</td>
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Semester 1 - Pre-requisite classes: 10

<table>
<thead>
<tr>
<th>Semester 2</th>
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<tbody>
<tr>
<td><strong>APHY 102</strong> Anatomy and Physiology II 3</td>
<td></td>
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<tr>
<td><strong>NRSG 100</strong> Fundamentals of Nursing 3</td>
<td></td>
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<tr>
<td><strong>NRSG 106</strong> Pharmacology for Nursing 3</td>
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<tr>
<td><strong>NRSG 115</strong> Nursing Lab 3</td>
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Semester 2: 12

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<tr>
<th>Semester 3</th>
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<tbody>
<tr>
<td><strong>NRSG 102</strong> Medical-Surgical Nursing I 3</td>
<td></td>
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<tr>
<td><strong>NRSG 105</strong> Medical-Surgical Nursing I Clinical 2</td>
<td></td>
</tr>
<tr>
<td><strong>NRSG 112</strong> Maternal-Child Nursing 3</td>
<td></td>
</tr>
<tr>
<td><strong>NRSG 113</strong> Maternal-Child Nursing Clinical 2</td>
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Semester 3: 10

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<tr>
<th>Semester 4</th>
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<tbody>
<tr>
<td><strong>NRSG 110</strong> Medical Surgical Nursing II 3</td>
<td></td>
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<tr>
<td><strong>NRSG 111</strong> Medical Surgical Nursing II Clinical 2</td>
<td></td>
</tr>
<tr>
<td><strong>NRSG 116</strong> Geriatric/Complex Medical Surgical Nursing III for the Practical Nurse 4</td>
<td></td>
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<tr>
<td><strong>NRSG 117</strong> Geriatric/Complex Medical Surgical Nursing III for the Practical Nurse Clinical 2</td>
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</tr>
<tr>
<td><strong>NRSG 128</strong> Practice Issues for Practical Nursing 2</td>
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</table>

Semester 4: 13  
Total: 45

Symbol Key  
All general education courses must be completed with a grade of C or higher prior to taking NRSG 128 in the final semester.

Courses are pre-requisites for the nursing program and must be completed with a C or better prior to starting NRSG courses.
Ivy Tech Community College
Core Curriculum - Curriculum of Record
Associate of Science in Nursing
Traditional Track Transfer Single Articulation Pathway Concentration
Full Time
2017 – 2018

The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine the recommended sequence for your campus.

Program Code: NRST
Program Concentration Code: TRD
Program Interested Code: HLCN


Semester 1 - Pre-requisite classes
W  APHY 101 Anatomy and Physiology I  3
W  ENGL 111 English Composition  3
    IVYT 112 Student Success in Healthcare  1
W  MATH 123 Quantitative Reasoning or Higher  3
W  PSYC 101 Introduction to Psychology  3

Semester 1 - Pre-requisite classes: 13

Semester 2
APHY 102 Anatomy and Physiology II  3
NRSG 100 Fundamentals of Nursing  3
NRSG 102 Medical-Surgical Nursing I  3
NRSG 105 Medical-Surgical Nursing I Clinical  2
NRSG 115 Nursing Lab  3

Semester 2: 14

Semester 3
NRSG 106 Pharmacology for Nursing  3
NRSG 110 Medical Surgical Nursing II  3
NRSG 111 Medical Surgical Nursing II Clinical  2

Select 1 of the following courses.
COMM 101 Fundamentals of Public Speaking  3
COMM 102 Introduction to Interpersonal Communication  3

Select 1 of the following courses.
APHY 201 Advanced Human Physiology  4
V* BIOL 201 General Microbiology  4
V* BIOL 211 Microbiology I  3
V* CHEM 1XX CHEM 101 or Higher  3

Semester 3: 14

Semester 4
NRSG 126 Mental Health Nursing  2
NRSG 127 Mental Health Nursing Clinical  1
NRSG 206 Nursing Care of Childbearing and Childrearing Families  4
NRSG 207 Nursing Care of Childbearing and Childrearing Families Clinical  2
Select 1 of the following courses.

HHH  PSYC 2XX  Social/Behavioral Science Elective  
      SOCI 1XX  Social/Behavioral Science Elective

Select 1 of the following courses.

APHY 201  Advanced Human Physiology  
V*  BIOL 201  General Microbiology  
V*  BIOL 211  Microbiology I  
V*  CHEM 1XX CHEM 101 or Higher

Semester 4: 15

Semester 5

NRSG 200  Complex Medical-Surgical Nursing for the ASN  
NRSG 201  Complex Medical Surgical Nursing for the ASN Clinical  
^^  NRSG 208  Practice Issues for Associate Degree Nursing

Semester 5: 9

Total: 65

Symbol Key

^^  Capstone course: All general education courses must be completed with a grade of C or better prior to taking NRSG 208 in the final semester.

HHH  May choose from PSYC 201, PSYC 205, PSYC 210, PSYC 240, PSYC 253 or PSYC 260

V*  May not take more than one CHEM or BIOL course

W  Courses are pre-requisites for the nursing program and must be completed with a C or better prior to starting NRSG courses.
Ivy Tech Community College
Core Curriculum - Curriculum of Record
Associate of Science in Nursing
LPN to ASN Transitional Track Concentration
Full Time
2017 – 2018

The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine the recommended sequence for your campus. Please schedule an appointment with your nursing advisor to discuss admission requirements and verification of prior credits.

Program Code: NRSNG
Concentration Code: TRL
Program Interested Code: HLCN


Semester 1 - Pre-requisite classes
W APHY 101 Anatomy and Physiology I 3
W ENGL 111 English Composition 3
W IVYT 112 Student Success in Healthcare 1
W MATH 123 Quantitative Reasoning or Higher 3
W PSYC 101 Introduction to Psychology 3

Semester 1 - Pre-requisite classes: 13

Semester 2
APHY 102 Anatomy and Physiology II 3

BB NRSG 122 Introduction to ASN Transition 5
NRSG 125 LPN Transition to ASN Lab 1
NRSG 126 Mental Health Nursing 2
NRSG 127 Mental Health Nursing Clinical 1

Select 1 of the following courses.
COMM 101 Fundamentals of Public Speaking 3
COMM 102 Introduction to Interpersonal Communication 3

Semester 2: 15

Semester 3
NRSG 206 Nursing Care of Childbearing and Childrearing Families 4
NRSG 207 Nursing Care of Childbearing and Childrearing Families Clinical 2

Select 1 of the following courses.
HHH PSYC 2XX Social/Behavioral Science Elective 3
SOCI XXX SOCI 111 or Higher 3

Select 2 of the following courses.
APHY 201 Advanced Human Physiology 4
V* BIOL 201 General Microbiology 4
V* BIOL 211 Microbiology I 3
V* CHEM 1XX CHEM 101 or Higher 3

Semester 3: 15

Semester 4

2018
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 200</td>
<td>Complex Medical-Surgical Nursing for the ASN</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 201</td>
<td>Complex Medical Surgical Nursing for the ASN Clinical</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 208</td>
<td>Practice Issues for Associate Degree Nursing</td>
<td>2</td>
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</table>

**Semester 4: 9**

Total: 52

**Symbol Key**

^ Capstone course: All general education courses must be completed with a grade of C or better prior to taking NRSG 208 in the final semester.

BB Not required for those who have graduated within the last 2 years from the Ivy Tech Practical Nursing program. Verified credit will be awarded for the following courses upon successful completion (C or higher) of NRSG 122 (if applicable) and NRSG 125: NRSG 100, NRSG 102, NRSG 105, NRSG 106, NRSG 110, NRSG 111, and NRSG 115 (16-19 verified credits; 71 total program credit hours).

HHH May choose from PSYC 201, PSYC 205, PSYC 210, PSYC 240, PSYC 253 or PSYC 260

V* May not take more than one CHEM or BIOL course

W Courses are pre-requisites for the nursing program and must be completed with a C or better prior to starting NRSG courses.
Ivy Tech Community College  
Core Curriculum - Curriculum of Record  
Associate of Science in Nursing  
Paramedic to ASN Transition Track Concentration  
Full Time  
2017 – 2018  
The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine the recommended sequence for your campus.  
Program Code: NRSN  
Concentration Code: PAT  
Program Interested Code:  
Indianapolis - Terre Haute

<table>
<thead>
<tr>
<th>Semester 1 - Pre-requisite classes</th>
</tr>
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<tbody>
<tr>
<td><strong>W</strong></td>
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<tr>
<td><strong>W</strong></td>
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<tr>
<td><strong>IVTY 112</strong></td>
</tr>
<tr>
<td><strong>W</strong></td>
</tr>
<tr>
<td><strong>W</strong></td>
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</table>

Semester 1 - Pre-requisite classes: 13

<table>
<thead>
<tr>
<th>Semester 2</th>
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<tbody>
<tr>
<td>APHY 102</td>
</tr>
<tr>
<td>NRSN 106</td>
</tr>
<tr>
<td>AAA</td>
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<td>AAA</td>
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</tbody>
</table>

Select 1 of the following courses.

| HHH  | PSYC 2XX  | Social/Behavioral Science Elective | 3 |
| HHH  | SOCI XXX  | SOCI 111 or Higher                | 3 |

Semester 2: 17

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>NRSN 206</td>
</tr>
<tr>
<td>NRSN 207</td>
</tr>
</tbody>
</table>

Select 1 of the following courses.

| COMM 101  | Fundamentals of Public Speaking | 3 |
| COMM 102  | Introduction to Interpersonal Communication | 3 |

Select 2 of the following courses.

| APHY 201  | Advanced Human Physiology      | 4 |
| V*  | BIOL 201  | General Microbiology         | 4 |
| V*  | BIOL 211  | Microbiology I               | 3 |
| V*  | CHEM 1XX  | CHEM 101 or Higher          | 3 |

Semester 3: 15

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<thead>
<tr>
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<tbody>
<tr>
<td>NRSN 126</td>
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<tr>
<td>NRSN 127</td>
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<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>NRSG 200</td>
</tr>
<tr>
<td>NRSG 201</td>
</tr>
<tr>
<td>^ NRSG 208</td>
</tr>
</tbody>
</table>

**Symbol Key**

^ Capstone course: All general education courses must be completed with a grade of C or better prior to taking NRSG 208 in the final semester.

AAA Verified credit will be awarded for the following courses upon successful completion (C or higher) of NRSG 122 and NRSG 123: NRSG 100, NRSG 102, NRSG 105, NRSG 110, NRSG 111, and NRSG 115 (16 verified credits; 73 total program credit hours).

HHH May choose from PSYC 201, PSYC 205, PSYC 210, PSYC 240, PSYC 253 or PSYC 260

V* May not take more than one CHEM or BIOL course

W Courses are pre-requisites for the nursing program and must be completed with a C or better prior to starting NRSG courses.

**Total: 57**
Nursing Course Contact Hours

Lecture: 1 credit = 1 contact hr.  Lab: 1 credit = 2 contact hrs.  Clinical: 1 credit = 3 contact hrs.

**Practical Nursing Professional Course Hours**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
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</thead>
<tbody>
<tr>
<td>NRSG 100</td>
<td>Fundamentals of Nursing</td>
<td>3</td>
<td>48</td>
<td></td>
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<tr>
<td>NRSG 102</td>
<td>Medical Surgical Nursing I</td>
<td>3</td>
<td>48</td>
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</tr>
<tr>
<td>NRSG 105</td>
<td>Medical Surgical Nursing I Clinical</td>
<td>2</td>
<td></td>
<td></td>
<td>96</td>
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<tr>
<td>NRSG 106</td>
<td>Pharmacology for Nursing</td>
<td>3</td>
<td>48</td>
<td></td>
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<tr>
<td>NRSG 110</td>
<td>Medical Surgical Nursing II</td>
<td>3</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 111</td>
<td>Medical Surgical Nursing II Clinical</td>
<td>2</td>
<td></td>
<td></td>
<td>96</td>
</tr>
<tr>
<td>NRSG 112</td>
<td>Maternal Child Nursing</td>
<td>3</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 113</td>
<td>Maternal Child Nursing Clinical</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>NRSG 115</td>
<td>Nursing Lab</td>
<td>3</td>
<td></td>
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<tr>
<td>NRSG 116</td>
<td>Geriatric/Complex MS III PN</td>
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<td>NRSG 117</td>
<td>Geriatric/Complex MS III PN Clinical</td>
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<td>NRSG 128</td>
<td>Practice Issues for PN</td>
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<td>16</td>
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<td><strong>Total Hrs.</strong></td>
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**ASN Traditional Track**

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<tr>
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<th>Course Name</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 100</td>
<td>Fundamentals of Nursing</td>
<td>3</td>
<td>48</td>
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<tr>
<td>NRSG 102</td>
<td>Medical Surgical Nursing I</td>
<td>3</td>
<td>48</td>
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<tr>
<td>NRSG 105</td>
<td>Medical Surgical Nursing I Clinical</td>
<td>2</td>
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<td>NRSG 106</td>
<td>Pharmacology for Nursing</td>
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<tr>
<td>NRSG 110</td>
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<td>Medical Surgical Nursing II Clinical</td>
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<td>NRSG 126</td>
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<td>Mental Health Nursing Clinical</td>
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<tr>
<td>NRSG 200</td>
<td>Complex MS for ASN</td>
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<td>NRSG 206</td>
<td>Nursing Care Childbearing Childrearing Families</td>
<td>4</td>
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<td>NRSG 207</td>
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<td>96</td>
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<tr>
<td>NRSG 208</td>
<td>Practice Issues for ASN</td>
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<td>16</td>
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<tr>
<td><strong>Total Hrs.</strong></td>
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<td><strong>37</strong></td>
<td><strong>352</strong></td>
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</table>

2018
### LPN to ASN Transitional Track

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
<th>Total Contact Hours/Semester</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture</td>
</tr>
<tr>
<td>*NRSG 122</td>
<td>Introduction to ASN Transition</td>
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<td>80</td>
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<tr>
<td>NRSG 125</td>
<td>LPN to ASN Transition Lab</td>
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<td>4</td>
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<tr>
<td>NRSG 126</td>
<td>Mental Health Nursing</td>
<td>2</td>
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</tr>
<tr>
<td>NRSG 127</td>
<td>Mental Health Nursing Clinical</td>
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<tr>
<td>NRSG 200</td>
<td>Complex MS for ASN</td>
<td>3</td>
<td></td>
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<tr>
<td>NRSG 201</td>
<td>Complex MS for ASN Clinical</td>
<td>4</td>
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<tr>
<td>NRSG 206</td>
<td>Nursing Care Childbearing Childrearing Families</td>
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<tr>
<td>NRSG 207</td>
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<tr>
<td>NRSG 208</td>
<td>Practice Issues for ASN</td>
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<td></td>
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</tbody>
</table>

**Total Hrs.** | **24** | **244** | **56** | **336**

*Not required for Ivy Tech practical nursing graduates who are within 2 years of graduation from the Practical Nursing program.

### Paramedic to ASN Transitional Track

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
<th>Total Semester Hours/Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture</td>
</tr>
<tr>
<td>NRSG 122</td>
<td>Introduction to ASN Transition</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>NRSG 123</td>
<td>Paramedic to ASN Trans Lab/Clinical</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>NRSG 106</td>
<td>Pharmacology for Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSG 126</td>
<td>Mental Health Nursing</td>
<td>2</td>
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</tr>
<tr>
<td>NRSG 127</td>
<td>Mental Health Nursing Clinical</td>
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<tr>
<td>NRSG 200</td>
<td>Complex MS for ASN</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSG 201</td>
<td>Complex MS for ASN Clinical</td>
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<tr>
<td>NRSG 206</td>
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<tr>
<td>NRSG 207</td>
<td>Nursing Care Childbearing Childrearing Families Clinical</td>
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<tr>
<td>NRSG 208</td>
<td>Practice Issues for ASN</td>
<td>2</td>
<td>16</td>
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</tbody>
</table>

**Total Hrs.** | **29** | **288** | **64** | **432**

### General Education Courses

[www.ivytech.edu](http://www.ivytech.edu)

### Nursing Course Descriptions

[https://www.ivytech.edu/course-catalog/index.html](https://www.ivytech.edu/course-catalog/index.html)

**NOTE:** Courses and curriculum are under continual review and revision. For the most current information, please go to [http://ivytech.edu/nursing/](http://ivytech.edu/nursing/).
### ACADEMIC YEAR 2018-2019 ESTIMATED PROGRAM COSTS FOR THE PRACTICAL NURSING AND ASSOCIATE OF SCIENCE NURSING PROGRAMS

<table>
<thead>
<tr>
<th>Item</th>
<th>PN Program 4 Semesters - 45 Total Credit Hours</th>
<th>ASN Traditional Program 5 semesters - 65 Total Credit Hours</th>
<th>LPN to ASN Transition Program 4 semesters - 55 Total Credit Hours</th>
<th>Paramedic to ASN Transition Program 4 semesters - 57 Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*IN-STATE Tuition (£137.85 per credit hour)</td>
<td>$6,203</td>
<td>$8,960</td>
<td>$7,582</td>
<td>$7,857</td>
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<tr>
<td>*OUT OF STATE Tuition (£269.69 per credit hour)</td>
<td>$12,136</td>
<td>$17,530</td>
<td>$14,833</td>
<td>$15,372</td>
</tr>
<tr>
<td>Technology Fee (£60 per semester)</td>
<td>$240</td>
<td>$300</td>
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<tr>
<td>ATI Testing Package (CARP) (non-refundable)</td>
<td>$425</td>
<td>$540</td>
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<tr>
<td>NRSG 128 Course Fee-ATI NCLEX Live Review (non-refundable)</td>
<td>$345</td>
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<tr>
<td>NRSG 208 Course Fee-ATI NCLEX Live Review (non-refundable)</td>
<td>NA</td>
<td>$345</td>
<td>$325</td>
<td>$325</td>
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<tr>
<td>Nursing Fee (£125 per semester following admission to and throughout enrollment in nursing program)</td>
<td>$375 (x 3 nursing course semesters - estimate only)</td>
<td>$500 (x 4 nursing course semesters - estimate only)</td>
<td>$375 (x 3 nursing course semesters - estimate only)</td>
<td>$375 (x 3 nursing course semesters - estimate only)</td>
</tr>
<tr>
<td>Books (estimate for entire program)</td>
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<td>$3,000</td>
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<tr>
<td>Physical Exam &amp; Immunizations</td>
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<td>Varies</td>
<td>Varies</td>
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<tr>
<td>CPR Certification for the Health Care Provider</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
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<tr>
<td>Background Check &amp; Drug Screen</td>
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<td>Background Check &amp; Drug Screen Annual Recheck</td>
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<td>Uniforms &amp; Other Supplies</td>
<td>$300</td>
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<tr>
<td>*IN-STATE Total Estimated Program Costs</td>
<td>$10,060+</td>
<td>$14,147+</td>
<td>$12,564+</td>
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<tr>
<td>*OUT OF STATE Total Estimated Program Costs</td>
<td>$15,993+</td>
<td>$22,687+</td>
<td>$19,805+</td>
<td>$20,344+</td>
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</tbody>
</table>

#### Expected Nursing License & Application Fees

- **GRADUATE LPN or RN License Fees**
  - NCLEx exam fee (£200)
  - Indiana State Board of Nursing (ISBN) background check fee (£39.45)
  - ISBN License Application Fee (£50)

- **$289.45**
  - NOTE: The $50 License Application Fee is required to be submitted to the ISBN in early February for any May graduates.
- **$289.45**
  - NOTE: The $50 License Application Fee is required to be submitted to the ISBN in early February for any May graduates.
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**NOTE**: Costs are estimates only and subject to change; costs for GRADUATE NURSING PICTURES and PINS vary.