



EMIRAZA COLLEGE

# Emiraza College



## School Catalog

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# SECTION I: ADMINISTRATION

## WELCOME TO STUDENTS

### *Message from the President*

Welcome to Emiraza College (ERC). Emiraza is a Florida career institution established in 2004 to provide qualified applicants with the opportunity to receive an education that prepares them for a career in the health care industry. Emiraza College's programs are modeled from the standards of educational and health care boards that serve to license individuals to practice their craft. The undergraduate and graduate programs are consistent with professional trends in higher education. Career programs incorporate supervised clinical training in well-equipped simulated laboratories and at clinical externship sites to ensure graduates are prepared for the demands of the workplace.

Our curriculum is developed and implemented by highly credentialed and skilled faculty. We are proud to say more than 70% of faculty hold a master's degree or higher and several are foreign educated physicians. Classrooms are small and fully equipped with the latest educational technology such as audio visuals, flat-screen televisions, and digital projectors. Our simulation laboratories are operational with high end technology and stations to accommodate students in learning and practicing basic and more advanced nursing skills in an efficient manner.




The campus environment buzzes with enthusiasm during daytime, evening, and weekend class sessions. I am personally inviting you to visit the campus and tour the nearly 6,600 square feet of interior space. You will meet our multi-lingual staff, distinguished faculty and current students. Our learning community is constantly active to deliver first-rate educational programs. Teaching and assessments are delivered in English. Lessons are designed to achieve the expectations of professional and licensing boards in the field.

My pledge is to provide students with valuable learning experiences for the achievement of a successful and well-respected career in the health care industry.

Emilie Razafikely

Dr. Emilie Razafikely, Foreign Educated Physician (FEP)  
President & CEO

# GENERAL INFORMATION: APPROVALS AND LICENSING

 <p style="text-align: center; font-size: small;">FLORIDA DEPARTMENT OF <b>EDUCATION</b> fldoe.org</p>	<p>Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:            325 West Gaines Street, Suite 1414            Tallahassee, Florida 32399-0400            Toll Free: 888-224-6684            License #4596</p>
	<p>Approved by the Board of Nursing, Florida Department of Health. Additional information regarding our nursing programs may be obtained by contacting the Florida Board of Nursing at:            4052 Bald Cypress Way, Bin C-02            Tallahassee, Florida 32399            Telephone: (850) 488-0595</p>
	<p>Approved by the Council of Licensed Midwifery, Florida Department of Health. Additional information regarding our midwifery program may be obtained by contacting the Council of Licensed Midwifery at:            4052 Bald Cypress Way, Bin C-06            Tallahassee, FL 32399-3256            Telephone: (850) 488-0595</p>

Emiraza College (ERC) is licensed by the Florida Department of Education Commission for Independent Education to offer programs in Practical Nursing (Diploma), Nursing (AS degree), Nursing (RN to BSN degree), Nursing Education (MS degree), Nurse Practitioner (MS degree), and Midwifery (BS degree).

The Practical Nursing diploma and Nursing AS degree programs are approved by the Florida Board of Nursing, Florida Department of Health. The Bachelor of Science in Midwifery program is approved by the Council of Licensed Midwifery, Florida Department of Health.

**Disclosure Statement(s)**

ERC is highly committed to excellence in the offering of its allied health programs. A student should check with his/her employer or other institutions of interest to determine if the accreditation status of ERC is required for employment, advancement, privileges &/or special benefits. Be it known, at the time of this catalog printing, the lack of accreditation does not prohibit students from sitting for licensure examinations for midwifery, practical nursing, and registered nursing.

Applicants of ERC should be aware that any history of felony convictions could limit their clinical rotation choices at ERC and could adversely impact their ability to be licensed in the healthcare field in Florida. Furthermore, if licensed, employers may have employment policies that would prohibit criminal histories. Applicants should also be aware that physical and health requirements exist for careers in nursing. They include the ability to lift more than 30 pounds, bend forward in

angles, bend at the knee, walk frequently and look at computer screens routinely, strong hearing and/or active use of assistive devices, as well as other potential health threats. As such your training will include these types of activities, for which competencies will be tested prior to attending a clinical rotation at any healthcare facility. Evidence of criminal background checks must also meet the same document deadline. Students must be able to meet these requirements to complete the program of study. Therefore, it is important that applicants disclose any such material circumstances prior to enrollment to ensure that the student can benefit from the training.

This volume supersedes all previous student catalogs. Emiraza College maintains the current official status of its policies and programs in the Office of the Registrar. The information in the printed catalog is current up to the print date. Volume 10: August 1, 2022

## **MISSION STATEMENT**

*The mission of Emiraza College is to offer diverse academic programs and high-quality education across realms of philosophy, science, technology, humanities, vocational and healing arts that will prepare students for successful careers in an ever-changing global workplace. Our programs provide the opportunity to enrich the knowledge, skills, values and critical thinking that will impact the good of lifelong discovery, relationships, solutions, research, innovation, service and leadership.*

To develop this foundation of appropriate acquisition of knowledge, skills/competencies, and professionalism Emiraza College will:

- Focus on admission of qualified students who are evaluated to have the potentials to realistically meet the expectations of our educational programs.
- Include a flexible curriculum that offers the necessary theory and skills development to enable qualified students to gain employment upon completion of the program.
- Employ qualified, diverse and motivated faculty who are well equipped professionally and technically to deliver content, demonstrate skills and evaluate return demonstrations of those skills in laboratory and various clinical settings.
- Ensure faculty maintain effective professional growth and development needed to contribute and support the achievement and realization of student learning and programmatic outcomes.
- Maintain continuous revision of the educational programs for cost-effectiveness with respect to teaching strategies, and outcomes.
- Provide an appropriate environment equipped to support the programs offered. Survey employers to identify the skills necessary for graduates to be employed in entry-level positions.
- Assure that service and academic programs have appropriate and sufficient resources to facilitate and maintain the effectiveness of student learning and programmatic outcomes.
- Prepare leaders, practitioners, and educators with the latest evidence-based information that will ensure the provision of high-quality, accessible, and culturally competent healthcare in a wide variety of settings.
- Develop effective external partnerships with various health care organizations to assist our students in securing appropriate employment placement.

# VALUE STATEMENTS

At Emiraza, we operate consistent with the following core values:

**Holistic Model of Education:** Emiraza provides students with a balanced curriculum in all program areas to ensure that instruction is occurring in the areas of academic scholarship, real-life practical skills, interpersonal skills and self-knowledge.

**Intellectual Development:** Emiraza strives foremost to develop the intellectual and academic preparation of students. Students are expected to think critically and independently, develop quantitative skills, conduct research, and investigate new ideas.

**Career Preparation:** Emiraza's objective is to establish the ideal balance among the practical, theoretical, and personal aspects of career preparation in order to provide the business and professional communities with graduates who have the knowledge, the skills, and the interpersonal ability to make an immediate and significant contribution in their chosen field.

**Communication:** Students at Emiraza are expected to demonstrate effective communication skills. These include listening thoughtfully, speaking respectfully, writing clearly, and presenting information in a concise manner.

**Diversity:** Emiraza embraces the cultural diversity of South Florida and its students and welcomes students from many countries around the world and states across the nation.

**Innovation:** The College incorporates the most current technology in instruction and administration and provides students with extensive on-line library resources. Students are encouraged to utilize computer labs at the College to complete assignments or conduct research.

## PHILOSOPHY

As an institution, Emiraza College recognizes the religious, ethnic, and cultural diversity of its students and staff and endeavors to provide equal educational opportunity for all students. Furthermore, we believe that anyone willing to apply themselves to the study of health education can succeed in their choice of program.

## HISTORY

Emiraza College is formerly known as International Institute for Health Care Professionals, Inc. (IIHCP). The school was established in Fort Pierce, Florida in October of 2011 to provide educational programs, non-degree and degree, for careers in the health care industry. In 2016, IIHCP-Fort Pierce changed its name to Emiraza College.



## **OWNERSHIP**

Emiraza is founded, owned and managed by Drs. Noedet and Emilie Razafikely. Drs. Razafikely are the corporate officers and Board of Directors with the legal authority to establish policies and procedures, select the president & other administrators, amend and/or approve the annual budget, determine cost of tuition and fees as well as compensation for employees and, accordingly, make any other decisions pertinent to the administration and operation of the institution.

## **OFFICERS**

Dr. Emilie Razafikely, CEO/Founder  
Dr. Noedet Razafikely, CFO/Co-founder

## **ORGANIZATION AND ADMINISTRATION**

ERC is a for-profit corporation formed under the laws of the state of Florida. The campus is run by a Campus Director selected by the Board of Directors. The Campus Director is assisted by an administrative staff consisting of the following:

- Chief Financial Officer
- Chief Executive Officer/Campus Director
- Director of Operations
- Education Director/Director of Nursing
- Bursar
- Facility Manager
- Library Director
- Registrar
- Admissions Representative
- Student Services & Career Services

## **LOCATION AND SCHOOL FACILITIES**

Emiraza College occupies approximately 10,000 square feet of space in the heart of Fort Pierce, Florida. The facility is located at 510 South U.S. Highway 1 in an active business district. The College is a 5-minute walk from public transportation. There is ample parking for all students. The 6 classrooms are well equipped with an LCD projector, a computer connected to a large screen white board for presentations and in order to render the environment conducive for learning to take place. The clinical skills laboratory is set up as a simulation of a typical hospital setting with all the appropriate equipment and materials needed. simulation laboratories make up 1,000 square feet, the library, the lounge equipped with vending machines, microwave & refrigerator, various administrative offices. There are 6 restrooms on site. ERC has a Learning Resource Center: computer lab, library, and a virtual library (LIRN).

# **SECTION II: ADMISSION REQUIREMENTS**

## **STATEMENT OF NON-DISCRIMINATION**

Emiraza College (ERC) is open to all students who are qualified according to its published admission standards. ERC is an equal opportunity employer and educational provider committed to a policy of non-discrimination for any member of the school's community on the basis of race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans' status, marital status, sexual orientation, gender identity, gender expression, or any other legally protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable laws, regulations, ordinances, orders, and college policies, procedures, and processes. When the institution is made aware of an act of discrimination, it is obligated by law to take immediate and appropriate action and does so swiftly. Inquiries regarding the non-discrimination policies may be directed to: Campus Director, 510 South U.S. Highway 1, Ft. Pierce, FL 34950

## **ADMISSION REQUIREMENTS**

### **General Admission**

Emiraza College will interview all applicants seeking to enter an offered program. No qualified person may be excluded from enrollment in Emiraza College based on age, race, gender, disability, or national origin.

- All applicants must be at least 18 years of age.
- Provide valid photo identification.
- An official proof of high school graduation, GED, or TABE test with 11.0 or higher grade.
- Applicants with international high school diplomas are required to provide proof of the original document for a copy to be made and/or evaluation(s) of foreign credentials by a member of the National Association of Credential Evaluation Services (NACES).
  - Proof of postsecondary education, domestic or foreign, may be provided in lieu of high school diploma as high school graduation is required to enter higher education institutions.
  - Students who are unable to show proof of high school graduation for mitigating circumstances may sign an affidavit of high school completion.
- Applicants should submit all college-level transcripts and certificates and provide official English-language translations for any transcripts that are not already in English. Credits earned at non-U.S. institutions must be evaluated for equivalence by an outside agency approved by the National Association of Credential Evaluation Services (NACES). Applicants are responsible for all evaluation fees. Foreign coursework must be evaluated with a course-by-course evaluation by an NACES-approved evaluation company. A complete list of NACES-approved evaluation companies can be found at [naces.org/members.html](http://naces.org/members.html).
- Complete all required admissions application documents and pay non-refundable application fee.

- Pass an entrance exam (if applicable).

### Entrance Exam Requirement

HESI is ERC’s official entrance exam. Applicants may be granted acceptance into the nursing program based upon equivalent test scores on other qualifying exams including TEAS, ACT, SAT, and Kaplan as listed in the chart below. Applicants must provide official test scores from previously taken exams.

Entrance Test	Min. Score Nursing-AS	Min. Score Practical Nursing
TEAS	65	n/a
ACT	18	n/a
SAT (taken on or after 3/6/2016)	980	n/a
HESI A2	80	62
KAPLAN	75	n/a

Applicants who have previously earned a bachelor’s degree or higher from an accredited institution will have the entrance exam waived. Applicants will be required to provide a transcript as proof of graduation. Transcripts for foreign degrees must be translated and evaluated to be considered to have the entrance exam waived.

Should an applicant takes the exam at the school and does not successfully achieve the minimum required scores for entry into a program, they may re-take the exam after 2 weeks of additional preparation. If the applicant does not meet the score on the second attempt, they may retake the exam in 30 days. An applicant who does not meet entrance requirements after the third attempt may retest in 1 year.

Students entering the program with an earned Foreign Physician degree (MD) or bachelor’s degree in nursing (experiential transfer credits) will have the entrance test requirement waived. The credential must be evaluated with a translation and/or evaluation by a member of the National Association of Credential Evaluation Services (NACES).

### Student Admission Requirements Before Starting Clinical Rotations

The following requirements must be met before students who are entering clinical courses are allowed to attend clinical hours. Failure to complete these requirements by the due date may result in the student losing the clinical placement and possible withdrawal from the program. *Clinical facilities have the right to change and modify health requirements. Students who are unable to comply may not be eligible for clinical.*

- Current physical examination, health records and proof of immunizations. Any record of immunization that is not presented in English must be translated by approved agency.
- Clear level I & II background check.
- Emiraza College photo ID card.

- Proof of current CPR certification.
- Proper uniform.

Detailed information related to these requirements is presented below.

Physical exam. Evidence of a physical examination - to be completed by a nurse practitioner or a physician of the student's choice. The examination must be completed within 6 months before the date on which the student begins clinical nursing course work.

Immunizations. In order to maintain the health and safety of college staff, students and the clients whom they care for, the specific diagnostic tests and/or immunizations are required of all students. Students must submit immunization records and/or proof of immunity in the form of laboratory reports within Certified Profile Immunization Tracker by the appropriate deadline. See Table 1 for diagnostic test and immunization requirements. *Some agencies may require additional immunizations.*

Titers. In certain circumstances a positive Titer test may be presented in lieu of proof of vaccination. A titer is a laboratory test that measures the presence and amount of antibodies in blood. A titer may be used to prove immunity to disease. A blood sample is taken and tested. If the test is positive (above a particular known value) the individual has immunity.

**Table 1: Immunization Requirements**

Disease	Primary Schedule
Tuberculosis	Annual PPD skin test with negative reactivity. For those persons with a history of positive PPD-test reaction, a chest x-ray is required. If results of the initial chest x-ray are negative, repeat x-rays are not required. This requirement is to be met within 60 days prior to starting first clinical rotation and kept current through graduation. Results must be turned in prior to stated deadline showing compliance through the semester and cannot lapse during the semester.
Hepatitis B	Hepatitis B vaccine series - (3 doses: 0, 1, and 6 months apart). Or serologic evidence of immunity or signed declination form.
Diphtheria, Tetanus and Pertussis	Diphtheria-tetanus-pertussis toxoid booster within 10 years.
Rubeola (Measles)	Serologic evidence of immunity or documentation of 2 MMRs. In the absence of above records, initial dose MMR followed by a second dose at least one (1) month after the first dose.
Rubella (German Measles)	Serologic evidence of immunity or documentation of 1 MMR. In the absence of above records, one (1) dose MMR.
Mumps	Serologic evidence of immunity or documentation of 1 MMR. In the absence of above records, one (1) dose MMR.
Varicella (Chicken Pox)	Serologic evidence of immunity. If no immunity shown, two (2) doses (0.5 ml) varicella vaccine 4-8 weeks apart.
Influenza	Annual influenza vaccine due by 11/1

Covid-19	Covid vaccine may be required by certain clinical sites.
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### **Meningitis and Hepatitis B Statement**

Florida law requires that a postsecondary institution shall provide detailed information concerning the risks associated with meningococcal meningitis and hepatitis B and the availability, effectiveness, and known contraindications of any required or recommended vaccine to every student, or to the student's parent if the student is a minor, who has been accepted for admission. Information regarding Meningitis and Hepatitis B is available at the following websites from the Centers for Disease Control: Meningitis: <http://www.cdc.gov/meningitis/index.html> and Hepatitis B: <http://www.cdc.gov/hepatitis>.

### **Specific Program Admission**

In addition to above-stated general admissions requirements, degree program applicants are subject to additional admissions requirements set forth in the program descriptions provided in Section III: Academic Programs and Courses.

### **Enrollment Procedures**

A personal interview with each applicant is required prior to acceptance into any program. The applicant has the opportunity to learn about the training programs. The personal interview gives the institution an opportunity to evaluate the applicant. The applicant will be informed of the admissions decision after interview by the Administrative or Education Director, when applicable.

### **Language**

All courses are offered only in English.

### **Change of Program or Major**

Students who contemplate a change from one program or major to another should discuss this possibility with the Campus Director to determine the effect such a change would have on the student's satisfactory academic progress, and financial obligation. See section VI of this catalog for details of the Satisfactory Progress Policy. Program changes can only be completed at the end of a semester.

### **Enrollment in Additional Educational Program**

Students who wish to earn another degree must re-apply for admission to ERC. Upon acceptance, courses which count toward the new degree program's completion requirements will be transferred per the transfer of credit policy. Students may not attend more than one program at a time.

## **BACKGROUND CHECKS AND DRUG TESTING**

As providers of direct patient care, students must pass a level II background check and 10 panel drug screening. Positive findings on either the background investigation or drug screen may prevent the student from participating in the externship/practicum thereby preventing the individual from completing and graduating from the respective program. If the background check reveals violations resulting in students being denied admission to a clinical agency and/or access to patients in the agency, the student will be unable to progress and complete the program in the

College. Completion of the curriculum does not guarantee the Florida Board of Nursing (or any other licensing body) will allow students with criminal records to take the licensing examination to become a registered nurse.

Failure to provide the above documentation or falsification of the same is grounds for dismissal from the College.

### **Background Checks**

It is ERC's policy to ensure that enrolling students are aware of the potential effect and consequences of past criminal behaviors. Externship/clinical sites, employers or state/national licensing agencies have requirements that could prevent a student from completing the program or finding employment in his/her chosen field.

Applicants to programs should be aware that criminal backgrounds may create a barrier to entry, specifically in nursing careers. Applicants should contact state licensure boards to determine whether your specific disposition will or will not be accepted in the licensure process.

### **Drug Testing**

Clinical facilities require the school to follow drug-screening requirements, including unannounced testing, prior to working with patients. Students failing the screening will immediately be dismissed from the school. A student may appeal if he or she believes it was a false positive by submitting to a retest within 24 hours as directed by the school. If the retest is negative, the student may continue in school.

Successful completion of the program requires clinical courses as outlined in your plan of study. Clinical sites retain the right to accept or reject students based on a subjective evaluation of multiple factors including criminal background check and drug test results. These decisions are beyond the control of the college. If a student cannot be placed at a clinical site, the student will be unable to complete the coursework necessary to progress in the program and receive a degree. The student accepts that clinical placement is not guaranteed and failure to be accepted by a clinical site due to background check issues, drug test findings, or other factors may result in being unable to complete degree requirements and graduate.

## **TRANSFER OF CREDIT**

### **Experiential Credits**

Emiraza College does not award advanced credit for experiential learning; however, Emiraza does accept credit for prior training as detailed below.

### **General Conditions for Transfer of Credit for Prior Learning**

The students are required to schedule an appointment with an advisor upon being admitted in order to receive an unofficial evaluation of transfer credits. The evaluation of transfer credit will be performed on both unofficial and official transcripts. However, a student will not receive full acceptance to the university until all final official transcripts have been received.

- Core coursework and medical pre-requisites (A&P courses) completed within the last five (5) years and general education coursework successfully completed at another accredited institution will be considered.
- Credits earned for college-level course work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) will be considered for transfer. However, students who are transferring from an unaccredited institution may petition the Office of the Registrar for an exception to the policy by requesting that their credits be evaluated on a course-by-course basis. Courses must be similar in nature, level, and content to a course in our curriculum and applicable to one of our academic programs.
- International credits must come from a college or university recognized by the country's department of education or ministry. Foreign coursework must be evaluated with a course-by-course evaluation by an NACES-approved evaluation company. A complete list of NACES-approved evaluation companies can be found at [naces.org/members.htm](http://naces.org/members.htm). Applicants are responsible for all evaluation fees.
- Potential transfer credits can be reviewed with an unofficial transcript; however, final credit will only be posted to student record after an official transcript and/or translation and evaluation has been submitted to the Office of the Registrar. Foreign coursework must be evaluated with a course-by-course evaluation by an NACES-approved evaluation company. A complete list of NACES-approved evaluation companies can be found at [naces.org/members.htm](http://naces.org/members.htm). Applicants are responsible for all evaluation fees.
- Only courses with a passing grade of "C" (2.0) or higher with coursework comparable in course material and credits/hours attended will be considered. ***All medical prerequisite courses (A&P I, A&P II, and Microbiology) must have a passing grade of "B" (3.0) or higher to be accepted as transfer credits.*** The course content and credit hours must be equivalent to the content and credits of the course for which transfer is requested.
- Applicable credits will be transferred based upon received transcripts. ERC requires all college-level work to be represented on an officially approved and sealed transcript from the originating institution.
- The granting of credit for transfer cannot exceed seventy-five percent (75%) of any program. The final twenty-five percent (25%) of credit for any program must be earned at ERC.
- ERC reserves the right to deny credit for specific courses from any college or university, regardless of accreditation.

#### **Additional Experiential-Based Transfer Credit Options for ASN/BSN programs**

1. Standard transfer credits – based on transcripts received indicating courses have been previously completed with time limits noted above.
2. Licensed LPN (experiential transfer credits) – this is for students who hold a current Florida Practical Nursing License without restrictions or complaints. Proof of license must be on file. Student will receive 6 credits for the following courses:
  - NUR100 Nursing Fundamentals (3 credits)
  - NUR100L Nursing Fundamentals Lab (1 credit)

- NUR100C Nursing Fundamentals Clinical (2 credits)
3. Foreign Physician/bachelor's degree in nursing (experiential transfer credits) - this option is for students who provided an approved evaluation of foreign credentials showing completion of a foreign Medical Doctor (MD) program or have received a foreign equivalent of a Bachelor of Nursing degree. Students will receive the following 22 credits:
    - MAT101 College Algebra (3 credits)
    - PSY100 General Psychology (3 credits)
    - SOC101 Principles of Sociology (3 credits)
    - BSC100 Anatomy & Physiology I (2 credits)
    - BSC100L Anatomy & Physiology I Lab (1 credit)
    - ICM100 Introduction to Chemistry (2 credits)
    - ICM100L Introduction to Chemistry Lab (1 credit)
    - BSC110 Anatomy & Physiology II (2 credits)
    - BSC110L Anatomy & Physiology II Lab (1 credit)
    - MIC100 Microbiology (2 credits)
    - GAD265 Growth & Development (2 credits)
  4. Foreign medical students who have completed three (3) full years of education as a Medical Doctor, and are able to submit an approved evaluation of foreign credentials showing proof of 3-year completion will received the following 15 credits:
    - MAT101 College Algebra (3 credits)
    - PSY100 General Psychology (3 credits)
    - SOC101 Principles of Sociology (3 credits)
    - BSC100 Anatomy & Physiology I (2 credits)
    - BSC100L Anatomy & Physiology I Lab (1 credit)
    - BSC110 Anatomy & Physiology II (2 credits)
    - BSC110L Anatomy & Physiology II Lab (1 credit)

### **Transfer of Credit by Exam (CLEP)**

ERC will grant credit for College Level Examination Program (CLEP) scores meeting the minimum requirements as listed in the chart below. Students must complete the CLEP exam and submit the official certified scores to the registrar prior to beginning the program. CLEP scores in lieu of course completion will not be accepted once the student begins attending the program unless special approval is given by ERC administration. CLEP scores must have been earned within the last 5 years. The cost of the CLEP exam is the student's responsibility. The CLEP website is <https://clep.collegeboard.org/>.

### **Transferring Credits to Other Institutions**

Students who transfer from ERC to another institution must contact that institution regarding its transfer policies. ERC is not accredited at this time. The lack of accreditation may negatively impact the student's ability to transfer credits earned at ERC. For this reason, ERC does not imply, promise, or guarantee that credits earned at ERC will be accepted by another college or university.



Students planning to transfer to other colleges or universities are responsible for consulting with the registrar at those institutions as early as possible concerning the acceptance of credits earned at ERC. Students leaving ERC will receive their transcript reflecting their hours and grades provided that all financial obligations to ERC have been satisfied.

## **SECTION III: ACADEMIC PROGRAMS AND COURSES**

### **COURSE NUMBERING SYSTEM**

The course numbering system is an independent system developed by the school's administration. The system uses a combination of alphanumeric modifiers which represent the program course title and numeric codes to classify courses within the program. The number designation may also allude to the levels of complexity within the program. The letter "L" at the end of a course indicates that it is a laboratory course. The letter "C" at the end of a course indicates that it is a clinical course.

### **CLOCK HOUR DEFINITION**

One clock hour represents 50 minutes of direct instruction. Time for out-of-class assignments may be calculated differently for certain types of instructional activities, including but not limited to laboratory instruction, clinical laboratory instruction, directed practice experience, and practicum experience.

*ERC Clock-Hour Programs:*

- Practical Nursing

### **CREDIT HOUR DEFINITION**

One semester credit hour means a minimum of 15 hours of formalized instruction that typically requires students to spend an additional two hours in out-of-class preparation. It is acknowledged that formalized instruction may take place in a variety of modes. Credit hours may be calculated differently for certain types of instructional activities, including but not limited to laboratory instruction, clinical laboratory instruction, directed practice experience, and practicum experience.

1 Lecture Credit - 15 hours

1 Laboratory Credit - 30 hours

1 Externship Credit - 45 hours

*ERC Credit Hour Programs:*

- Nursing (Associate in Science)
- Nursing (RN to BSN) (Bachelor of Science)
- Nursing Education (Master of Science)
- Nurse Practitioner (Master of Science)
- Midwifery (Bachelor of Science)

# SCHOOL OF NURSING

## PRACTICAL NURSING

Program Hours: 1350 hours (52 Weeks, 12 months)

Program Delivery: Residential

Credential Awarded: Diploma

### Program Description

Practical nursing (PN) is a residential and diploma program offering a 1350 clock hour program providing learning experiences in classroom, laboratory, simulation and clinical settings. The primary objective is to prepare learners to become licensed practical nurses (LPN) and qualify for employment in a variety of allied health areas such as hospitals, nursing homes, rehabilitative centers, home healthcare, medical offices and community-based specialty services.

The program is designed to introduce the student to the knowledge, skills, attitude and critical thinking skills necessary to effectively function within the scope of practice as a practical nurse. The student will learn nursing theory and clinical skills in classroom, laboratory and clinical settings. Studies are comprised of personal and professional ethics, effective communication, clinical procedures, medication administration, nutrition, growth and development, and care of medical and surgical patients with common disorders and diseases, nursing care for women with childbearing families, nursing practice with children and adolescents, psychological and emotional disorders, pharmacology and clients in all stages of the life span.

Through these learning experiences, the student will focus on the practical nurses' role in the nursing process and the performance of quality and safe nursing care in fundamentals of care, medical surgical nursing, mental health, maternity and newborn, pediatrics and gerontology. Graduates of this program are eligible to have their names submitted to the Florida Board of Nursing to be considered as a candidate for the PN NCLEX licensure exam.

### Program Objectives

*Upon completion of the program, the graduates will be able to:*

1. Human Flourishing: Use knowledge and skills to enhance the human dignity, integrity, self-determination and personal enrichment of patients across the life span, oneself and members of the health care team.
2. Nursing Judgement: Give appropriate rationales for judgements used in the provision of safe, quality care and for decisions that enhance the health of patients within a family and community context.
3. Professional Identity: Demonstrate how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.
4. Spirit of Inquiry: Question the reasons for nursing actions considering research, evidence, ethics, and tradition in accordance with the diverse & unique interests of patients.
5. Safe Practices: Perform nursing tasks, functions & procedures for the continuing enhancement of quality, safety, and patient centered care.

### **Additional Admission Requirements**

In addition to general admissions requirements, Nursing Program applicants must successfully complete all of the following:

- Florida Department of Law Enforcement Criminal background check (at expense of applicant)
- Drug screening (Quest Diagnostics or Concentra) (at expense of applicant)
- Completed application and submission of registration fee.
- Admissions Interview with Director of Nursing or his/her designated agent and a one page Essay in APA format.
- Complete a specific Nursing Standardized Entrance Examination, of the school's choice, with the composite score of 70% or higher. (Foreign Physicians and applicant's possessing an earned bachelor's degree are exempt from this requirement upon acceptance of evaluation(s) of foreign credentials by a member of the National Association of Credential Evaluation Services (NACES).

*After acceptance into this program and before proceeding to courses in the nursing concentration/clinicals, enrollees must submit the following medical requirements:*

- Current physical examination performed by an MD, DO, or ARNP.
- Proof of the following vaccinations and titers: Hepatitis B series, MMR (Rubella, Rubeola, and Mumps), tetanus booster, flu vaccine, and VZV (Varicella).
- A negative Two-Step PPD result. Those students with a positive PPD result must submit a negative Chest X-ray Radiology Report confirming a chest x-ray every two years subsequent.
- In addition, the student must have a valid CPR certification from the American Heart Association or American Red Cross.
- Student documents must be current and complete in order to participate in any clinical practice learning experience that involves persons receiving care of any kind. Students who do not have the FBI/FDLE and Drug Screening clearance may not be able to complete the program and graduate. Students may also be asked to successfully complete clinical agency-mandated educational programs to participate in clinical learning experiences.
- Additional health requirements may be necessary for students practicing in specific clinical agencies. Affected students will be notified.

### **Practical Nursing Course Listing**

COURSE	THEORY	LAB CLOCK HRS	CLINICAL CLOCK HRS
PNCR001: PN Healthcare Worker Core (Including HIV/AIDS-4 hours)	90	0	0
PNAP004: PN Anatomy & Physiology/Growth & Development	104	0	0
PNNT005: PN Nutrition	26	0	0
PNFD002: PN Fundamental/Geriatric Care	75	0	0

PNCL003C: PN Clinical Skills Basic	0	15	11
PNCL006C: PN Clinical Skills Intermediate	0	15	141
PNPM007: PN Pharmacology	78	0	0
PNPM007C: PN Pharmacology Clinical Skills	0	15	76
PNMS009: PN Medical Surgical I	78	0	0
PNCL009C: PN Medical Surgical I Clinical Skills	0	20	88
PNMS011: PN Medical Surgical II Including Psychiatric/Mental Health Nursing	94	0	0
PNCL011C: PN Medical Surgical II Including Psychiatric/Mental Health Nursing Clinical Skills	0	20	88
PNOB013: PN Obstetrics	52	0	0
PNPD014: PN Pediatrics	78	0	0
PNCL015C: PN Pediatric/Obstetric Clinical Skills	0	15	63
PNCL016C: PN Clinical Skills Advanced Including Current Issues and Employability Skills	0	0	108
TOTALS	675	100	575
TOTAL PROGRAM CLOCK HOURS	1350		

## NURSING (ASN)

Program Credits: 74 credit hours (90 weeks)

Program Delivery: Residential

Credential Awarded: Associate of Science Degree

### Program Description

The Associate of Science in Nursing Program is designed to prepare the student to become an effective nurse clinician capable of sound clinical judgment in a variety of healthcare settings and in the community. The curriculum enables students to acquire principles and knowledge from natural and behavioral sciences and blends this coursework with the science of nursing. The integration of the theory and clinical practice is designed to assist the student in the development of critical thinking and problem-solving skills. The Nursing program prepares students for entry-level, Registered Nurse positions. Successful completion of the Nursing program leads to the award of an Associate in Science degree and permits the graduate to apply to take the National Council Licensure Examination for Registered Nurses® (NCLEX-RN) and to the State Board of Nursing for licensure. Licensure may be denied by the Board of Nursing for reasons that include, but are not limited to, fraud/deceit in making application, felony or misdemeanor convictions, issues with drugs or alcohol, or charges pending in any state.

### Program Objectives

*Upon completion of the program, the graduates will be able to:*

1. Integrate behavioral, biological, and natural sciences into the care of the client
2. Utilize integrated processes in the care of the client
3. Protect clients from health and environmental hazards

4. Promote prevention of health problems and strategies to improve health and well-being
5. Promote mental and social well-being of clients with acute and chronic mental illness and those experiencing stress
6. Provide comfort and assistance in achieving activities of daily living
7. Incorporate safe medication administration and evaluation
8. Reduce the potential for clients to develop complications related to existing conditions, treatments or procedures
9. Manage clients with acute, chronic or life altering health conditions
10. Apply core competencies specific to the discipline of professional nursing

### **Additional Admission Requirements**

In addition to general admissions requirements, Nursing Program applicants must successfully complete all of the following:

- Florida Department of Law Enforcement Criminal background check (at expense of applicant)
- Negative 10 panel drug screening (Quest Diagnostics or Concentra) (at expense of applicant)
- Complete a specific Nursing Standardized Entrance Examination, of the school's choice, with the composite score of 70% or higher. (Foreign Physicians are exempt from this requirement upon acceptance of evaluation(s) of foreign credentials by a member of the National Association of Credential Evaluation Services (NACES).

*After acceptance into this program and before proceeding to courses in the nursing concentration/clinicals, enrollees must submit the following medical requirements:*

- Current physical examination performed by an MD, DO, or ARNP.
- Proof of the following vaccinations and titers: Hepatitis B series, MMR (Rubella, Rubeola, and Mumps), tetanus booster, flu vaccine, and VZV (Varicella).
- Clear level I & II background check.
- A negative Two-Step PPD result. Those students with a positive PPD result must submit a negative Chest X-ray Radiology Report confirming a chest x-ray every two years subsequent.
- Additional health requirements may be necessary for students practicing in specific clinical agencies. Affected students will be notified.

Student documents must be current and complete in order to participate in any clinical practice learning experience that involves persons receiving care of any kind. Students may also be asked to successfully complete clinical agency-mandated educational programs to participate in clinical learning experiences.

### **General Education Courses (30 credits)**

#### **Program General Education Courses (20 semester credits):**

- English Composition I (3)
- College Algebra (3)
- Principles of Public Speaking (2)
- General Psychology (3)

- Principles of Sociology (3)
- Introduction to Chemistry (2)
- Introduction to Chemistry Lab (1)
- Nutrition (3)

*General education courses can be taken throughout the program. Specific course prerequisites may apply. See course descriptions for details.*

**Prerequisite General Education Courses (10 semester credits):**

- Anatomy and Physiology I (2)
- Anatomy and Physiology I Lab (1)
- Anatomy and Physiology II (2)
- Anatomy and Physiology II Lab (1)
- Growth and Development (2)
- Microbiology (2)

*After successful completion of the above prerequisite requirements, nursing students may begin the nursing concentration courses.*

**Nursing (ASN) Course Listing**

COURSE	THEORY	LAB CLOCK HRS	CLINICAL CLOCK HRS	SEM. CREDITS
ENG 101: English Composition I	45	0	0	3
PSP 100: Introduction to Oral Communication/Principles of Public Speaking	30	0	0	2
MAT 101: College Algebra**	45	0	0	3
SOC 101: Principles of Sociology**	45	0	0	3
BSC 100: Anatomy and Physiology I**	30	0	0	2
BSC 100L: Anatomy and Physiology I Lab**	0	30	0	1
PSY 100: General Psychology**	45	0	0	3
NUT 270: Nutrition	45	0	0	3
ICM 100: Introduction to Chemistry**	30	0	0	2
ICM 100L: Introduction to Chemistry Lab**	0	30	0	1
BSC 110: Anatomy and Physiology II**	30	0	0	2
BSC 110L: Anatomy and Physiology II Lab**	0	30	0	1
GAD 265: Growth and Development**	30	0	0	2
MIC 100: Microbiology**	30	0	0	2
NUR 100: Nursing Fundamentals (with HIV/AIDS, Medical Error Prevention and Safety, HIPPA) *	45	0	0	3
NUR 100L: Nursing Fundamentals Lab*	0	30	0	1

NUR 100C: Nursing Fundamental Clinical*	0	0	90	2
NUR 260: Health Assessment	30	0	0	2
NUR 278: Nursing Math	15	0	0	1
NUR 125: Pharmacology	30	0	0	2
NUR 122: Medical Surgical Nursing	45	0	0	3
NUR 122L: Medical Surgical Nursing Lab	0	30	0	1
NUR 122C: Medical Surgical Nursing Clinical	0	0	135	3
NUR 268: Legal Aspects of Nursing, Philosophy, Critical Thinking and Ethics	30	0	0	2
NUR 275: Cultural Issues in Nursing	15	0	0	1
NUR 272: Community Health Nursing	15	0	0	1
NUR 230: Advanced Medical Surgical Nursing	45	0	0	3
NUR 230L: Advanced Medical Surgical Nursing Lab	0	30	0	1
NUR 2301C: Advanced Medical Surgical Nursing Clinical	0	0	90	2
NUR 243: Psychiatric Nursing/The Science of Psychiatric/Mental Health Nurse Practice	30	0	0	2
NUR 243C: Psychiatric Nursing Clinical/ The Science of Psychiatric /Mental Health Nurse Practice Clinical	0	0	45	1
NUR 114: Care of Adults I	30	0	0	2
NUR 120: Care of Adults II	30	0	0	2
NUR 232: Nursing Care for Women/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn)	30	0	0	2
NUR 232L: Nursing Care for Women/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn) Lab	0	30	0	1
NUR 232C: Nursing Care for Women Clinical / The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn) Clinical	0	0	45	1
NUR 240: Pediatric Nursing /The Science of Nursing Practice with Children and Adolescent	30	0	0	2
NUR 240C: Pediatric Nursing Clinical/ The Science of Nursing Practice with Children and Adolescent Clinical	0	0	45	1
NUR 253: Nursing Leadership, Patient Education and Counseling	30	0	0	2
TOTALS	855	210	450	74
TOTAL PROGRAM CLOCK HOURS	1515			
TOTAL PROGRAM CREDIT HOURS	74			

*Semester Credit Ratio:* 1 Credit = 15 Clock Hours of Theory Instruction  
1 Credit = 30 Clock Hours of Skill Lab

1 Credit = 45 Clock hour of Clinical

\* waived courses for LPN-RN Option Program (up to 6 EC)

\*\* waived courses for Foreign Physician/BSN-RN Option Program (up to 22 EC)

## **NURSING (RN to BSN)**

Program Credits: 127 credit hours (36 months)

Program Delivery: Residential

Credential Awarded: Bachelor of Science Degree

### **Program Description**

This Registered Nurse to Bachelor of Science in Nursing is a post-licensure program for registered nurses to achieve educational mobility. The program offers students an opportunity for continued education to earn a Bachelor of Science in Nursing. The Bachelor of Science in Nursing degree requires 127 semester credits of which 64 nursing major credits are transferred from an approved diploma or associate degree programs in nursing. Thirty (30) credits of prerequisite courses must be completed before entering the program. This RN to BSN program is designed to be 12 months (52 weeks) but the length of time to get the degree may vary depending upon how many credits you bring in with you to the program and if you choose to study part-time or full-time.

The RN to BSN Program enhances the career goals of the registered nurses through professional study. The program provides an in-depth exploration of evidence-based practices and prepares student to become an effective nurse clinician capable of sound clinical judgment in a variety of healthcare settings and in the community.

### **Program Objectives**

*Upon completion of the program, the graduates will be able to:*

- 1.** Utilize the concepts of the nursing process, critical thinking, decision making, and clinical reasoning skills in the provision of patient-centered care to individuals in various health care settings.
- 2.** Demonstrate competence in the utilization of health informatics and emerging technologies to promote safety and quality in health care delivery.
- 3.** Demonstrate interests in personal and professional growth through commitment in continuing education and lifelong learning.
- 4.** Apply evidence-based knowledge to provide therapeutic nursing interventions that will achieve effective health outcomes.
- 5.** Use effective interpersonal communication skills in interacting with patients, families, and the members of the interdisciplinary health team to assure safe quality patient care.
- 6.** Apply knowledge of leadership skills with the focus on accountability, responsibility, morality, and ethical values to direct one's practice as manager, educator, advocate and provider of care.
- 7.** Incorporate the guidelines of health promotion, disease prevention and management to improve the health of patients in various settings.



### **Additional RN to BSN Program Admission Requirements**

In addition to general admissions requirements, BSN Program applicants must submit proof of the following.

- Current RN license in the state of Florida.

### **General Education Courses (57 credits)**

#### **Program General Education Courses (47 semester credits)**

- English Composition I (3)
- English Composition II (3)
- Critical Thinking Strategies and Analysis (3)
- College Algebra (3)
- General Psychology (3)
- Introduction to Chemistry (2)
- Introduction to Chemistry Lab (1)
- Nutrition (3)
- Legal and Ethical Issues in Health Care (2)
- Healthcare Communication Methods (2)
- Principles of Sociology (3)
- Principles of Public Speaking (2)
- Intro to Research Methods (3)
- World Religion View (2)
- Sociology of Globalization (3)
- Cultural and Conflict Resolution (3)
- Introduction to Informatics (3)
- Intro to Epidemiology (3)

*General education courses can be taken throughout the program. Specific course prerequisites may apply. See course descriptions for details.*

#### **Prerequisite General Education Courses (10 semester credits):**

- Anatomy and Physiology I (2)
- Anatomy and Physiology I Lab (1)
- Anatomy and Physiology II (2)
- Anatomy and Physiology II Lab (1)
- Microbiology (2)
- Growth and Development (2)

*After successful completion of the above prerequisite requirements, nursing students may begin the nursing concentration courses.*

### Nursing (RN to BSN) Course Listing

COURSES	THEORY	LAB CLOCK HRS	CLINICAL CLOCK HRS	SEM. CREDI TS
NUR 300: Nursing Theoretical Concepts (3.0 credit hrs)	45	0	0	3
NUR 310: Introduction to Nursing Informatics (2.0 credit hrs)	30	0	0	2
NUR 320: Legal and Ethical Issues in Nursing (2.0 credit hrs)	30	0	0	2
PHI 301: Critical Thinking Strategies and Analysis (2.0 credits) *	30	0	0	2
NUR 305: Pathophysiological Concepts in Nursing Practice (3.0 credit hrs)	45	0	0	3
NUR 330: Health Assessment (3.0 credit hrs)	45	0	0	3
NUR 340: Nursing & Global Health Issues (3.0 credit hrs)	45	0	0	3
NUR 405: Nursing & Community Health Issues (3.0 credit hrs)	45	0	0	3
NUR 410: Nursing Management Across the Life Span (3.0 credit hrs)	45	0	0	3
NUR 420: Nursing Leadership (3.0 credit hrs)	45	0	0	3
NUR 430: Nursing & Complex Systems Management (3.0 credit hrs)	45	0	0	3
NUR 400: Nursing Research (3.0 credit hrs)	45	0	0	
<b>TOTAL RN to BSN Core Curriculum</b>	<b>495</b>	<b>0</b>	<b>0</b>	33
Transfer credits from ASN Program/licensure				64
Transfer Prerequisites based on licensure				30
Total Program Credit Hours				127

*Semester Credit Ratio:* 1 Credit = 15 Clock Hours of Theory Instruction  
1 Credit = 30 Clock Hours of Skill Lab  
1 Credit = 45 Clock hour of Clinical

### NURSE PRACTITIONER (MSN)

Program Credits: 45 credit hours (semester) (60 weeks)

Program Delivery: Residential

Credential Awarded: Master of Science

#### Program Description

The program is designed to prepare advanced nurses to delivery primary health care to patients in different settings. Students will guide families through life cycles using primary practice, pediatric, gynecologic, obstetric, as well as adult care diagnostic and management skills.

## **Program Objectives**

*Upon completion of the Master of Science Nurse Practitioner program, the graduates will be able to:*

- 1.** Plan and implement advanced nursing care, with focus on evidence-based practice, in collaboration with other disciplines in various settings in the health care system.
- 2.** Demonstrate knowledge of ethics, cultural competence, and advocacy in the delivery of nursing care to vulnerable populations.
- 3.** Utilize with competence the necessary health care informatics and current and/or emerging technologies to assure a positive impact on health care outcomes.
- 4.** Demonstrate competence in leadership skills, decision making skills, legal and ethical responsibilities in the delivery of safe quality care to populations in various settings in the health care system.
- 5.** Apply effective communication and interpersonal skills to promote a collaborative approach to facilitate health promotion, disease prevention, with the focus on the patient adherence to his or her health care regimen.
- 6.** Contribute to the nursing knowledge through seeking, understanding, and applying research outcomes in practice across all health care settings.
- 7.** Demonstrate interests in personal and professional growth through commitment in continuing education and lifelong learning.
- 8.** Recognize the importance of the implementation of policies as determinants of practice to promote a health care delivery system that supports social justice and equity.

### **Additional Admission Requirements:**

- Hold a Bachelor of Science degree from an approved nursing program.
- Submit Official Undergraduate transcripts (Translated and Evaluated if from out of United States) with GPA of 2.5 or better.
- Current unrestricted license as a registered professional nurse (RN) from a state within the National Council of State Boards of Nursing (NCSBN).

Candidates that successfully complete the requirements listed above must submit the following to be considered for enrollment:

### **Disclosure Statement**

Emiraza College is committed to achieve institutional and programmatic accreditation. Be it known, a student in the nurse practitioner program will not be eligible to sit for the board certification examinations until Emiraza College achieves initial accreditation. Board certification may be a requirement for employment and other privileges in health care practice.

### Nurse Practitioner Course Listing

COURSE	THEORY	LAB CLOCK HRS	CLINICAL CLOCK HRS	SEM CREDITS
NUR 510: Theoretical Foundations in Nursing Practice	30	0	0	2
NUR 525: Applied Pharmacology for Advanced Practice	45	0	0	3
NUR 520: Pathophysiology for Advanced Practice Nurse	45	0	0	3
NUR 522: Health Assessment in Advanced Practice	30	30	0	3
NUR 530: Advanced Evidence Based Practice	45	0	0	3
NUR 540: Health Care Policy and Economics	30	0	0	2
NUR 550: Research Methods in Nursing Practice	30	0	0	2
NUR 515: Role Development for the Advanced Practice Nurse	15	30	0	3
NUR 610: Primary Care Concepts & Application for the Advanced Practice Nurse I	45	0	0	4
NUR 610CL: Primary Care Practicum I	0	0	180	4
NUR 611: Primary Care Concepts & Application for the Advanced Practice Nurse II	45	0	0	4
NUR 611CL: Primary Care Practicum II	0	0	180	4
NUR 612CL: Primary Care Practicum III	0	0	180	4
NUR 605: Capstone Project	60	0	0	4
<b>TOTALS</b>	<b>465</b>	<b>60</b>	<b>540</b>	<b>45</b>
<b>TOTAL PROGRAM CLOCK HOURS</b>	<b>1065</b>			
<b>TOTAL PROGRAM CREDIT HOURS</b>	<b>45</b>			

*Semester Credit Ratio:* 1 Credit = 15 Clock Hours of Theory Instruction  
1 Credit = 30 Clock Hours of Skill Lab  
1 Credit = 45 Clock hour of Clinical

## **NURSING EDUCATION (MSN)**

Program Credits: 45 credit hours (semester) (60 weeks)

Program Delivery: Residential

Credential Awarded: Master of Science

### **Program Description**

The Master of Science in nursing education will prepare students to teach a new generation of nurses. The program is designed to provide advanced academic training for individuals employed or planning to seek employment as nurse educators in school, hospital, community and workplace settings.

### **Program Objectives**

*Upon completion of the Master of Science Nursing Education program, the graduates will be able to:*

- 1.** Utilize with competence the necessary health care informatics and current and/or emerging technologies to assure a positive impact on health care outcomes.
- 2.** Contribute to the nursing knowledge through seeking, understanding, and applying research outcomes and educational theory to the design, implementation, and revision of curricula in nursing academia and health care.
- 3.** Demonstrate interests in personal and professional growth through commitment in continuing education and lifelong learning.
- 4.** Apply effective communication and interpersonal skills to promote a collaborative approach to facilitate an environment conducive to learning and learner development.
- 5.** Select and utilize teaching methods and strategies in accordance with the established curriculum to achieve effective student learning outcomes.
- 6.** Demonstrate skills and knowledge necessary to function as a nurse educator in academia or the health care environment.

### **Additional Admission Requirements:**

- Hold a Bachelor of Science in nursing degree from an approved nursing program.
- Submit Official Undergraduate transcripts (Translated and Evaluated if from out of United States) with GPA of 2.5 or better.
- Current unrestricted license as a registered professional nurse (RN) from a state within the National Council of State Boards of Nursing (NCSBN).

### Nursing Education Course Listing

COURSE	THEORY	LAB CLOCK HRS	CLINICAL CLOCK HRS	SEM. CREDITS
NUR 510: Theoretical Foundations in Nursing Practice	30	0	0	2
NUR 525: Applied Pharmacology for Advanced Practice	45	0	0	3
NUR 520: Pathophysiology for Advanced Practice Nurse	45	0	0	3
NUR 522: Health Assessment in Advanced Practice	30	30	0	3
NUR 530: Advanced Evidence Based Practice	45	0	0	3
NUR 540: Health Care Policy and Economics	30	0	0	2
NUR 550: Research Methods in Nursing Practice	30	0	0	2
NUR 602: Role Development for the Nurse Educator	15	30	0	2
NUR 613: Core Concepts in Nursing Education	45	30	0	4
NUR 613CL: Nursing Education Practicum I	0	0	180	4
NUR 614: Core Concepts in Nursing Education II	45	30	0	4
NUR 614CL: Nursing Education Practicum II	0	0	180	4
NUR 615CL: Nursing Education Practicum III	0	0	180	4
NUR 650: Capstone Project	75	0	0	5
<b>TOTALS</b>	<b>435</b>	<b>120</b>	<b>540</b>	<b>45</b>
<b>TOTAL PROGRAM CLOCK HOURS</b>	<b>1095</b>			
<b>TOTAL PROGRAM CREDIT HOURS</b>	<b>45</b>			

*Semester Credit Ratio:* 1 Credit = 15 Clock Hours of Theory Instruction  
1 Credit = 30 Clock Hours of Skill Lab  
1 Credit = 45 Clock hour of Clinical

# SCHOOL OF MIDWIFERY

## MIDWIFERY (BS)

Program Credits: 135 credit hours (52 Weeks)

Program Delivery: Residential

Credential Awarded: Bachelor of Science

### Program Description

Program Description:

This program is designed to prepare midwifery students to focus on the healthcare of women and their newborns. The Bachelor of Science in Midwifery degree requires 135 semester credits, of which 82 credits are transferred from a Florida CIE-approved program in Midwifery. Fifteen (15) credits of general education courses must be completed either before entering or concurrent with the program. An applicant holding a midwifery license from another state will have their education evaluated for equivalency; the CPM credential will be considered equivalent to a minimum of 62 credits.

The Bachelor of Science in Midwifery program is designed to be completed in 12 months (52 weeks), but the length of time to graduate may vary depending upon how many credits are transferred into to the program and if the student attends full or part time. The program emphasizes comprehensive healthcare during the childbearing cycle based on the care provided by midwives, from the prenatal through the postpartum period. The program will also include: family planning, labor, birth and postpartum care, newborn care and well-woman gynecologic care, epidemiology and public health, and professional issues, focusing on the contributions midwives make toward advancing maternal health care via involvement in both research and in professional organizations.

### Program Objectives

Upon completion of the Bachelor of Science in Midwifery program, the graduate will be able to:

- Demonstrate competency in the management of the care of women during pregnancy, childbirth, and postpartum by following the midwifery management process.
- Apply knowledge of leadership skills with the focus on accountability, responsibility, morality, and ethical values to direct one's practice in the provision of midwifery care to women and their families.
- Incorporate the guidelines of health promotion, disease prevention and management to improve the health of women and their neonates.
- Incorporate an understanding of research, statistics and epidemiology in contributing to the underpinnings of midwifery care.
- Use effective interpersonal communication skills in interacting with patients, families, and the members of the interdisciplinary health team to assure safe quality patient care.
- Apply evidence-based knowledge to provide therapeutic midwifery interventions that will achieve effective health outcomes.

- Demonstrate competency in the utilization of health informatics and emerging technologies to promote safety and quality in health care delivery.
- Practice midwifery care with the understanding of the standards of practice and code of ethics defined by the North American Registry of Midwives (NARM).
- Contribute to the profession of midwifery on the local, state and national levels.

### **Additional Admission Requirements**

- Application for Bachelor in Midwifery program
- Hold an Associate Degree or 3-year Diploma in Midwifery from a Florida CIE-approved program, and/or hold a midwifery state licensure attained via NARM.
- GPA of 2.5 or better
- Submit a copy of Official Undergraduate transcripts
- Florida Department of Enforcement Criminal background check

**General education requirements** for the Midwifery program: 15 or more credits, as indicated upon transcript evaluation, selected from the following:

- Chemistry (up to 6 credits)
- Psychology (up to 6 credits)
- College Algebra (up to 3 credits)
- Social Services Elective (3 credits)
- Computer Science (up to 2 credits)
- Sociology (up to 3 credits)
- English Composition (up to 6 credits)
- Cultural Issues (up to 3 credits)
- Health Elective (up to 6 credits)
- Humanities (up to 3 credits)
- Critical Thinking Strategies and Analysis (up to 2 credits)
- Healthcare Communications (up to 2 credits)

General education courses may be taken at Emira College or via another accredited institution, however, a grade of “C” or better is required. A student may opt for advanced placement credit by examination via the College-Level Examination Program (CLEP). To receive consideration for credit, a minimum scaled score at or above an established national percentile must be earned on each area tested.



### Midwifery Course Listing

COURSE NUMBER/TITLE AND CREDIT HOURS	THEORY CLOCK HRS	LAB CLOCK HRS	CLINICAL CLOCK HRS	SEM. CREDITS
MW411: Advanced Nutrition in Pregnancy and Lactation	45	0	0	3
MW412: Neonatology	45	0	0	3
MW413: Advanced Fetal Surveillance	45	0	0	3
MW414: Research and Analysis I	45	0	0	3
MW415: Statistics and Methodology I	45	0	0	3
MW421: Advance Pharmacology for Midwives	45	0	0	3
MW422: Epidemiology for Midwives	45	0	0	3
MW423: Ethics	45	0	0	3
MW424: Research and Analysis II	45	0	0	3
MW425: Statistics and Methodology II	45	0	0	3
MW431: Well Woman Care	45	0	0	3
MW431L: Well Woman Lab	0	60	0	2
MW432: Advanced Complimentary Care	45	0	0	3
<b>TOTALS</b>	<b>540</b>	<b>60</b>	<b>0</b>	<b>38</b>
<b>TOTAL CORE CURRICULUM CLOCK HOURS</b>	<b>600</b>			
<b>TOTAL CORE CURRICULUM CREDIT HOURS</b>				<b>38</b>
<b>Transfer from Associate Degree in Midwifery</b>				<b>82</b>
<b>Transfer General Education</b>				<b>15</b>
<b>TOTAL PROGRAM CREDIT HOURS</b>				<b>135</b>

*Semester Credit Ratio:* 1 Credit = 15 Clock Hours of Theory Instruction

1 Credit = 30 Clock Hours of Skill Lab

1 Credit = 45 Clock hour of Clinical

# COURSE DESCRIPTIONS

## **BSC100 Anatomy and Physiology I**

### **2 Credits (30 hours theory)**

This course will introduce the student to the shape, structure, and function of the human body and its parts. Content includes basic anatomy and directional terminology, structure and function of body systems and special senses, fundamental concepts and principles of body organization, histology, and hematology. Students will be able to describe the structural and function organization of the body, explain the characteristics of life, use anatomical terminology, describe how the body maintains homeostasis, relate chemistry to the field of anatomy and physiology, describe how cells function and divide, discuss the structures and functions of the integumentary, skeletal, muscular, and nervous systems, describe how muscles, bones, and nerves work together to create movement, describe the structure and function of sensory organs, compare healthy and diseased tissues, name several diseases and disorders of the body and explain what causes them, explain how diseases and disorders of the body are detected and treated, describe the interactions between various organ systems in the body.

Prerequisites: None

Corequisites: BSC100L

## **BSC100L Anatomy and Physiology I Lab**

### **1 Credit (30 hours lab)**

This course accompanies BSC 100. Lab time provides hands-on study of the structure and function of the human body. Topics include a study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Laboratory exercises include studying structures from available anatomical models. The use of LIRN Interactive Anatomy and Physiology, functional light microscopes and Saladin resources will be made available for students.

Prerequisites: None

Corequisites: BSC 100

## **BSC110 Anatomy and Physiology II**

### **2 Credits (30 hours theory)**

This course describes the relationships of body systems in providing client care, the structure and function of the respiratory system, cardiovascular system, musculoskeletal system, nervous, skin, and sensory systems, reproductive system, urinary systems, digestive systems, and endocrine system. An overview of the human development process and the different stages of human growth is included, as are the functions of blood, composition of blood, blood coagulation, blood grouping, and diagnostic blood tests, transportation and exchange throughout the body, the regulation of blood pressure, the structures and functions of the lymphatic system, basic immunology, nutrition, metabolism, temperature regulation, electrolyte and acid-base balance in the body, and an overview of human growth, development, and aging.

Prerequisites: BSC100, BSC100L

Corequisites: BSC110L

## **BSC110L Anatomy and Physiology II Lab**

### **1 Credit (30 hours lab)**

This course accompanies BSC110. Focus is on the organization of the cardiovascular, respiratory, lymphatic, endocrine, urinary and reproductive systems in a laboratory setting. Class discussions cover the cellular, tissue, and organ level organization of each system. Functional significances as well as clinical correlations of some structures are also covered. Special focus will be on fertilization and reproduction, pregnancy and lactation, coronary and cerebrovascular circulation. Laboratory exercises include studying structures from available anatomical models. The use of LIRN Interactive Anatomy and Physiology, functional light microscopes and Saladin resources will be made available for students.

Prerequisites: BSC100, BSC100L

Corequisite: BSC110

### **ENG101 English Composition I**

#### **3 Credits (45 hours theory)**

This course includes fundamentals of expository writing, rhetorical patterns and a review of mechanics, syntax and grammar. Students learn to write essays which are unified, thorough, clear and convincing. Students read essays to augment critical reading skills. They learn the research, reasoning and organizational skills necessary for effective academic and research writing.

Prerequisites: None

Corequisites: None

### **ENG102 English Composition II**

#### **3 Credits (45 hours theory)**

This course is a continuation of ENG 101 with emphasis on the longer composition and the process of documentation. Techniques of research are taught, culminating in the production of an original, extensive, multiple source, fully documented, literary research paper. Informational literacy is stressed through advanced library skills as well as hands-on experience utilizing computers in researching and developing projects. Interpretive skills are developed through the introduction of literature.

Student will be able to write a fully documented, multiple source, literary research paper with citations based on the result of personal investigation, efficiently use the library as a research facility and the Internet as a research tool, evaluate research sources, both written and electronic, demonstrate effective composition skills through the writing of critical essays about literary elements, define and apply terms and concepts used in literary discussion.

Prerequisites: ENG101

Corequisites: None

### **GAD265 Growth and Development**

#### **2 Credits (30 hours theory)**

The course is designed to provide a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan. Student will be able to appreciate the influences of government, culture and family on growth and development, understand prenatal factors related to growth and development identify the physical characteristics, psychosocial and developmental tasks, and cognitive development, associated with each developmental stage across the life span, identify parental growth and development across the life span and appropriate health care interventions, identify methods of effective teaching, health

promotion and accident prevention across the life span, appreciate the goals of Health People as related to each stage of development, understand concepts related to loss grief and bereavement throughout the life cycle.

Prerequisites: None

Corequisites: None

### **ICM100 Introduction to Chemistry**

#### **2 Credits (30 hours theory)**

This course introduces principles of chemistry and a brief introduction to organic chemistry. Course topics include: chemical measurements, matter and energy, atomic structure, chemical bonding, formula writing, naming inorganic compounds, stoichiometry, and ideal gases, solutions, acid and bases and equilibrium, an introduction to organic chemistry: hydrocarbons, alcohols, thiols, ethers, aldehydes and ketones, carbohydrates, carboxylic acids, esters, amines, and amides, lipids, amino acids, proteins and enzymes, nucleic acids, protein synthesis, metabolic pathways and energy production. This course includes an interactive virtual laboratory component.

Prerequisites: None

Corequisite: ICM100L

### **ICM100L Introduction to Chemistry Lab**

#### **1 Credit (30 hours lab)**

Prerequisites: None Corequisites: ICM100

This course accompanies ICM100. Focuses on the development of the fundamental principles of chemistry and their applications in a laboratory setting. Chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties, solution calculations, gas laws and the properties of solids and liquids are among the topics practiced.

Prerequisites: None

Corequisites: ICM100

### **MAT101 College Algebra**

#### **3 Credits (45 hours theory)**

This course will include, but is not limited to, the following concepts: quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, functions and their properties and triangles and trigonometric functions. Activities will include solving problems and using appropriate technological tools

Prerequisites: None

Corequisites: None

### **MIC100 Microbiology**

#### **2 Credits (30 hours theory)**

The purpose of this course is to provide a survey of the microorganisms, their environments, and their interactions with multi-cellular organisms, particularly humans. The course concentrates on the microorganisms which are pathogenic, the diseases they cause, treatments for the diseases, and the prevention for those diseases. The student is responsible for assignments (such as designated papers from the scientific literature) that add to the theory material. This course is designed for students needing preparation in microbiology as required for allied health programs. Students will be able to distinguish microorganisms based on specific metabolism, differentiate between prokaryotic and eukaryotic microbes, describe and differentiate gram-positive and gram-negative

microorganisms, understand principles and concepts related to microbial growth and transmission, discuss viral multiplication and transmission, and explain the unique structures of fungi, algae, and protozoans.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L

Corequisites: None

### **MW 411 Advanced Nutrition in Pregnancy and Lactation**

#### **3 credits (45 hours theory)**

The nutrition course provides student midwives with information regarding nutrition during the antepartum period. The course covers education of clients regarding nutritional and non-allopathic dietary supplements and teaches midwives to individualize each recommendation. This course also includes identifying individual nutritional patterns, recommendations, effects of malnutrition (both maternal and fetal), and facilitating access to better nutrition during pregnancy.

Prerequisite: None

Corequisite: None

### **MW 412 Neonatology**

#### **3 credits (45 hours theory)**

This course covers the identification, assessment, and understanding of neonatal problems and abnormalities. Neonatal complications such as pathological jaundice, neonatal infection and congenital defects are covered in detail with emphasis placed on an understanding of underlying causes. In addition, this course examines diagnostic tests commonly used during the neonatal period. Student will learn what the community standards regarding the indications for, administration of and the risks/benefits of bio-technical screening techniques. In addition, the student will understand normal lab values in the healthy newborn and the significance of abnormal test results. Emphasis is on the importance of charting observed and objective information on the neonate, including consults and transfers. Student will learn how to apply the principles of informed consent and client confidentiality, and learn about the pertinent waivers that may need to be obtained.

Prerequisite: None

Corequisite: None

### **MW 413 Advanced Fetal Surveillance**

#### **3 credits (45 hours theory)**

This course follows the origin and development of the fetus from zygote to birth, requiring an understanding of the month-by-month development of fetal structure and the growth of fetal capacities. This course explores the structure and function of the placenta, chorionic villi, umbilical cord, and amniotic sac and fluid. In addition, the This course establishes a baseline of care for evaluation of the intrapartum period including monitoring fetal heart tones, progress of labor, monitoring vitals and values of normalcy. This course also includes review and competency of basic skills and tools utilized during the intrapartum period. In addition, the course prepares the student midwife to identify and deal with complications of the antepartum period. These complications include hypertensive disorders, low birth weight, polyhydramnios and oligohydramnios, low-lying placenta or placenta previa, fetal demise, abnormal fetal lie and presentation, size/dates discrepancies, hydatidiform mole, multiple gestation, abortion, Rh or ABO incompatibility, ectopic pregnancy, post-dates pregnancy, and the effect of common diseases in pregnancy.

Prerequisite: None

Corequisite: None

### **MW 414 Research and Analysis I**

#### **3 credits (45 hours theory)**

This course is an introduction to scientific research methods as they apply to midwifery and health sciences. The course gives a detailed description of the key concepts of both qualitative and quantitative approaches to research. All of the core concepts for designing a research proposal are covered in this course. This course aims to give the midwife an entry-level understanding of skills that apply to research development.

Prerequisites: None

Corequisite: None

### **MW 415 Statistics and Methodology I**

#### **3 credits (45 hours theory)**

This course provides midwifery students with the basic statistical skills needed to interpret scientific studies. Students will learn the fundamentals of the scientific method and implementation of research studies, an overview of commonly applied statistical methods used in health research, practice analyzing actual birth related studies and exposure to basic calculation of descriptive statistics. Students also look at ethical and political issues around how statistics are gathered and calculated, the process involved in the creation of clinical studies and how results from these are applied to maternity care.

Prerequisite: None

Corequisite: None

### **MW 421 Advanced Pharmacology for Midwives**

**3 credits (45 hours theory)** This course covers both allopathic and non-allopathic medications/drugs, including an in-depth introduction to the theory and practice of both herbalism and homeopathy. It introduces the student to the structure and function of receptor sites, and requires a thorough understanding of dosage, absorption, metabolism, drug interactions, side effects, and allergies, as well as the importance of carefully considering the client's individual factors when deciding to administer medications.

Prerequisite: None

Corequisite: None

### **MW 423 Epidemiology for Midwives**

#### **3 credits (45 hours theory)**

Students learn to analyze and understand research and medical literature through the development of critical appraisal skills. In this course, the emphasis is on epidemiological studies pertinent to wellness in pregnancy, birth and fetal development.

Prerequisite: None

Corequisite: None

### **MW 423 Ethics**

#### **3 credits (45 hours theory)**

This course explores the theory and practice of informed consent and mutual decision-making. Students discuss the theoretical and situational dilemmas that practitioners may face when providing care. Students will explore the role of their own ethical foundations and personal beliefs in influencing the process of informed consent and shared decision-making. This course also provides a general understanding of the importance and complexity of ethics in healthcare, utilizing the documents of MANA, ACNM and ACOG to contrast and compare ethical approaches in reproductive health.

Prerequisite: None

Corequisite: None

### **MW 424 Research and Analysis II**

#### **3 credits (45 hours theory)**

Properly utilized statistics help in extracting meaning from data in order to achieve evidence-based midwifery practice. This course is meant to sharpen the student's understanding of statistical concepts to identify best practice. Students will put the concepts gained in MW 414 to use by conducting their own literature searches and research projects focusing on current topics related to midwifery care.

Prerequisite: MW 414

Corequisite: none

### **MW 425 Statistics and Methodology II**

#### **3 credits (45 hours theory)**

This course is designed to advance midwifery students in scientific research methods as they apply to midwifery and health sciences. Students will delve into current qualitative and quantitative studies pertinent to midwifery practice, gaining a deeper understanding of how these are applied within evidence-based practice.

Prerequisite: MW 415

Corequisite: none

### **MW 431 Well Woman Care**

#### **3 credits (45 hours theory)**

This course is designed to teach students about the primary care of women, with special attention to contraception, menopause, screening as it relates well-woman care, and preventive care. Students will use a wide variety of web-based sources to explore major health issues concerning women today, with emphasis on social, cultural, and medical influences. Students will also understand risk assessment as it relates to screening for sexual transmitted infections (STIs), cancer, and other gynecologic health issues. Students are introduced to current guidelines in sexual and reproductive healthcare by reviewing the most recent evidence-based publications released by national health agencies.

Prerequisite: none

Corequisite: MW 440L

### **MW 431L Well Woman Lab**

#### **2 credits (60 hours laboratory)**

Through this course, the student will learn how to perform a complete physical examination relevant to the well-woman visit. In addition, the student will learn provisions of care and diagnostic procedures in well woman health care. This course focuses in-depth on anatomical structures that are examined during well-woman care and the skills needed to screen clients for

possible abnormalities or pathology. The course is broken down into four sections: general exam, breast exam, pelvic exam and rectal exam.

Prerequisite: None

Corequisite: MW 440

### **MW 432 Advanced Complementary Care**

#### **3 credits (45 hours theory)**

The Bachelor of Science in Midwifery candidate thoroughly evaluates the anticipation of possible risks and provision of all areas of care for each of 10 selected clients, identifies problems, and implements changes in practice and methods to improve future care. This course requires the student to be one clinical year past licensing or certification to include 10 births mentored by preceptor chart review. The mentoring preceptor(s) need not attend the births; however the BSM candidate and mentoring preceptor together complete a chart review for each of the 10 births. This requirement may be completed concurrently with enrollment in any section of the BSM program.

Prerequisite: None

Corequisite: None

### **NUR100: Nursing Fundamentals**

#### **3 Credits (45 hours theory)**

Beginning level nursing students are introduced to basic nursing knowledge and skills including dependent, independent, and interdependent functions of the nurse. This course is designed to introduce the beginning student to the following concepts: Quality and Safety for Nurses (QSEN) Initiative incorporating patient centered care, teamwork, and collaboration, evidenced based practice, safety, quality improvement and informatics; the nursing process; and Tanner's Clinical Judgment Model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265

Corequisites: NUR100L, NUR100C

### **NUR100C: Nursing Fundamentals Clinical**

#### **2 credits (90 hours clinical)**

This clinical course is designed to develop an understanding of the knowledge, skills, and attitude for the safe delivery of patient-centered care. Students will learn and practice basic skills including patient hygiene, linen change, patient nutrition and elimination, and self-care agency for the dependent patient. Students will spend time providing total patient care to 1 patient in the long-term care setting. This is a foundational course with subsequent courses building on these concepts.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265

Corequisites: NUR100, NUR100L

### **NUR100L: Nursing Fundamentals Lab**

#### **1 credit (30 hours lab)**

This course prepares students to provide nursing care to assist individuals with meeting basic human needs, while providing a foundation for subsequent nursing courses. Students will apply concepts of quality and safety in the care of patients to meet basic human needs. Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265

Corequisites: NUR100, NUR 100C

### **NUR114 Care of Adults I**

#### **2 Credits (30 hours theory)**



This course introduces the student to Gerontologic Nursing and explores influences on health and illness as well as the influences on quality of life. While physical health issues are addressed, the major emphasis lies in how older adults understand, process, and respond to challenges in the older years and how nurses can facilitate the process for their clients and family members.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR125, NUR278

Corequisites: None

### **NUR120      Care of Adults II**

#### **2 Credits (30 hours theory)**

This course continues to build upon the study of major bio-psycho-physical health problems affecting the older adult population. Through integration of knowledge from the biological, physical, epidemiological, and behavioral sciences, concepts of health, environment, risk reduction and disease prevention will be presented. Emphasis will be placed on older adults experiencing acute and chronic disorders. The role of the professional nurse, in caring for the older adult client continues to be a focus in the context of individual, family, and community.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR125, NUR278, NUR114

Corequisites: None

### **NUR122      Medical Surgical Nursing**

#### **3 Credits (45 hours theory)**

This course focuses on the concepts relating to the care of adults in the acute care setting experiencing medical-surgical problems along the health-illness continuum in a variety of health care settings. The knowledge, skills, and attitudes related to QSEN, and Tanner's Clinical Judgment model are interwoven throughout the course.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125, NUR260

Corequisites: NUR122C, NUR122L

### **NUR122C    Medical Surgical Nursing Clinical**

#### **3 Credits (135 hours clinical)**

This course is designed for students enrolled in the Associate Degree Nursing program. It provides students with opportunities to apply the theory and skills from preceding nursing courses in clinical nursing practice. Students will gain patient care experience at a long-term, acute, or subacute setting allowing for further development of skills, and critical thinking, and application of the nursing process. Students will practice effective communication with patients, family, and other health care providers, and implementing therapeutic nursing interventions.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125, NUR260

Corequisites: NUR122, NUR122C

### **NUR122L    Medical Surgical Nursing Lab**

#### **1 Credit (30 hours lab)**

This course will provide students with opportunities to develop skills in implementation of the nursing process, application of communication abilities, caring behaviors, and utilization of therapeutic nursing interventions.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125, NUR260

Corequisites: NUR122, NUR122C

### **NUR125: PHARMACOLOGY**

#### **2 credits (30 hours theory)**

This course provides the foundation for safe, effective drug therapy and the role of the nurse in health promotion, disease prevention, and management. It includes the concepts of pharmacotherapeutic comprising pharmacokinetics, pharmacodynamics, and pharmacogenetics in the treatment of medical, surgical, and psychiatric illnesses. Focus is placed on the QSEN knowledge, skills, and attitudes as well as Tanner's Clinical Judgement model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265

Corequisites: NONE

### **NUR230      Advanced Medical Surgical Nursing**

#### **3 Credits (45 hours theory)**

This course builds on knowledge from prior courses that concentrate on the health and illness of individuals and families across the lifespan with a focus on QSEN knowledge, skills, and attitudes, and Tanner's Clinical Judgment model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125, NUR260, NUR122, NUR122L, NUR122C

Corequisites: NUR230L, NUR2301C

### **NUR230L      Advanced Medical Surgical Nursing Lab**

#### **1 Credit (30 hours lab)**

This course prepares students to provide nursing care to patients in a variety of settings. This course is a continuation of prior nursing courses. Emphasis will be on the multiple dimensions of safe patient care, including teamwork, interprofessional communication technologies, and patient/family values. Students will demonstrate application of the nursing process that utilizes strategies based on research, clinical expertise, and quality improvement principles.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125, NUR260, NUR122, NUR122L, NUR122C

Corequisites: NUR230, NUR2301C

### **NUR2301C      Advanced Medical Surgical Nursing Clinical**

#### **3 Credits (135 hours clinical)**

This clinical experience offers the student an opportunity to practice knowledge skills and attitudes as it relates to advanced medical surgical nursing. The course provides opportunities for students to utilize knowledge from the bio/psycho/social sciences, humanities, nursing, and current literature to provide safe, competent care of adult patients experiencing common alterations in body systems. Organized by the nursing process to achieve best practice outcomes in a medical/surgical setting. Emphasis is placed on concepts of QSEN and the clinical judgment.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125, NUR260, NUR122, NUR122L, NUR122C

Corequisites: NUR230, NUR230L

### **NUR232      Nursing Care for Women/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn)**

**2 Credits (30 hours theory)**

This course focuses on the health and wellness needs of a childbearing woman as she progresses in family planning, prenatal care, labor & delivery, and post-partum care. Emphasis is placed on the QSEN knowledge, skills, and attitudes, and Tanner's Clinical Judgment model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125

Corequisites: NUR232L, NUR232C

**NUR232L Nursing Care for Women/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn) Lab**

**1 Credit (30 hours lab)**

This course focuses on providing opportunities to developing and practice clinical skills, manual dexterity, and confidence as it refers to the health and wellness needs of a childbearing woman as she progresses in family planning, prenatal care, labor & delivery, and post-partum care. Emphasis is placed on the QSEN knowledge, skills, and attitudes, and Tanner's Clinical Judgment model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125

Corequisites: NUR 232, NUR 232C

**NUR232C Nursing Care for Women Clinical /The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn) Clinical**

**1 Credit (45 hours clinical)**

This clinical experience offers the student an opportunity to practice utilization of the nursing process in the assessment and management of the childbearing family. Emphasis is placed on the bio-psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period including abnormal conditions. Students will spend time providing patient care to at least one patient in the OB setting.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125

Corequisites: NUR232L, NUR232L

**NUR240 Pediatric Nursing /The Science of Nursing Practice with Children and Adolescent**

**2 Credits (30 hours theory)**

Nursing students are introduced to the role of the nurse in caring for the health needs of clients from infancy through adolescence and their families. This course emphasizes the QSEN initiative (Quality and Safety for Nurses) incorporating patient centered care, teamwork, collaboration, evidenced based practice, safety, quality improvement and informatics; the nursing process; and Tanner's Clinical Judgment Model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125

Corequisites: NUR40C

**NUR240C Pediatric Nursing /The Science of Nursing Practice with Children and Adolescent Clinical**

**1 Credit (45 hours clinical)**

This course is a clinically based learning experience that enables the student to apply specialized occupational theory, skills, and concepts as it relates to the pediatric patient and family during

health and disease. Emphasis on growth and developmental needs utilizing the nursing process. Disease processes are considered within the framework of the growth and development of the well and ill child. Emphasis is placed on the use of clinical reasoning as the basis for providing nursing care to children and families experiencing acute, long-term and/or terminal illnesses. Direct supervision is provided by the clinical professional. Clinical education is an unpaid learning experience.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125

Corequisites: NUR240

**NUR243 Psychiatric Nursing/The Science of Psychiatric/Mental Health Nurse Practice  
2 Credits (30 hours theory)**

This course focuses on the population of clients experiencing acute and chronic neuropsychological disorders across the lifespan. Emphasis will be placed on the nurse/client relationship, psychopharmacology, and treatment modalities. Environmental stressors and the effects of mental health disorders on clients and their families will be discussed. Use of evidence-based practice is integrated into the learning modules to provide the student with current trends in the implementation of nursing skills and to better facilitate the development of clinical reasoning skills.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125

Corequisites: NUR243C

**NUR243C Psychiatric Nursing Clinical/ The Science of Psychiatric /Mental Health Nurse Practice Clinical**

**1 Credit (45 hours clinical)**

This course is a health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125

Corequisites: NUR42C

**NUR253 Nursing Leadership, Patient Education and Counseling**

**2 Credits (30 hours theory)**

This course prepares students to transition from nursing student to registered nurse. This course is a continuation of prior nursing courses. Students will be introduced to advanced concepts related to the role of the nurse as the provider of Leadership, Advocacy, Patient Educator and Counseling as a member of the healthcare team. Emphasis is placed on the utilization of QSEN knowledge, skills, and attitudes to promote safety and quality in healthcare. This course also provides additional instruction to assist students in career planning and development as well as preparing for NCLEX success and licensure.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C, NUR278, NUR125, NU 114, NUR120, NUR122, NUR122L, NUR122C, NUR260, NUR230, NUR230L, NUR2301C, NUR232, NUR232L, NUR232C, NUR240, NUR240C, NUR243, NUR243C

Corequisites: None

**NUR260 Health Assessment****2 Credits (30 hours theory)**

This course will focus on mastering the knowledge and clinical skills necessary to obtain a health history and physical examination of diverse individuals. Health assessment is a comprehensive course teaching how to obtain subjective data, and perform physical examination, health promotion techniques, and clinical assessment tools. It enables students to practice and refine interdisciplinary and therapeutic communication as well as assessment and psychomotor skills.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265

Corequisites: None

**NUR268: Legal Aspects of Nursing, Philosophy, Critical Thinking and Ethics****2 Credits (30 hours theory)**

This course provides the student with an introduction to ethics, philosophy, and federal and state laws regulating the practice of nursing, as well as critical thinking. Special emphasis is given to the areas of state law for Florida regulating the activities of the Registered Nurse.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100

Corequisites: NONE

**NUR275: Cultural Issues in Nursing****1 Credit (15 hours theory)**

This course prepares students to provide nursing care across the lifespan to groups and populations from various cultures and socioeconomic states. Students will examine healthcare and habits of individuals and groups with a focus on health promotion, disease prevention, and reduction of morbidity and mortality.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265

Corequisites: NONE

**NUR272: Community Health Nursing****1 Credit (15 hours theory)**

This course prepares students to provide nursing care across the lifespan to groups and populations with disease and health issues. Students will examine healthcare and habits of individuals and groups in various cultures and socioeconomic states. Students will also focus on health promotion and disease prevention and on methods to reduce morbidity and mortality.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR100, NUR100L, NUR100C

Corequisites: NONE

**NUR278 Nursing Math****1 Credit (15 hours theory)**

The course will focus on the mathematical techniques necessary to deliver medications safely. It includes reading, interpreting and solving calculation problems encountered in the preparation of medication. This course involves measurements within the apothecary, avoirdupois, and metric systems. Learners will review basic math skills and learn systems of measurement. They will also learn Dimensional Analysis for calculating dosages of oral, powdered and parenteral medications, pediatric and adult weight-based medication and intravenous medications.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265

Corequisites: None

**NUR300: Nursing Theoretical Concepts**

The course introduces the student to the theoretical and conceptual framework guiding the nursing process. Historical and contemporary theorists and theories are relevant in the study. Emphasis is placed on the significance of nursing principles, viewpoints, strategies & values in shaping systematic thinking, actions, and professional images.

Prerequisites: NUR272

Corequisites: None

**NUR305 Pathophysiological Concepts in Nursing Practice****3 credits (45 hours theory)**

This course focuses on concepts of pathophysiology essential to understanding the diseases and disabling conditions that can affect the body systems across the lifespan. Concepts of nursing will be applied to promote the integration of knowledge and nursing processes.

Prerequisite: None

Corequisites: NUR 330

**NUR310 Introduction to Nursing Informatics****2 credits (30 hours theory)**

A study of the integration of nursing systems and information technology to identify, compile, track and evaluate practice outcomes. The learner will gain experience in establishing nursing informatics systems for reporting and making presentations.

Prerequisites: None

Corequisites: None

**NUR320 Legal and Ethical Issues in Nursing****2 credits (30 hours theory)**

The purpose of this course is to examine legal issues and ethical dilemmas in nursing practice. Consequences of ethical misconduct and legal malpractice are explored. Emphasis is on ethical decision-making processes and recognition of negligent practices. Focus is on case analysis of legal and ethical issues.

Prerequisites: None

Corequisites: None

**NUR330 Health Assessment****3 credits (45 hours theory)**

Concepts and principles underlying assessment of the health status of individuals are presented with emphasis placed on interviewing skills, health histories, and the physical and psychosocial findings in the well person. Communication and assessment skills are developed. Students obtain health histories, perform physical and psychosocial assessments, establish a database, and formulate initial nursing plans using the nursing process.

Prerequisites: None

Corequisites: NUR 305

**NUR340 Nursing & Global Health Issues****3 credits (45 hours theory)**

The purpose of this course is to introduce students to global health care systems and models, and their influence on health disparities and delivery of healthcare. A major focus of this course is for students to critically think about and discuss health and health care within a global environment.

In addition, the learner will be exposed to various political, population and environmental issues that impact global health. New concepts will be learner to expand the learner's expertise in the management of global issues within different health care systems.

Prerequisites: NUR 310

Corequisites: None

### **NUR400      Nursing Research**

#### **3 credits (45 hours theory)**

The course will introduce the learner to concepts of nursing research. Research and the role of the nurse in decision making and clinical practice. The learner will engage research projects and complete various research assignments related to nursing practice.

Prerequisites: NUR 300, NUR 310, NUR 320, NUR 301

Corequisites: None

### **NUR405      Nursing & Community Health Issues**

#### **3 credits (45 hours theory)**

The course will develop the learner in community health concepts and the management of related issues, challenges and problems. This course is designed to blends the profession of nursing with the science of public health. Nursing and other theories are applied in the community setting. Survey social and health trends which affect community health nursing practice. Emphasize preventive care across the life span using the nursing process in the community setting. Examine nursing of aggregates and epidemiology as a public health science. Home healthcare and case management as a component of community health nursing are examined. Assess environmental and other current community health issues; examine the community health nurse's role in working with these issues. Assess the importance of cultural differences, norms, and values when planning care for diverse populations in the community.

Prerequisites: NUR 300

Corequisites: None

### **NUR410      Nursing Management across the Life Span**

#### **3 credits (45 hours theory)**

The learner will study nursing concepts across the developmental stages. The learner will apply various theoretical concepts for the management of the individual, family and community. Emphasis is placed on culture, economics and developmental issues in different health care environments from birth to final stages of aging.

Prerequisites: None

Corequisites: NUR 420

### **NUR420      Nursing Leadership**

#### **3 credits (45 hours theory)**

Uses a systems framework and critical thinking strategies to study the coordinating role of the professional nurse within health care delivery. Current theories of management, leadership and change are examined and related to nursing practice. Focuses on synthesis of this knowledge to develop innovative and creative approaches to nursing practice. Applies theoretical and empirical concepts of leadership through supervised experiences gained in local health care institutions.

Prerequisites: None

Corequisites: NUR 410

**NUR430 Nursing & Complex Systems Management****3 credits (45 hours theory)**

The course will focus on the challenges of nursing care in managing the complexity of patient care issues. The learner will demonstrate problem solving and critical thinking processes to manage multiple systems involved in health care delivery. Emphasis will be placed on quality improvement, economics and case management. The learner will demonstrate competencies in planning and achieving best practices in health care delivery.

Prerequisites: NUR 340, NUR 405

Corequisites: None

**NUR510: Theoretical Foundations in Nursing Practice****2 Credits (30 hours theory)**

The course is fundamental to introduce students to core concepts of advanced nursing science including legal and ethical aspects of care, taxonomy, philosophies of caring, nursing process, transcultural care, global health, leadership theory and evidence-based care. Concepts from the biological, physical, epidemiological, and behavioral sciences the objectives of Healthy People 2020 will be utilized to connect, apply and integrate nursing theories and concepts. Emphasis is also placed on acquiring skill in the use of scientific literature and in conceptualizing information gained from many sources.

Prerequisites: None

Corequisites: None

**NUR515: Role Development for the Advanced Practice Nurse****2 Credits (15 hours theory, 30 hours lab)**

This course introduces the student to the teaching competencies and other foundational concepts of advanced practice nursing in the role of nurse educator. The student will be introduced to the variety of educational settings including schools of nursing, staff development departments, and/or patient client education programs. Emphasis is placed on the essential research and theoretical principles used in nursing education. Students will explore issues in teaching, curriculum development, evaluation methodologies, use of technology and current teaching standards to include ethics, legal aspects and diversity in the classroom. The course entails a lab requirement in teaching skills and methods.

Prerequisites: None

Corequisites: None

**NUR520: Pathophysiology for Advanced Practice Nurse****3 Credits (45 hours theory)**

The course is designed to cover core principles of human physiology and advance knowledge in pathophysiology. The ability to assimilate and recall a significant amount of information accurately will be extremely important. Additionally, success in this course will require integration of knowledge, the ability to interpret physiological data, and an understanding of the dynamic relationship between components of any system and how it interacts with other systems.

Prerequisites: None

Corequisites: None

**NUR522: Health Assessment in Advanced Practice****3 Credits (45 hours theory)**



The course is designed requires the student to demonstrate competencies in the performance of a systematic examination of a healthy adult, and to record findings appropriately. Emphasis is placed in interviewing, history taking, physical assessment and diagnosis based on clinical findings. Normal and abnormal health assessment finding are emphasized with consideration of diverse ethnic and cultural backgrounds and age groups.

Prerequisites: None

Corequisites: None

### **NUR525: Applied Pharmacology for Advanced Practice**

#### **3 Credits (45 hours theory)**

Pathophysiology will be discussed in association with the various drugs that are involved in the modification or therapeutics of those systems. Building upon the knowledge of pharmacology learned at the undergraduate level, this course examines concepts in pharmacotherapeutics, pharmacokinetics and pharmacodynamics necessary for advanced nursing practice.

Prerequisites: None

Corequisites: None

### **NUR530: Advanced Evidence Based Practice**

#### **3 Credits (45 hours theory)**

This course is designed for the graduate student to develop a working knowledge on the relevance of evidence in the role of advanced practice nurse. Emphasis will be placed on using evidence to improve outcomes in the practice setting. The student will gain knowledge, skills & critical thinking abilities on how to appraise, summarize and translate evidence to support recommendations for quality nursing practice. The course aligns academia and clinical practice settings to establish EBP as a common element for best practices in achieving nursing and client outcomes.

Prerequisites: NUR 510

Corequisites: None

### **NUR540: Health Care Policy and Economics**

#### **2 Credits (30 hours theory)**

Changes in the practice and delivery of health care as a result of scientific and technological advances, government regulations, and increasing costs have prompted nursing to assume a working knowledge of health care policy and economics. The course is designed to prepare the advanced practice nurse in best practices in financial management, policy and politics to promote health outcomes. Emphasis is placed on the understanding legislative actions, budgets, financial analysis, case management, coordination of cost-effective health care services and other issues impacting the delivery of best practices in primary care.

Prerequisites: None

Corequisites: None

### **NUR550: Research Methods in Nursing Practice**

#### **2 Credits (30 hours theory)**

The purpose of this course is to advance the role of the nurse in the utilization of knowledge through scholarly inquiry. The course is designed to advance the student in leading systematic evaluation and application of evidence-based nursing in regard to the understanding of the research process to include the scientific rigors of qualitative and quantitative research designs, methods of

analysis, sampling theory, recruitment of participants, methods of data collection and reliability and validity. Emphasis will be placed on the analysis and synthesis of scholarly literature to improve patient outcomes and translate findings into practice. Students will formulate and conceptualize clinical research questions, critically appraise the evidence, and synthesize research findings to develop an innovative evidence-based practice and implementation plan. The use of scientific literature and conceptualizing information gained from many sources is germane to the student's experiences. The course will lead students to prepare a draft proposal for consideration in their capstone course, NUR 650.

Prerequisites: NUR 510

Corequisites: None

### **NUR602: Role Development for the Nurse Educator**

#### **2 Credits (15 hours theory, 30 hours lab)**

This course introduces the student to the teaching competencies and other foundational concepts of advanced practice nursing in the role of nurse educator. The student will be introduced to the variety of educational settings including schools of nursing, staff development departments, and/or patient client education programs. Emphasis is placed on the essential research and theoretical principles used in nursing education. Students will explore issues in teaching, curriculum development, evaluation methodologies, use of technology and current teaching standards to include ethics, legal aspects and diversity in the classroom. The course entails a lab requirement in teaching skills and methods.

Prerequisites: None

Corequisites: None

### **NUR605: Capstone Project**

#### **4 Credits (60 hours theory)**

The final project provides the opportunity to complete a student designed research project reflective of the investigation of an identified problem in nursing education. The student will complete an evidenced based project designed to demonstrate his/her research interest in nursing education and teaching competencies as an advanced practiced nurse. The final project is designed to comprehensively illustrate, apply and integrate synthesized theoretical and clinical experiences supported by scientific evidence. The advanced practice student will conduct a formal presentation on findings from the capstone experience.

Prerequisites: NUR 510, NUR 515, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550, NUR 610, NUR 610CL, NUR 611, NUR 611CL, NUR 612CL

Corequisites: None

### **NUR610: Primary Care Concepts & Application for the Advanced Practice Nurse I**

#### **3 Credits (45 hours theory)**

This fundamental course provides the student with advanced nursing theory to implement patient-centered care that reflects concepts of health promotion, nursing management of illness, and safety across the life span. Philosophies and scientific theories of nursing will serve as a foundation for the development of critical thinking and skill acquisition in diverse primary care settings. Elements of culture, spirituality, heredity, and ethics will be integrated into the planning and provision of nursing care to individuals and populations.

Prerequisites: NUR 510, NUR 515, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550

Corequisites: NUR 611CL

**NUR610CL: Primary Care Practicum I**  
**4 Credits (180 hours clinical)**

The goal of the practicum experience is to engage advanced practice nursing students in varied clinical experiences in primary care setting(s). Examples of primary care clinical sites are family or internal medicine practices, employee health clinics, retail clinics, rural health clinics and public health department settings. The practicum will require a minimum of 180 hours in clinical experiences. Emphasizes advanced practice role development, complex and holistic client/family care, health promotion/maintenance and care coordination. Practicum is individualized to highlight the advanced practice roles of clinician, manager, consultant, educator and researcher.

Prerequisites: NUR 510, NUR 515, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550

Corequisites: NUR 610

**NUR611: Primary Care Concepts & Application for the Advanced Practice Nurse II**  
**3 Credits (45 hours theory)**

This course builds upon the study of major biophysical health problems affecting the adult population. Students explore family concepts and theories relevant to the advanced practice nursing role. Emphasis is placed on the application of advanced health assessment skills, preventive health care practices, the promotion of health and the clinical application of research. The course is designed to provide the advanced practice student with a sound foundation in medical-surgical care across the life span through the integration of knowledge from the biological, physical, epidemiological, and behavioral sciences, concepts of health, environment, risk reduction and disease prevention. Concepts will include theories on family systems, development, cultural considerations, environmental factors, chronic illness, spirituality, genetic influences, and the objectives of Healthy People 2020. The scope of practice of the family nurse practitioner is based on a team approach. The experiences will foster best practices in clinical decision making and in the implementation of evidence-based practice in diverse populations and primary care settings.

Prerequisites: NUR 510, NUR 515, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550, NUR 610, NUR 610CL

Corequisites: NUR 611CL

**NUR611CL: Primary Care Practicum II**  
**4 Credits (180 hours clinical)**

The student will advance in clinical skills, theories, concepts, community health issues and research findings to the clinical care of individuals and families. Emphasis will be placed on care coordination, diverse and high-risk populations and chronic illness in the primary care.

Prerequisites: NUR 510, NUR 515, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550, NUR 610, NUR 610CL

Corequisites: NUR 611

**NUR612CL: Primary Care Practicum III**  
**4 Credits (180 hours clinical)**

The course is a continued emphasis on the application of primary care across the life span. Emphasis is placed on independent practice of primary care to include the independent practice related to the documentation of individual and family health history, physical assessment,

diagnostic, therapeutic, and educational care plans, collaboration with physicians and other health care professionals, referral to appropriate health care providers and coordination of health care. The rotation entails preferred sites in primary care across the life span with a focus on promoting community health: caring for aggregate populations at risk and the community as a whole. The student will demonstrate the integration of nursing science and epidemiology in examining the spectrum of community health. The rotation will refine the student in community assessment, diagnosis, health promotion, disease prevention, risk reduction and evidence-based practice.

Prerequisites: NUR 510, NUR 515, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550, NUR 610, NUR 610CL, NUR 611, NUR 611CL

Corequisites: None

### **NUR613: Core Concepts in Nursing Education**

#### **4 Credits (45 hours theory, 30 hours lab)**

This course is a study of the teaching principles and processes to include curriculum/lesson design in nursing education. This graduate nursing student will be introduced to contemporary trends teaching effectiveness, methods, strategies and assessments procedures. Laboratory assignments are required in teaching skills. The graduate student will have an opportunity to apply concepts and develop skills in a clinical or academic setting.

Prerequisites: NUR 510, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550, NUR 602

Corequisites: NUR 613CL

### **NUR613CL: Nursing Education Practicum I**

#### **4 Credits (180 hours clinical)**

There is a teaching practicum requirement of 180 hours in this course offering the graduate student the opportunity to apply concepts and develop skills learned in NUR 613 Core Concepts in Nursing Education. The practicum provides the student with hands on & observatory teaching experience with a focus on curriculum design and development.

Prerequisites: NUR 510, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550, NUR 602

Corequisites: NUR 613

### **NUR614: Core Concepts in Nursing Education II**

#### **4 Credits (45 hours theory, 30 hours lab)**

The course introduces the student to the role of the nurse educator in creating, utilizing and evaluating assessment tools and evaluation methods in nursing education. The student will develop a working knowledge of instruments to test and evaluate student in theoretical, laboratory simulation and clinical settings. Emphasis will be placed on reliability and validity of tools in the evaluation of student performance and achievement of course outcomes. The use of technology in assessments, grading and analysis will be captured in the course.

Prerequisites: NUR 510, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550, NUR 602, NUR 613, NUR 613CL

Corequisites: NUR 614CL

### **NUR614CL: Nursing Education Practicum II**

#### **4 Credits (180 hours clinical)**

The course provides the student with practice learning experiences in the role of nurse educator for creating, utilizing and evaluating assessment tools and evaluation methods in nursing

education. The student will complete hands on experiences in managing instruments to test and evaluate student in theoretical, laboratory simulation and clinical settings. The student will use of technology in the practice learning experiences to assure competencies in testing and evaluation of different instruments and tools. A total of 180 hours in practice learning experiences is required. Prerequisites: NUR 510, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550, NUR 602, NUR 613, NUR 613CL

Corequisites: NUR 614

### **NUR615CL: Nursing Education Practicum III**

#### **4 Credits (180 hours clinical)**

The practicum is practice learning for the student to gain teaching experience in the role of nurse educator. Emphasis will be placed on teaching effectiveness, course planning, assessments and development of student outcomes in traditional classroom settings. The teaching practicum requires the student to complete a total of 180 hours under the supervision of a nurse educator.

Prerequisites: NUR 510, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550, NUR 602, NUR 613, NUR 613CL, NUR 614, NUR 614CL

Corequisites: None

### **NUR650: Capstone Project**

#### **5 Credits (75 hours theory)**

The final project provides the opportunity to complete a student designed research project reflective of the investigation of an identified problem in nursing education. The student will complete an evidenced based project designed to demonstrate his/her research interest in nursing education and teaching competencies as a nurse educator. This final project will conclude with a written report and oral presentation before a faculty member. Moreover, the Capstone provides the student a final opportunity to demonstrate his/her readiness to sit for the Nurse Educator Certification Examination issued by the National League for Nursing.

Prerequisites: NUR 510, NUR 520, NUR 522, NUR 525, NUR 530, NUR 540, NUR 550, NUR 602, NUR 613, NUR 613CL, NUR 614, NUR 614CL, NUR 615CL

Corequisites: None

### **NUT270 Nutrition**

#### **3 Credits (45 hours theory)**

The course introduces student to the nutritional needs throughout the lifespan with emphasis on nutritional principles related to health promotion and protection. Content includes assimilation, digestion and absorption of nutrients and cultural and economic influences on dietary practices. Student will be able to demonstrate competency in the descriptions of how food habits are affected by the flavor, texture, and appearance of food, demonstrate influence of routines and habits in nutrition health, describe the advertising industry, explain nutrition and health concerns, describe the influence of restaurants, explain social changes influences on food habits, mention influences of economics on food habits, cite and explain physiological processes affected by meal size and composition, and explore how nutrition relates to overall health.

Prerequisites: None

Corequisites: None

### **PBH322 Introduction to Epidemiology**

#### **3 Credits (45 hours theory)**

This course will introduce students to basic principles and methods used in epidemiology. The course will include basic research designs, estimating outcome measures, and establishing cause and effect and effectiveness of interventions to prevent and cure disease. Student will be able to explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues, describe a public health problem in terms of person, place, and time, apply the basic terminology and definitions of epidemiology, calculate basic epidemiology measures, identify key sources of data for epidemiologic purposes, evaluate the strengths and limitations of epidemiologic reports, comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data, draw appropriate inferences from epidemiologic data, identify the principles and limitations of public health screening programs, communicate epidemiologic information to lay and professional audiences, apply concepts, methods, and tools of public health data collection, analysis and interpretation, and the evidence-based reasoning and informatics approaches that are essential to public health practice.

Prerequisites: None

Corequisites: None

### **PHI301 Critical Thinking Strategies and Analysis** **2 Credits (30 hours theory)**

This course provides students opportunities for analysis, synthesis, and application of decision making at all levels of an organization. This course equips students with critical thinking skills to identify problems using rational decision making. Students learn to solve organizational problems and provide strategic direction based on critical thinking. Student will be able to apply Elements of Reasoning and the Universal Intellectual Standards to critical thinking, utilizing the Elements of Reasoning and Universal Intellectual Standards to think through intellectual, academic, personal, social or political problems, engage in fair-minded reasoning regarding ethical issues and dilemmas, assess the "unintended" (or intended) consequences of decision making, utilize the basic elements of word construction in developing and interpreting both traditional and medical vocabulary related to health care, employ critical thinking skills during test-taking to successfully identify and solve 5 types of multiple choice questions, identify the effects of time management, empowerment, and environment on success, cite the legal and ethical implications of confidentiality in medical documentation and in the use of test-taking strategies for student Nurses, demonstrate relaxation principles to aid in stress reduction and the maintenance of a positive mental attitude, describe the steps of the nursing process as a method of inquiry when making assumptions to aid in decision-making, interpret vocabulary during test-taking utilizing word roots from past experience and linguistic knowledge base, describe the steps of the nursing process as a method of inquiry when making assumptions to aid in decision-making, utilize technology to enhance study skills.

Prerequisites: None

Corequisites: None

### **PNAP004 PN Anatomy & Physiology/Growth & Development** **104 hours theory**

This course is an introduction to anatomy and physiology of the human body and growth and development across the lifespan for the practical nursing student. Students will gain knowledge of the structure and function of the human body, as well as the relationship in providing client care. In addition, physical, cognitive, and psychosocial maturation of the client will be incorporated into

care planning of the client. Emphasis is placed on the stages of development and changes that can affect health and wellness. This course begins at the cellular level and concludes with the interactions among all human body systems (respiratory system, cardio-vascular system, muscular-skeletal systems, nervous, skin, sensory systems, reproductive systems, urinary system, digestive system, and endocrine system) as an integrated whole. The course is designed to provide a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person.

Prerequisites: None

Corequisites: None

### **PNCL003C PN Clinical Skills Basic**

#### **26 hours (15 Lab Hours, 11 Clinical Hours)**

An introduction to the scope of human needs, utilization of the nursing process as a systematic approach to meeting those needs, and the role of the practical nurse in assisting individuals toward optimal health. Clinical settings are utilized in the application of fundamental concepts, principles of nursing, and communication skills that are employed in providing basic patient care. Principles include comfort measures, assistance with daily living activities, environmental concerns, safety measures, infection control, positioning and transporting in adults and geriatric clients. This course introduces classic nursing principles that underpin future clinical practices.

Prerequisites: PNCR001, PNAP004, PNNT005

Corequisites: PNFD002

### **PNCL006C PN Clinical Skills Intermediate**

#### **156 hours (15 Lab Hours, 141 Clinical Hours)**

Through this course the practical nursing student develops a deeper insight into the nursing process and their role as care giver. The student will have opportunities to apply previously acquired knowledge of basic nursing principles and skills in delivery of patient care in the nursing home setting/ extended care facility. The student utilizes the knowledge acquired in the classroom, lab and prior PNCL003C course to provide patient care. The student will be able to apply hot and cold applications, administer enemas, test stool for occult blood, insert/remove indwelling/straight catheters, apply bandages, and splints, irrigate eyes and ears, administer nasogastric tube feedings, perform suction techniques and provide ostomy care. In addition, the practical nursing student will assist with a physical examination, assist patients to maintain a therapeutic diet, demonstrate the procedure to don and doff personal protective equipment, administer oral/intramuscular medications, collect specimens from isolation patients, demonstrate procedures for initiating isolation, including care and disposal of equipment and supplies and care of the geriatric patient with cognitive impairment.

Prerequisites: PNCR001, PNAP004, PNNT005, PNCL003C

Corequisites: PNFD002

### **PNCL009C PN Medical Surgical I Clinical Skills**

#### **108 hours (20 Lab Hours, 88 Clinical Hours)**

Medical Surgical I clinical and lab focuses on the nursing student utilization of the nursing process in caring for acute care patients. The emphasis will be on prioritization, decision-making, time management and critical thinking appropriate to the practical nurses' scope of practice. As the student progresses, more complex patient situations will be presented, and the student will be able

to create a nursing care plan and perform skills appropriate to the clinical presentation of the patient under supervision. During this course the student will be able to demonstrate the use of various medical technologies, medication administration and skills appropriate to patient assignments.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C

Corequisites: PNMS009

**PNCL011C PN Medical Surgical II Including Psychiatric/Mental Health Nursing Clinical Skills 108 hours (20 Lab Hours, 88 Clinical Hours)**

This course continues to prepare the practical nursing student to increase their skills in caring for patients in the medical surgical and rehabilitation setting. In addition, the course introduces the student to the nursing care of the psychiatric /mental health patient in the clinical/lab setting. Emphasis is focused on the nurse's role in promoting mental health for psychiatric and behavioral phenomena (e.g., anxiety, mood, personality, substance abuse, and psychotic disorders). The clinical component also explores implications of nursing care, including chemical dependence, food addictions, and other addictive behaviors and effective treatment modalities. The practical nurse's role in assisting with the patient care plan and the importance of clear, concise observation, reporting and documentation is emphasized. Practice of nursing skills will be applied regarding therapeutic communication techniques, comfort and safety, medication administration, ethical and legal guidelines, and caring for patients' in the psychiatric/mental health facility.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C, PNMS009, PNCL009C

Corequisites: PNMS011

**PNCL015C PN Pediatric/OB Clinical Skills 78 hours (15 Lab Hours, 63 Clinical Hours)**

This course introduces the practical nursing student to develop nursing skills in planning and implementing care to the obstetric and pediatric patient in the lab/clinical setting. Emphasis is placed on medication administration, documentation, assessment, infection control and safe effective nursing care of obstetrical patients and children with cardiovascular, respiratory, nervous, endocrine and musculoskeletal disorders. The course also focuses on the student applying the nursing process to promote normal growth and development and the adaptation of children and families to wellness/illness.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C.

Corequisites: PNOB013 & PNPD014

**PNCL016C PN Clinical Skills Advance Including Current Issues and Employability Skills 108 hours clinical**

An advanced clinical practicum for the practical nursing student to perfect skills acquired from previous clinical practicums and demonstrate organizational/clinical skills in caring for multiple patients with complex medical problems. This course focuses on the utilization of nursing/related concepts by practical nurses as providers of care/members of a discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Content will include the F.S. 464 rules, scope of practice of the LPN in a leadership/supervisory role, the role of the LPN in delegation to unlicensed



personnel, the Florida Board of Nursing requirements for licensure renewal, current legislation pertinent to the Florida Board of Nursing and its effect on nursing practice, violence in the work place ,employment opportunities, interview skills and development of a professional resume  
Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C, PNMS009, PNCL009C, PNMS011, PNCL011C, PNOB013, PNPD014, PNCL015C  
Corequisites: None

**PNCR001 PN Healthcare Worker Core**

**90 hours theory**

This course is designed to introduce the practical nursing student to the core concepts which prepares them to enter into a field of study with basic knowledge to make informed decisions and to pursue a career with success. The course content includes instruction in skills required to provide and maintain bodily and emotional comfort and to assist the patient toward independent living in a safe environment, as stated in Rules of the Department of Health Minimum Standards for Health care provider in their field of study. The student will build knowledge of the health care delivery system and health occupations, oral and written communications skills, professional ethics and legal responsibilities, an understanding of applying wellness and diseases concepts, emergency situations responses, infection control, medical terminology, blood borne diseases, critical thinking skills, leadership skills, professional role of the Practical Nurse and roles within teams. Upon completion of this course, the student will receive a HIV/AIDS Blood Borne Pathogens Education certificate.

Prerequisites: None

Corequisites: None

**PNFD002 PN Fundamental/Geriatric Care**

**75 hours theory**

This course assists the practical nursing student to develop fundamental knowledge of nursing care for the adult and geriatric patients utilizing the nursing process and Maslow's Hierarchy of human needs. The course includes theory on basic patient care, physical examination, health assessment, vital signs, body mechanics, activities of daily living, infection control, basic medical terminology and safety procedures/policy in medication administration.

Prerequisites: PNCR001, PNAP004, PNNT005

Corequisites: PNCL003C, PNCL006C

**PNMS009 PN Medical Surgical I**

**78 hours theory**

This course introduces practical nursing students to the core concepts of nursing science including taxonomy, philosophies of caring, nursing process, and evidence-based care. Concepts from the biological, physical, epidemiological, and behavioral sciences will be utilized as students begin the study of adults experiencing major biophysical health problems. The role of the practical nurse is explored in the medical/surgical nursing care of the adult client in the context of populations.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C

Corequisites: PNCL009C

**PNMS011 PN Medical Surgical II Including Psychiatric/Mental Health Nursing**

**94 hours theory**

This course continues to prepare the practical nursing student to care for patients in the pre-operative unit, observe surgical preparation, provide post-operative care and assist with post-operative discharge teaching. In addition, respond to emotional needs of patients and family, discuss coping mechanisms as seen in the performance of healthcare, differentiate between mental health and mental illness, recognize signs and symptoms of various mental health disorders, discuss treatment modalities for the various mental health disorder, recognize the potential for suicide attempts in the depressed and person and initiate appropriate interventions, describe treatments and resources for the addicted client, describe drug seeking behaviors, identify and describe individuals in crises and describe appropriate interventions, discuss legal obligations of nurses who allege co-workers abusing drugs/alcohol.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C, PNMS009, PNCL009C

Corequisites: PNCL011C

### **PNNT005     PN Nutrition**

#### **26 hours theory**

The course introduces the practical nursing student to the nutritional needs throughout the lifespan with emphasis on nutritional principles related to health promotion and protection. Content includes assimilation, digestion and absorption of nutrients, food restrictions, and cultural and economic influences on dietary practices. In addition, factors considered when purchasing food, storing food safely, proper and safe food preparations, different food groups, and nutritional food that assist in healing and various diets for patients with specific health problems.

Prerequisites: None

Corequisites: None

### **PNOB013     PN Obstetrics**

#### **52 hours theory**

This didactic course for the practical nursing student focuses on the female reproductive system and care of the family during the childbearing year. The course will include maternity care in a healthy pregnancy with emphasis on physical safety and emotionally satisfying outcomes for both the mother and baby. Content addresses care of mother and baby from conception to postpartum as well as discharge and home care. It also includes normal and complicated pregnancy, labor and delivery, postpartum period, and the nursing care of the newborn. An overview of high-risk situations will be included in conjunction with topics of sexuality, fertility and sexually transmitted diseases.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C

Corequisites: None

### **PNPD014     PN Pediatrics**

#### **78 hours theory**

This course focuses on nursing care of the child along the health – illness continuum. Core concepts of growth and development, well child-care, family structure, environment, heredity, and psychosocial factors will serve as a basis for implementing care. The child with acute, chronic and life - threatening illness will be reviewed as risk factors for morbidity and mortality. Nursing responsibilities and strategies to minimize stressors experienced by children and their families during illness will be presented. Key elements of spirituality, culture socioeconomic status, health

beliefs, and medication administration and effects specific to the pediatric population will be explored and examined by the practical nursing student.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C

Corequisites: PNCL015C

### **PNPM007 PN Pharmacology**

#### **78 hours theory**

This course introduces the practical nursing student to the principles of pharmacology, including drug classifications and their effects on all of the body systems. Topics include the use of the components of the nursing process when administering medications. The student will be able to explain and demonstrate accurate dosage calculations, the seven rights of medication administration, observe and respond to the clients need for medication and monitor and document use of controlled substances. In addition, the administration of various type of medication such as topical medication, inhalants, oral medications, sublingual medication, rectal medication, vaginal medication, eye medications, ear drops, nose drops, intramuscular injection, intra-dermal injection and subcutaneous injection.

Prerequisites: PNCR001, PNAP004, PNNT005

Corequisites: PNPM007C

### **PNPM007C PN Pharmacology Clinical Skills**

#### **91 hours (15 Lab Hours, 76 Clinical Hours)**

This course provides instruction for the practical nursing student in basic pharmacology that is needed for safe and effective medication administration. The student will demonstrate the nursing process and implement the skills learned in Pharmacology theory. Skills will include the following: demonstrate the ability to calculate accurate dosages, demonstrate knowledge of medication administration; including safe dosage, medication side effects and effects on the body. The clinical experience provides the student the ability to administer various type of medications excluding intravenous drugs.

Prerequisites: PNCR001, PNAP004, PNNT005

Corequisites: PNPM007

### **PSP 100 Principles of Public Speaking**

#### **2 Credits (30 hours theory)**

This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Civility and ethical speech-making are the foundations of this course. Its goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches.

Prerequisites: None

Corequisites: None

### **PSY 100 General Psychology**

#### **3 credits (45 hours theory)**

This course introduces the student to the basic principles, findings and methods of study relating to human behavior. Topics include scientific method, biological basis of behavior, motivation, sensation, perception, learning, personality, behavior disorders, and individual differences. The

course is designed to provide a foundation for more advanced study in psychology and related field.

Prerequisites: None

Corequisites: None

**SOC 101 Principles of Sociology**

**3 credits (45 hours theory)**

This course is designed to introduce students to the sociological principles underlying the development structure, and function of culture, society, human groups, personality formation and social change. Student will be able to learn to use the sociological imagination as a key to critical thinking, become comfortable with the language of sociology, learn the basics of the "sociology tool kit," that is, theory and research, and apply these concepts and ideas to important issues, improve communication skills (including speaking, reading, and writing) and the ability to use diverse sources of information technology.

Prerequisites: None

Corequisites: None

## SECTION IV: FINANCIAL POLICIES

### PROGRAM COSTS AND PAYMENT SCHEDULES

	Tuition	Reg fee	Total Cost	Per Credit Cost
<b>SCHOOL OF MIDWIFERY</b>				
Midwifery BS	\$ 24,850.00	\$ 145.00	\$ 24,995.00	\$ 653.95
<b>SCHOOL OF NURSING</b>				
Practical Nursing	\$ 13,800.00	\$ 145.00*	\$ 13,945.00	n/a
Nursing AS	\$ 32,500.00	\$ 145.00*	\$ 32,625.00	\$ 439.19
Nursing RN to BSN	\$ 21,850.00	\$ 145.00*	\$ 21,995.00	\$ 662.12
Nurse Practitioner MS	\$ 35,350.00	\$ 145.00*	\$ 35,495.00	\$ 785.56
Nurse Educator MS	\$ 35,350.00	\$ 145.00*	\$ 35,495.00	\$ 785.56

\*Includes first set of scrubs at no additional cost to student.

By registering for courses at ERC, the student accepts financial responsibility for payment. All costs of tuition and fees are due and payable at the time of enrollment. Cash, personal or company check, and major credit cards are accepted as forms of payment. Students who can prove financial integrity to the satisfaction of the College may make application to defer their educational costs when registering. To be considered for deferred payment options, a student must complete a monthly payment agreement at the time of enrollment.

Any student whose account becomes delinquent or who is in any manner indebted to the College may be withdrawn from classes or denied registration for future classes. The student is responsible for the full balance on the account plus any additional costs which may be incurred by the institution in the collection of these debts. Students will be notified via email account concerning outstanding tuition delinquencies and given an opportunity to pay tuition and fees or make arrangements for tuition and fee payment prior to withdrawal. A continued pattern of delinquency may result in permanent withdrawal.

The school is authorized to restrict the release of transcripts, the awarding of diplomas, registering for courses, and access to other resources and services of the school. When a receivable or obligation balance is due, a financial hold is immediately generated on the student's record. This financial hold may prevent the release of transcripts, diplomas, certificates, and block future registration. The financial hold will remain on the student's record until all debt is paid to the college in full.

**Declined Payment Policy**

ERC assesses a \$35 declined payment fee for each declined payment, including payments made by check or credit card. The Bursar's Office reserves the right to refuse personal checks from students, whose previous check payments have been declined more than once. These students will be required to submit payment by money order, credit card, or certified check.

**FINANCIAL ASSISTANCE**

ERC does not currently participate in federal student aid programs. Students are given the opportunity to defer the tuition through making monthly tuition payments. If necessary, students are encouraged to apply for a private education loan. In addition, numerous financial assistance programs are available to qualified students including Workforce Alliance, Workforce One, and Vocational Rehabilitation. It is the responsibility of the student to provide the requested documents to determine and verify eligibility. For more information about financial assistance, please contact the bursar's office.

**ADDITIONAL FEES AND CHARGES**

The school quotes tuition prices for each program offered (please refer to each program offered section). The school reserves the right to change tuition and fees at any time and without prior notice.

Admission Entrance Exam and registration fee	See each program information	Non-refundable, <i>student responsibility</i>
Integrated Testing Fee (recourses for fundamental, medical surgical, psychiatric, OB, pediatric, pharmacology, final adaptive quizzing, e-book)	\$ 450.00 (ASN) \$ 380.00 (PN)	Required of all students (Non-refundable), <i>student responsibility</i>

Textbooks	Variable	Varies per semester/term Required textbooks and supplemental materials; <i>student responsibility</i>
Uniform Set (scrub)	\$50.00	Price per one set, <i>student responsibility</i>
Program Specific Kits: <b>Nursing Programs</b>	\$200.00	Skills Kit Nursing: sphygmomanometer, stethoscope, second hand-watch, penlight, bandage scissors, measurement tape, pocket-size medical ruler in inches and centimeters with imprinted wound diameter gauge, ophthalmoscope, otoscope, tuning forks, snellen pocket eye chart, neurological reflex hammer;
Program Specific Kits: <b>Midwifery Programs</b>	Approximately \$100.00/kit	Skills Kit Midwifery students: <i>student responsibility</i>
3 <sup>rd</sup> Party Processing Fee (Background Investigation Fee, Drug Testing)	Approximately \$100.00	Non-refundable, <i>student responsibility</i>
Physical Exam, titers, and other clinical documents	Variable	Non-refundable, <i>student responsibility</i>
Graduation/Pinning Ceremony	Approximately \$250.00 (subject to change)	Per student, <i>student responsibility</i>
Board Exam and licensing fees	Refer to FBON for application requirements and fees	<i>Student responsibility</i> , subject to change by Board of Nursing: <a href="http://floridasnursing.gov/licensing/">http://floridasnursing.gov/licensing/</a>
Transcript fee	\$25.00	Per transcript requested (includes shipping). Students are provided one official transcript free of charge upon graduation.
Duplicate diploma	\$100.00	Per diploma (includes shipping)
Returned check penalty	\$35.00	Per item

## CANCELLATION AND REFUND POLICY

Should a student withdraw, cancel, or be terminated for any reason, all refunds will be made in accordance with the following refund policy:

1. Cancellation must be made in person or by Certified Mail. Non-refundable fees will not be paid.
2. If the applicant is not accepted by the school or if the student cancels before three (3) business days after signing the enrollment agreement and making initial payment, all money received will be refunded.
3. Cancellation in writing after the third (3rd) business day, but before the first class, results in a refund of all monies paid, with the exception of the registration fee paid, not to exceed \$100.
4. Once a student has started the program, and is terminated, voluntarily or involuntarily, the charges that the student is responsible for are based on the actual last date of attendance.
5. Termination after attendance has begun, but prior to 40% completion of the program, will result in a Pro-Rated refund computed using the number of weeks attended as follows:
  - Up to 10% of the program weeks attended, the school will issue a tuition refund of 90% of the tuition charges.
  - 11% to 20% of the program weeks attended, the school will issue a tuition refund of 80% of the tuition charges.
  - 21% to 30% of the program weeks attended, the school will issue a tuition refund of 70% of the tuition charges.
  - 31% to 40% of the program weeks attended, the school will issue a tuition refund of 60% of the tuition charges.
6. Termination after completing 40% of the program will result in no refund.
7. Students may withdraw from a course during the first week of program attendance without punitive grades.
8. Refunds will be made within 30 days of termination of the student's enrollment or receipt of Cancellation Notice from student.
9. If programs are cancelled for any reason by the institution, a full refund will be given, or the transfer of applicable funds will be applied toward a qualified program chosen by the student.

## **SECTION V: STUDENT SERVICES**

ERC provides student services to current students and graduates. Student services offerings include job placement services, assistance with payment sources, academic advising and tutoring services, referrals for special needs brought to the attention of the Student Services Department, and information and announcements that are relevant to the student body.

### **Career Center and Job Placement**

ERC is dedicated to helping graduates find employment in their field of study. ERC assists students and graduates with prospective job leads, provides employment skills training, resume and cover letter assistance, interviewing and job search strategies, access to community events and externships, assembly and distribution of job listings to students, and distribution of a resume book of students and recent graduates to area employers. However, **ERC does not guarantee employment or a minimum starting salary.** No one is authorized by the college to make such guarantees.

Students attending ERC are required to complete all paperwork as directed by the Campus Director and to participate in all exit activities as arranged by the career services staff prior to the expected graduation date.

### **Housing**

Emiraza College does not maintain nor offer housing for students.

### **Communications**

Students are informed about schedule changes, upcoming continuing education offerings, and other items of interest through announcements on the school bulletin board or via email.

### **Disability Assistance**

ERC does not discriminate on the basis of disability in the admission or access to, or operations of, its programs, or activities. Students with disabilities may request reasonable accommodation. ERC evaluates reasonable accommodation requests in accordance with the Americans with Disabilities Act of 1990 as amended and with Section 504 of the Rehabilitation Act of 1973. Reasonable and specific accommodation is developed with each student based upon current documentation from an appropriate licensed professional. All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment.

### **Academic Advising and Tutoring**

The academic performance of our students is the top priority of faculty. All instructors and program directors are available by appointment to meet with students regarding questions about course material or the profession in general. If additional assistance is needed to master the material many options are available including video instruction, study groups, and individual tutoring assistance.

Academic advising is provided to students throughout their program, based on individual needs. Students not meeting Satisfactory Academic Progress (“SAP”) requirements must attend advising sessions until they improve their academic progress or are withdrawn from the College.

### **Student Records and Transcripts**

The Registrar’s Office maintains permanent academic records for all past and currently enrolled students at ERC. The academic record contains, among other things, transcripts, enrollment agreements, and the application for admission. All changes in permanent and local addresses, name, social security number, and residency, should be reported to this office immediately.

Upon completion of the program, a transcript will be placed in the student’s file and permanently maintained. Upon request, the student will receive one complimentary copy of the transcript. Additional copies are available for \$10.00 per copy. Transcripts will not be released unless all financial obligations have been met. Requests for transcripts must be made in writing.

### **Family Education Rights and Privacy Act (FERPA)**

ERC College complies with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), is a federal law that protects student information and affords eligible students the following rights with respect to their education records:

1. The right to inspect and review the student's education records within 45 days of the day the



- institution receives a request for access.
2. The right to request the amendment of education records the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
  3. The right to provide written consent before the institution discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA.

An "eligible student" under FERPA is a student who is 18 years of age or older who attends a postsecondary institution.

## **SECTION VI: ACADEMIC STANDARDS AND POLICIES**

### **ATTENDANCE POLICY**

Regular class attendance is essential for students to learn the skills needed to prepare for their careers. Students are expected to attend all classes whether in the classroom, a simulation laboratory, or a clinical externship site. Each student should recognize prior to enrollment that attendance is a requisite for scholastic achievement.

#### **Absences**

Students are expected to be on time and in attendance for every meeting of every class. Students who are absent from classes more than 2 unexcused episodes/absences per course and/or 10% of clinical or lab time will be administratively withdrawn from the course. The withdrawal date is the last date of attendance.

#### **Tardiness**

A student is considered tardy/late if he/she comes to class 15 minutes late. Three instances of tardiness is the equivalent of one full absence. If the student is absent for half of the class period or more, it is considered a full absence. When a student has more than 3 instances of tardiness for a course, the instructor will contact the Program Director to request an intervention session with the student. The goal of the intervention session is to help the student develop time management skills.

#### **Make-up Work**

Excused absences may be granted for serious and documentable reasons. The excused absences still count toward the attendance percentage; however, students are permitted to make up the missed work at the instructor's discretion. Time spent on make-up work is not accepted as hours of class attendance.

#### **Cancellation of Courses**

If an instructor must cancel class, the instructor is responsible for notifying students and the Program Director as early as possible. Cancelled classes (without substitute Instructor) must be re-scheduled within a week. Students are required to complete 100% of laboratory and clinical hours as a condition of graduation. ERC reserves the right to cancel a course or a program due to insufficient enrollment.

**Leave of Absence**

ERC does not currently offer a leave of absence. Students who are not able to attend classes for a period of time, should notify the Registrar and Campus Director immediately. Students will be withdrawn from the program and can apply for re-entry when their situation improves. Any refunds will be in accordance with the school’s cancellation and refund policy.

**Re-entry Policy**

A student who was withdrawn from a program and is returning into the same program within 12 months (365 days) of their last date of attendance (LDA) is considered to be a re-entry student and will need to meet with the Campus Director and follow the required re-entry procedure. A student who was withdrawn from a program and is returning after 12 months (365 days) of the LDA is considered a re-start. Prior courses earned will be processed using the transfer credit process for tuition charges and course completion.

All students are required to complete a new enrollment agreement and to meet all entrance requirements at time of re-enrollment regardless of the original start date.

**Outside Hours**

Homework is required for students and will take place outside of class/ college hours. It is estimated that students will spend 2 hours for each 1 hour of in- class lecture and lab to complete homework, which includes, but is not limited to course readings, completion of projects and written assignments, exam preparation, discussions and other resources review.

**GRADING SYSTEM**

A permanent record of each student’s achievement is kept on file permanently. All grades are used to determine the student’s eligibility for graduation. ERC uses a four-point grading system to measure student scholastic achievement. The following grades are used to calculate the grade point average (GPA):

Letter Grade	Numerical %	Description	GPA
A	90-100	Fully Competent	4.0
B	80-89	Competent	3.0
C	70-79	Minimally Competent - Must be repeated	2.0
D	60-69	Not Competent - Must be repeated	1.0
F	0-59	Not Competent - Must be repeated	0.0

TC	N/A	Transfer of Credit	N/E
I	N/A	Incomplete	N/E
W	N/A	Withdrawal from Course	N/E
P	N/A	Successful completion of a Pass/Fail course	N/E

Students who do not achieve a letter grade of “B” or better in any course are considered to have failed that course and must repeat it. When students repeat a failed module, the original grade will be replaced by the new grade which will then be calculated in the cumulative GPA. Until the module is repeated, the “D” or “F” grade will remain in the student’s cumulative GPA and will be included in the assessment of Satisfactory Academic Progress (SAP).

### **Withdrawal from a Course (W)**

Students may withdraw from the program during the drop/add period (the first week of class) without punitive grades or financial obligations. If the student withdraws from a course after the drop/add period, the student will receive a “W” grade in the course. The grade of “W” has no effect on the student’s cumulative GPA. However, the grade of “W” is added to hours attempted within the specified maximum time frame.

### **Incomplete (I) Grade in a Course**

A grade of Incomplete (noted "I" on the transcript) may be assigned, at the instructor’s discretion, when a student has completed and passed a majority of the work required for a course but, for reasons beyond the student's control, cannot complete the entire course. If the student receives a grade of "I", he or she must successfully complete the required work for that course within a specified time arranged by the instructor and communicated to the student, but no later than 14 days after the course ends in which the "I" was received. It is the student's responsibility to follow up with the instructor to complete the course work. Upon completion of the agreed-upon work, the instructor submits a grade-change form that replaces the “I” with the final grade for the course. In the event the work is not submitted, the grade will be calculated and assigned based on the work submitted for the course. The grade of “I” has no effect on the student’s cumulative grade point average or successful completion of courses. The student may not register into courses in which the course assigned the “I” grade is a pre-requisite until a passing grade is assigned.

### **Pass (P) Grade in a Course**

If a student receives a grade of P in any course, the student will have successfully completed that course. A grade of “P” will have no effect on the student’s cumulative grade point average. However, the grade of “P” is added to hours attempted within the specified maximum time frame.

### **Fail (F) Grade in a Course**

F – Fail – the student was unable to satisfy the minimum expectations of the course. The course must be repeated.

### **Transfer Credit Courses**

Students will receive a grade of “TC” for courses taken at another institution and accepted as transfer courses by ERC. The grade of “TC” has no effect on the student’s cumulative GPA or

successful completion of courses. However, a grade of “TC” is added to hours attempted within the specified minimum time frame.

### Repeated Courses

A student must repeat a course if they did not receive a passing grade of B or above. Example: If a student has an “F” and repeats the course and receives a better grade, for example, an “A”, then only the “A” is counted in the calculation of the cumulative grade point average. Credits attempted and earned for the second attempt are counted in lieu of those earned for the initial attempt. Though both attempts remain part of the student's permanent record, the cumulative grade point average will reflect only the grade earned on the second attempt. A student who has successfully completed a course but wishes to improve the grade received in the course, may also repeat the course. If the course is repeated, the grade earned for the last time the course is taken replaces the previous grade when the overall GPA is calculated. All grades for all courses attempted will remain on the student's transcript, however.

- Note that course repetitions count toward courses attempted, thereby also affecting the SAP quantitative requirements.

### Grade Point Average and Quality Points

A student's academic standing for a specific semester or term is indicated by the grade point average (GPA). The GPA is calculated based on earned credits and letter grades (including Fs, for which students receive 0 credits).

Courses in which a “W” or “I” or “TC” or “P” grade were received will not be used in computing a student's GPA. Overall academic standing is indicated by the cumulative GPA (CGPA). Grades for all attempted courses will remain on the student's permanent record. If a course is repeated, the highest of the grades will be computed in the student's grade point average (GPA). Students who wish to appeal a grade must do so within the immediate succeeding semester. Otherwise, the recorded grade is permanent and can be changed only by repeating the course. No grades, GPA, or test scores may be appealed after the degree and diploma are awarded.

Quality points are the numerical equivalent of the letter grades and are assigned based on the number of credits in the course and the grade earned as indicated by the scale below. For example, a three-credit hour course with an earned A grade equals 12 quality points.

6 CREDITS		4 CREDITS		3 CREDITS		2 CREDITS		1 CREDIT	
A	24	A	16	A	12	A	8	A	4
B	18	B	12	B	9	B	6	B	3
C	12	C	8	C	6	C	4	C	2
D	6	D	4	D	3	D	2	D	1
F	0	F	0	F	0	F	0	F	0

In determining a grade point average (GPA):

*Total number of quality points earned divided by total number of semester hours attempted for which quality point values are assigned = GPA.*

### **Procedure for Appealing a Grade**

The faculty member responsible for the course is the only person who may request a grade change. When a student appeals a grade, the student will provide the faculty member with a copy of all petitions. A challenge to a grade received in a course, comprehensive examination, or other graduation requirement will be considered only when the student alleges that the grade received reflects other than appropriate academic criteria, that is, achievement and proficiency in the subject matter as stated in the course syllabus.

A student who appeals a grade shall proceed as follows:

- For a challenge of a course grade, the student will first discuss the matter with the faculty member teaching the course to resolve the grievance informally.
- If the grievance is not settled, the student may then meet with the Program Director.
- The Program Director will make an informal investigation, hearing both the student and the faculty member, and attempt an informal reconciliation. The Program Director will render a decision within ten (10) calendar days and inform the student and faculty member in writing.
- If the student wishes to appeal the decision of the Program Director, he or she may request that the Campus Director investigate the decision within five (5) days of receiving the notification of the Program Director's decision.
- The Campus Director will make a formal investigation, hearing both the student and faculty member.
- The Campus Director will reach a decision within ten (10) calendar days and notify the student, the faculty member, and the Program Director in writing. The decision will be either that the grade will stand, or that the faculty member will change the grade as recommended. The Campus Director's decision shall be final.

### **SATISFACTORY ACADEMIC PROGRESS**

All students must maintain satisfactory academic progress to remain enrolled at ERC.

To remain in good academic standing, students must meet the following minimum Satisfactory Academic Progress (SAP) standards as measured at the end of each grading period:

1. Must maintain a minimum cumulative grade point average (CGPA) of 2.5.
2. Must maintain a rate of progress (ROP) of 66.67% or greater.
3. Must be able to complete the program within 150% of the program length in credit or clock hours (Maximum Time Frame-MTF). For example, if a program requires 74 credit hours, the student must complete the degree requirements within 111 credit hours attempted (150%).

### **Cumulative Grade Point Average (CGPA) - *Qualitative Standard***

CGPA measures the quality of the student’s work by assigning quality points to each letter grade and weighting the course by the credit hours. Only courses with earned grades required in the student’s program of study are included in the CPGA calculation. In the case of repeated coursework, only the most recent attempt is counted toward the CGPA.

**Rate of Progress (ROP) - Quantitative Standard**

Students are required to maintain a satisfactory ROP toward successful completion of their program. ROP is defined as the credit hours completed divided by the credit hours attempted. All periods of the student’s enrollment for the current program count when assessing progress.

**Maximum Time Frame (MTF) - Quantitative Standard**

Students must be able to successfully complete all the required course credit hours of their program within the Maximum Time Frame. To maintain SAP, the credit hours attempted cannot exceed one and one-half times (1.5) or 150% of the credit hours required to complete a program.

In calculating Satisfactory Academic Progress, please refer to the table below:

Letter Code	Percent Grade	Included in Credits Attempted	Included in Credits Earned	Included in CGPA	Grade Points
A	90-100	Yes	Yes	Yes	4.0
B	80-89	Yes	Yes	Yes	3.0
C	70-79	Yes	Yes	Yes	2.0
D	60-69	Yes	No	Yes	1.0
F	0-59	Yes	No	Yes	0
P	Pass	Yes	Yes	No	N/A
TC	Transfer Credit	Yes	Yes	No	N/A
I	Incomplete	Yes	No	No	N/A
W	Withdrawn	Yes	No	No	N/A

**ACADEMIC STANDING**

All students are evaluated at the end of each term/semester. Any student who does not meet SAP (CGPA, ROP, and/or MTF) is notified by email of their academic standing. This communication outlines the details of the academic action to be taken and the appeal process. These actions include being placed on Academic Advising, Academic Warning, Academic Probation, or Academic Dismissal from the program.

**Good Standing**

A student remains in good academic standing unless he or she is not making sufficient progress toward degree completion and/or is placed on academic advising, academic warning, academic probation, or academic dismissal/termination.

**Academic SAP Advising (1<sup>st</sup> term SAP not met)**

SAP Advising is the period of time during which a student is advised and monitored for progress for the remainder of the term. During the SAP Advising period, the student can continue to attend class. SAP academic advising shall be documented using the **Academic Advising Form**. The form shall be kept in the student's permanent academic file.

**Academic SAP Warning (2<sup>nd</sup> consecutive SAP not met)**

SAP NOT MET is the status on which the student is placed, if, at the end of the evaluation period, the student falls below the required academic progress standards (CGPA, ROP, or MTF) for his/her program as stated in the school catalog. Students on Academic Warning can continue to attend class. Students in SAP warning status will agree to the following responsibilities: 1) a mandatory meeting with their academic advisor, 2) completion of an academic improvement plan, 3) and demonstrating a continuing improvement of their cumulative GPA. Students will be permitted to remain on Academic Warning for two semesters/terms as long as academic progress improvement is achieved. After two semesters/terms, the student is expected to reach the minimum GPA of 2.5.

**Academic SAP Probation (3<sup>rd</sup> consecutive SAP not met)**

A student who fails to meet the conditions of Academic SAP Warning status is placed on academic probation during the following semester. At the end of the semester in which the student is on probation, the student's overall GPA and Rate of Progress will be recalculated. To be removed from academic probation, a student must raise his/her cumulative and semester GPA to a 2.5 or higher by the end of the following semester the student is enrolled. A student may remain on academic probation with a cumulative GPA below 2.5 if the semester GPA is 2.5 or greater indicating improvement made by the student per the academic improvement plan as long as they can still complete the program within the maximum time frame. Students can continue to attend class and will be notified about this status via email.

**Academic SAP Dismissal/Termination**

A student who does not make Satisfactory Academic Progress while on academic probation shall be terminated from the program. A student on dismissal will receive a formal communication via email and a hard copy mailed to their permanent address. Student can no longer attend class.

**Readmission After Academic SAP Dismissal**

Students who are approved to re-enroll after academic dismissal may register for classes for the next semester. These students return on academic probation and must achieve Satisfactory Academic Progress in that subsequent semester, or a final decision of termination will be imposed.

If the student is given permission for readmission, the student must agree in writing to the terms for readmission outlined by ERC catalog and must execute a new Enrollment Agreement with the institution. The student must also pay all current tuition, fees and any other costs associated with the student's program of study. Students are not eligible for reinstatement after two academic dismissals/terminations.

**Appealing a Determination of Unsatisfactory Progress**

A student may appeal a termination to the Director of Education if there are valid extenuating circumstances (such as serious illness or injury befalling the student, the death of a close relative of the student or any other special circumstances) that contributed to the poor academic performance.

The student must submit a written appeal with supporting documentation addressed to the Director of Education within one week of notice of academic dismissal. The student will be automatically dropped from classes on determination of dismissal. The student may not attend class during a period of appeal. If the appeal is granted, a new academic improvement plan will be developed, and the student will be allowed to continue enrollment.

## **GRADUATION REQUIREMENTS**

As indicated by the specific program of study, a Diploma, an Associate of Science degree, or a Bachelor of Science degree is awarded for successful completion of the following requirements:

- Successful completion of all course requirements with an overall grade average of 80% (3.0-B) or better in the student's program.
- Participation in the exit activities with the Career Services Office as determined and arranged by the Career Services staff.

Upon successful completion of his/her educational program, each student will receive an official transcript and diploma provided the following requirements are met:

- Complete satisfaction of all tuition account balances.
- Completion of all documentation required by the college.

## **SECTION VII: STANDARDS OF STUDENT CONDUCT**

ERC seeks to create an environment that promotes integrity, academic achievement, and personal responsibility. All schools should be free from violence, threats and intimidation, and the rights, opportunities, and welfare of students must be protected at all times. To this end, this Code of Conduct sets forth the standards of behavior expected of students. Additional details regarding the Code of Conduct can be found in the Student Handbook.

ERC's administration reserves the right to develop any policy or take any action(s) deemed appropriate to maintain the safety and well-being of any or all students. Student conduct offenses may be related to persons, property, campus operations, and welfare, and the health or safety of students, faculty and staff.

The Campus Director (or designee) may immediately suspend any student whose conduct



threatens the health and/or safety of any person(s) or property. The suspension shall remain in effect until the matter is resolved through the disciplinary process. Such conduct includes, but is not limited to:

- Possessing alcohol or other intoxicants, drugs, firearms, explosives, weapons, dangerous devices, or dangerous chemicals on school premises
- Theft
- Vandalism or misuse of school or another's property
- Harassment or intimidation of others
- Endangerment, assault, or infliction of physical harm

Additionally, disciplinary action may be initiated against any student(s) based upon reasonable suspicion of attempting to commit, or assisting in the commission of any of the following prohibited forms of conduct:

- Cheating, plagiarism, or other forms of academic dishonesty
- Forgery, falsification, alteration or misuse of documents, funds, or property
- Any disruptive or obstructive actions, including: – The use of cell phones or other electronic devices for voice or text communication in the classroom, unless permitted by the instructor – The inappropriate use of electronic or other devices to make an audio, video, or photographic record of any person while on school premises without his/her prior knowledge or effective consent
- Failure to comply with school policies or directives
- Any other action(s) that interfere with the learning environment or the rights of others
- Violations of local, state, provincial, or federal law
- Note: This list is not exhaustive, but rather offers examples of unacceptable behavior which may result in disciplinary action. Additional information regarding the Code of Conduct can be found in the Student Handbook.

## **COPYRIGHT POLICY**

All College students, employees are expected to have a basic understanding of copyright law and to adhere to all laws regarding Copyright, Fair Use, and Digital Millennium Copyright Act, and to act in good faith when using copyrighted materials to support educational and research activities. Copyrighted material includes text, music, videos, games, movies, and software.

Students are responsible for reading and understanding copyright policies posted above every copy machine on campus. Failure to follow copyright law will result in disciplinary action up to and including termination from the program.

## **ACADEMIC INTEGRITY POLICY**

Integrity is essential to an educational institution and to the whole educational experience. The importance of integrity and ethics will be portrayed by faculty in their course instruction and is an integral part of life at ERC. The Academic Integrity Policy requires that everyone within the ERC community conducts themselves honestly in all endeavors.

ERC students are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards. Academic dishonesty is also destructive of the college community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Examples of academic dishonesty include, but are not limited to, the following:

1. Cheating

- The unauthorized use of notes, books, electronic devices or other study aids while taking an examination or working on an assignment.
- Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
- Having someone take an exam or complete an assignment in one's place.
- Securing an exam, receiving an unauthorized copy of an exam or sharing a copy of an exam.

2. Plagiarism

- The presentation of words from any other source or another person as one's own without proper quotation and citation.
- Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
- Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

3. Other Forms of Dishonesty

- Falsifying or inventing information, data or citations.
- Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
- Any other form of academic cheating, plagiarism or dishonesty.

## **DRESS CODE**

Students are expected to act and dress in a professional manner while on campus and at the clinical site. As prospective employers and others come in contact with students, they base their opinions of the school upon the students they see. Proper judgment should be used by the students regarding specific items of clothing that do not meet professional standards. Details regarding the dress code are outlined in the dress code policy which is included in the student handbook and distributed to every student at the time of admission to the college.

## **SUBSTANCE ABUSE POLICY**

ERC is committed to maintaining an alcohol and drug-free environment for students and employees. Our campus prohibits the following:

- Reporting to campus under the influence of alcohol or illegal drugs or substances, including illegally obtained prescription drugs.

- Reporting to campus under the influence of legal prescription or non-prescription drugs, if doing so could impair judgment or motor functions or place persons or property in jeopardy.
- The illegal use, sale, manufacture, possession, distribution, transfer, purchase, or storage of alcoholic beverages or drugs on campus premises, or in automobiles or any other vehicle parked on campus premises.

Any violation of these policies will result in appropriate disciplinary action up to and including expulsion, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities.

ERC recognizes alcoholism and drug abuse as an illness or treatable disorder, and it is ERC's policy to work with members of the ERC community to provide channels of education and assistance. However, it is the individual's responsibility to seek assistance. For a complete copy of ERC's Substance Abuse Policy, please contact the Campus Director or the Student Services Coordinator.

### **TOBACCO USE POLICY**

ERC wants to promote a healthful and clean work environment for students, employees, staff, and visitors. Therefore, in accordance with Florida's Clean Indoor Air Act (FCIAA), smoking is prohibited indoors. This includes, but is not limited to, any classroom, laboratory, library, faculty or administrative office, restroom, dining facility. ERC strictly enforces the Florida Clean Indoor Air Act. Students, faculty members or staff found in violation of this policy may be subject to disciplinary action. Tobacco use is permitted in the outdoor courtyard.

### **POLICY AGAINST SEXUAL HARASSMENT**

It is the intent of ERC to protect all employees and students from sexual harassment. Not only is sexual harassment a violation of Title VII of the Civil Rights Act of 1964, it also undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. Sexual Harassment is strictly prohibited. For a complete copy of ERC's policy against sexual harassment contact the Student Services Coordinator or the Human Resources Manager.

Any student who experiences sexual harassment at ERC should report the incident to the Campus Director. All allegations of sexual harassment will be promptly and thoroughly investigated. Any individual found to have engaged in sexual harassment shall be subject to disciplinary action up to and including discharge from employment or Termination from the program.

### **ANTI-HAZING POLICY**

In compliance with Florida law, ERC defines hazing as any act whether physical, mental, emotional or psychological, which subjects another person, voluntarily or involuntarily, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate him or her, or which may in any fashion compromise his/her inherent dignity as a person. Hazing is inherently in

conflict with the purpose and goals of ERC. Therefore, such conduct will not be tolerated. Every effort will be made by ERC to guarantee that students will not be victimized by hazing.

## **CLINICAL DISCLOSURE STATEMENT**

ERC students are expected to travel to assigned clinical agencies, community placements, and to personal residences as designated for community-based health activities. All students must carry personal automobile insurance to protect themselves and to comply with state law. Students are responsible for arranging their own transportation to and from clinical placements. Students understand that there is a possibility that they may have to travel up to 150 miles (one way) for the clinical assignment and that all travel expenses are their responsibility. Students understand the clinical schedule will vary from semester to semester depending on the assignment. Students can be scheduled to be at the clinical site any time between 6:30 am and 11:00 pm on any day including weekends regardless of their status as a “day” or “night” student.

## **STUDENT COMPLAINT & GRIEVANCE PROCEDURE POLICY**

Students are encouraged, at all times, to communicate their concerns to members of the faculty and administration. If a situation arises in which a student has a complaint or grievance regarding grades, instruction, disciplinary actions, or other topics related to his or her program of study, the student should:

- Discuss the matter with his or her instructor, if applicable. If not resolved,
- Discuss the matter with the Program Director. If not resolved,
- Discuss the matter with the Director of Education. If not resolved,
- Discuss the matter with the Campus Director.

If a student is unable to resolve a problem informally, a written grievance along with supporting documentation may be submitted to the Campus Director.

- The Campus Director will schedule a grievance committee meeting within three business days of receipt of the written grievance. The Review Committee has the responsibility of reaching a decision that is in balance with the best interest of both the student and the college.
- Request for further consideration: Students have the right to report any apparent inconsistencies with the application of the Student Complaint and Grievance Procedure policy outlined in the school catalog. The request must be completed in writing and submitted to the CEO. The request must include any documentation and communication regarding the complaint and must describe how the procedure was inconsistent with the school catalog.

The decision is final and binding. It will be communicated through written correspondence. Any dispute that is unresolved through ERC’s Grievance Policy may be referred by the student to the following address:

Commission for Independent Education  
325 West Gaines Street  
Suite 1414  
Tallahassee, FL 32399-0400  
(850) 245-3200 or Toll Free (888) 224-6684

**ADMINISTRATIVE STAFF, FACULTY  
ACADEMIC CALENDAR**

Please see current catalog addendum for a list of school administration, faculty and credentials, and school calendar.