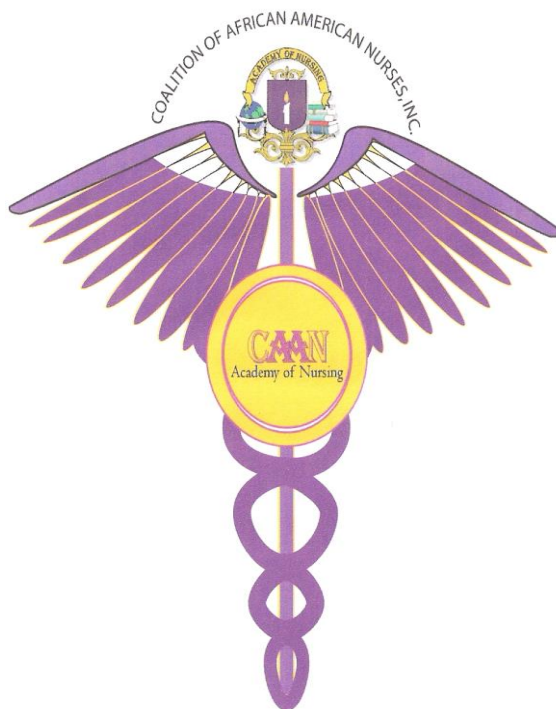# CAAN Academy of Nursing

"To Inspire, Motivate, Cultivate and Educate Nurses woven in the Moral Fibers of Care & Compassion""

FACULTY HANDBOOK

2021 – 2022

4747 Lincoln Mall Drive - Suite 420 - Matteson, Illinois 60443
Phone: (708) 983-1645 Fax: (708) 248-5927
www.CAANAcademy.org

*CAAN Academy of Nursing Practical Nursing (PN) Program is accredited by the Accrediting Bureau of Health Education Schools (**ABHES**)*
7777 Leesburg Pike, Suite 314 N. Falls Church, VA 22043
(703) 917-9503

Institutional Certificate of Approval To Operate Issued By: the Illinois Board of Higher Education (IBHE)
1 N. Old State Capital Plaza, Suite 333, Springfield, Illinois 62701
(217) 782-2551

Program Approved by the Illinois Department of Finance and Professional Regulation (IDFPR)
320 W. Washington St. - 3rd Floor, Springfield, IL 62786
217 782 0458

CAAN Academy of Nursing is strongly committed to Equal Opportunity and <u>does not discriminate</u> on the basis of race, color, religion, sex, national origin, age veteran status, disability, marital status, or sexual orientation.

<u>Main Campus</u>
CAAN Academy of Nursing
4747 Lincoln Mall Drive - Suite 420
Clinical Skills Labs – Suite 400 & 405
Matteson, IL 60443
Phone: 708-983-1645/1616 Fax: 708-248-5927

Welcome! To CAAN Academy of Nursing

    We applaud you for choosing a Career in Nursing Education! As Nurses, we can attest that you have made an excellent career choice and we are here to support you on your journey. A Career in Nursing offers vast opportunities personally, professionally, and spiritually. Nursing is a spiritually rewarding career where you can establish a more insightful life for yourself while improving the lives of others entrusting their lives to you.

    According to the Gallup Poll, Nursing is the number one trusted profession in the world. Nurses have <u>historically</u> topped the list every year since being added to the survey in 1999—excluding 2001, when firefighters were named the most trustworthy professionals in America. In addition, Nurse's experience both Personal and Professional rewards upon licensure. They have immediate employment opportunities in multiple settings with very lucrative starting salaries. Nursing offers other benefits such as specialty areas, professional organizations, networking opportunities and educational conferences designed to suite your individual personalities, just to name a few. We are extremely excited that you have chosen CAAN Academy of Nursing to begin your educational journey into the Profession of Nursing**!**

    Those of us here at CAAN Academy proudly accept our purpose and station in life to inspire, motivate, cultivate, and educate nurses woven in the moral fibers of care and compassion that is driven to deliver comprehensive patient focused care. To achieve this goal, we have established the following:

- An environment that has an inviting and nurturing atmosphere.
- A caring and concerned Faculty that mentors, tutors. supports and promotes academic success.
- A culture of acceptance, guidance, and reassurance.
- An individualized learning experience supporting the development of Professionalism, Critical Thinking, and the application of theoretical knowledge in various clinical settings.

    As Diamonds cut Diamonds and Steel Sharpens Steel, we here at CAAN Academy exert every effort to promote your success. This is accomplished by offering our students the support needed to build your foundation for placement and advancement in the field of Nursing. Our program is unique and comprehensive offering two to three Certifications which includes a Basic Nurse Assistant Training (BNAT)/(CNA), if selected.

    We would like to proudly acknowledge our CAAN Alumni for all the successes that they are actively achieving. Our former students are now enjoying the fruits of their labor being gainfully employed in multiple healthcare settings and many of our students now have advanced degrees. Your academic success is the goal of every staff and faculty member here at CAAN Academy. We eagerly await the opportunity to assist you in steering your course in the Profession of Nursing.

Sincerely,

Carol L. Alexander DNP, APRN, ACNS/NP - BC
President, CAO

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ACADEMIC CALENDAR *
Year 2021 - 2022

Winter Term 2020-2021

January 04	Classes Resume
January 18	Martin Luther King Day, No Class
February 01	PN 128 Orientation*PM
February 08	PN 128 Program Begin* PM
February 15	President's Day/Washington Birthday, No Class
February 22	Last Day PN 128 to Drop Course*
February 26	PN 129 Application Deadline* AM
March 15	PN 129 Orientation*AM
March 22	PN 129 Program Begin* AM

Spring Term 2021

April 02	Good Friday, No Class
April 05	Last Day PN 129 to Drop Course*
April 05-09	Spring Break
April 12	Classes Resume
April 30	PN 131 Application Deadline* AM
May 31	Memorial Day, No Class

Summer Term 2021

June 07	PN 131 Orientation* AM
June 19	Juneteenth
June 21-July 02	Summer Break
July 05	Independence Day, No Class
July 06	PN 131 Program Begin* AM
July 06	Classes Resume
July 20	Last Day PN 131 to Drop Course*
August 30	PN 130 Application Deadline* PM

Fall Term 2021

September 06	Labor Day, No Class
September 13	PN 130 Orientation* PM
September 20	PN 130 Program Begin* PM
October 04	Last Day PN 130 to Drop Course*
October 11	Indigenous Peoples' Day, No Class
November 11	Veteran's Day
November 12	PN 132 Application Deadline* PM
November 24	RN 103 Application Deadline* AM
November 25 - 26	Thanksgiving, No Class
November 29	Classes Resume
November 29	PN 132 Orientation*PM

Winter Term 2021-2022

December 06	RN 103 Orientation*AM
December 06	PN 132 Program Begin*PM
December 13	RN 103 Program Begin*AM
December 20	Last Day PN 132 to Drop Course*

December 20 – 31	Winter Break
December 27	Last Day RN 103 to Drop Course*
January 03	Classes Resume
January 17	Martin Luther King Day, No Class
February 21	President's Day/Washington Birthday, No Class

*Scheduled class start dates and deadlines are subject to change due to enrollment volume
Academic Calendar reflects all programs offered at CAAN Academy

VISION STATEMENT

"To Inspire, Motivate, Cultivate and Educate Nurses woven in the Moral Fibers of Care & Compassion"

MISSION STATEMENT

To provide comprehensive academic instruction on the highest level that promotes and facilitates Personal and Professional Development in Nursing, which centers upon the client; with dedication to community health awareness and education, career building, life-long learning and most importantly the administration of Caring Compassion within the Health Care Profession.

PHILOSOPHY

Nursing is a calling that one must possess a "Passion For." Nursing is a service driven professional discipline, which values and respects the total human person (mind, body, and spirit), and its relationship with the environment. In understanding that humans are open systems, with the ability to adapt to the environment where they exist maintaining variable levels of health and wellness. To practice within the discipline of nursing, nurses must utilize a varied body of knowledge drawing from the arts and sciences. Nurses must recognize that nursing is both an independent and interdependent discipline which interacts with all the disciplines within the health care team and regulatory bodies. As nurse educators we must first respect the humanness within us all. We must serve by providing clearly defined attainable objectives to promote and facilitate personal, communal, professional and career development that embraces caring and compassionate values for our students. We must actively embrace diversity while unceasingly providing encouragement, mentorship, and knowledge. We must lead by example utilizing methodologies and principles of integrity, honesty, academic scholarship, service, and life-long learning.

HISTORY

The Coalition of African American Nurses (*CAAN*) was incorporated as a Not for Profit in 2002, by Dr. Carol Alexander and Rose Murry along with their colleagues at Chicago City College's Dawson Skill Center with an ultimate mission to decrease the health care disparity in the African American community. In continuing research in this area, the findings revealed that a strong diverse nursing workforce is critical in accomplishing the goal of decreasing the healthcare disparity. With this concept in mind the vision for CAAN Academy of Nursing was born and realized in 2006.

CAAN Academy of Nursing addresses three (3) needs:
>   (1) The need to infuse the community with caring compassionate nurses.
>   (2) The need to increase diversity in the nursing workforce to decrease the healthcare disparity
>   (3) The need to provide career opportunities for diverse groups upon certification or licensure.

In 2007 Illinois Department of Finance and Professional Regulation (IDFPR) and the Illinois State Board of Education (ISBE) granted program approvals to operate the PN Program in Thornton Fractional High School District 215. In 2012 the Illinois Board of Higher Education (IBHE) authorized the adult post-secondary PN program. In 2015 Accrediting Bureau of Health Education Schools (ABHES) granted national accreditation and on June 9, 2016, Title IV Funding was approved for financial aid.

CAAN has partnered with multiple organizations receiving financial assistance for students from the following: 2015 Workforce Innovation Act (WIA) training seven (7) dislocated workers, 2010 Governors State University (GSU) US Department of Labor (USDOL) grant, training sixty (60) students receiving

partial funding of tuition. 2011 Southland Healthcare Forum (SHCF) Illinois Department of Health and Human Services (IDHHS) grant, training twenty (20) students providing total tuition and supportive developmental services for the students.

CAAN Academy to-date has proudly graduated 35 High school and 170 Adult students totaling 205 Nurses employed within their communities in their choice of healthcare settings. To-date CAAN students have accomplished an 90% overall NCLEX-PN pass rate on 1st attempt with 100% employed.

CAAN has a unique feature a Professional Development Opportunity (PDO) component that is threaded throughout the program which aids in the student's professional development. The objectives of the PDO include leadership identification and development of professional respectful behaviors which includes caring and compassion, participation in community service, enhancement of writing skills, spiritual awakening and uplifting those experiencing hopelessness along with encouragement for students to become lifelong learners. This component promotes a holistic approach to teaching nursing education encompassing mind, body, and spirit.

CAAN has also established many collaborations for networking to provide health awareness and education within the community with organizations such as SkillsUSA, American Kidney Fund, American Cancer Society, Cook County Department of Public Health, and the Veterans of Foreign War Ladies Auxiliary. CAAN is currently negotiating other healthcare awareness activities within the neighboring churches and shelters.

APPROVALS & ACCREDITATION
Approvals
- Illinois Department of Finance and Professional Regulation (IDFPR)
- Illinois Board of Higher Education (IBHE)
- Approval for Veteran Training- Montgomery GI Bill education benefits
National Accreditation
- Accrediting Bureau of Health Education Schools (ABHES)

INSTITUTIONAL OBJECTIVES

(1) To reduce the national and regional nursing shortage, through providing accessible certificate and degree programs that lead to a professional career in nursing.

(2) To increase diversity within the nursing workforce in effort to decrease the health care disparity.

(3) To provide nursing students with a comprehensive curriculum, environment, qualified faculty, and support staff that supports student success.

CAAN OFFICE HOURS:
9:00 AM TO 5:00 PM

CLASS HOURS
MORNINGS: 9:00AM – 1:00PM
EVENINGS: 4:00PM – 8:00PM

STATEMENT OF NON-DISCRIMINATION
CAAN Academy of Nursing is strongly committed to Equal Opportunity and does not discriminate based on race, color, religion, sex, national origin, age veteran status, disability, marital status, or sexual orientation.

"Faculty" Defined

A "faculty" of CAAN is a person who regularly works for the program on a wage or salary basis. "Faculty" includes full time and part-time (adjunct) faculty and Lead faculty, who are subject to the control and direction of CAAN in the performance of their duties. Information in this handbook covers broad topics and is intended for use by all faculty.

Employment At-Will
Employment at CAAN Academy is on an at-will basis unless otherwise stated in a written individual employment agreement signed by the president of the college or as provided for in a collective bargaining agreement which covers the employee's employment. This means that either the employee or the school may terminate the employment relationship at any time, for any reason, with or without notice, in accordance with employment laws, applicable policies, and/or collective bargaining agreement. Nothing in this faculty handbook is intended to or creates an employment agreement, express or implied. Nothing contained in this, or any other document provided to the employee is intended to be, nor should it be, construed as a contract that employment or any benefit will be continued for any period. Any salary figures provided to an employee in annual or monthly terms are not intended and do not create an employment contract for any specific period. Nothing in this statement is intended to interfere with, restrain, or prevent concerted activity as protected by the National Labor Relations Act. Such activity includes employee communications regarding wages, hours, or other terms or conditions of employment. CAAN faculty have the right to engage in or refrain from such activities.

CAAN FACULTY EMPLOYMENT REQUIREMENTS:

Primary Organizational Relationship
Nursing faculty members are responsible to the Program Director (PD) and with the Chief Administrator Officer (CAO). They assist and support Administration in carrying out the academic goals, vision, and mission of the Practical Nursing Program.

Job Summary
Provides students with academic instruction of the highest standards, evaluates student progress, assist in preparation of syllabi and re-evaluation of curriculum, assist in activities furthering the work of the institution, communicates necessary information to students, provides mentoring, serves as role model, provide academic advice to students as needed and serves on standing and ad hoc committees as needed.

Nurse faculty qualifications:
An unencumbered license as a registered nurse eligible to practice in the state of Illinois with a minimum of a Baccalaureate degree in nursing with a master's degree preferred for PN Program and master's degree Minimum for LPN-RN Program. A minimum of 2 years' experience in clinical nursing practice, with previous experience in nursing education preferred.

1. **Faculty shall be responsible to:**

   A) Provide competent instruction in the clinical and theoretical areas of nursing.

   B) Provide teaching leaning strategies that engage students and promotes the critical thinking process.

C) Maintain high standards and promote excellence in education.

D) Serve as a role model for students in professional interaction with other healthcare workers and within clinical facilities.

E) Participate in and contribute to the team-teaching of classroom and clinical courses and model team-enhancing behaviors of students.

F) Development, implementation and evaluation of the purpose, philosophy, and objectives of the nursing education program

G) Assist the PD in scheduling and confirming use of clinical sites.

H) Maintain relationships with clinical sites and professional peers that support the reputation of the program.

I) Assist the PD in design, implementation, and re-evaluation of curriculum for the nursing education program physical

J) Participation in academic advising of students.

K) Participate on the Advisory Council and Disciplinary Team as needed.

L) Participate in the development and ongoing evaluation of student policies.

M) Participate in the ongoing accreditation process of the program.

N) Evaluation of student performance in meeting the objectives of the program

O) Collect, record, maintain and submit accurate class records including grades, absences withdrawal and/or class drop information to appropriate offices.

P) Be prompt and punctual in reporting for work, in meeting classes, and in keeping office hours.

Q) Maintain attendance records for clinical groups and for classes taught and turn these records into the Division office promptly.

R) Follow Six to Ten Step Classroom Procedures & Lesson Plan

S) Faculty utilize a Continuous Quality Improvement Process (CQIP)

⁎The continuous six (6) step quality improvement process plan initiates the identification of an opportunity or problem, which is comparable to the nursing process. First identified is the opportunity or problem that involves the student assessed from the Second step is the collection of supportive direct method data such as exam scores, care plans, etc. and indirect methods such as peer critiques, and student self-assessments etc., Thirdly this data is analyzed and if required an improvement plan is developed, the Forth step is to have the student acknowledge the data and engage them with the creation of strategies required for success, the Fifth step is to assist the student in immediately implementing the strategies with ongoing evaluation of their effectiveness, the Sixth step is to enforce continued program evaluation to maintain success. The SPE is initiated by the third to fourth week of the first course NUR111 with this frequency maintained throughout the program to the final course NUR217. These steps are clearly identified in Diagram 1 below:

2. **Faculty shall participate in:**
   A) Selection and promotion of faculty when opportunities arise.
   B) Academic activities of the institution
   C) Professional and health related community awareness and health screening activities.
   D) Self-development activities for professional and personal growth
   E) Research and other scholarly activities for which qualified
   F) Activities that maintain educational and clinical expertise in areas of teaching

PRACTICAL NURSING (PN) PROGRAM OBJECTIVES

1. Academic Achievement: The student will be able to apply principles from the biological and social sciences to identify client needs while demonstrating therapeutic communication techniques. The student will develop knowledge and experience with the legal/ethical standards of practical nursing and will be able

to demonstrate safe medication dosage calculation identifying the ethical and legal responsibilities of the practical nurse related to drug administration.

2. Occupational Competence: The student will be able to complete the licensing process on successfully completing the six (6) courses for certification of complete to sit for NCLEX-PN licensing exam to practice as a practical nurse. Upon licensure the graduate will be able to provide competent holistic nursing care collaborating with the client and members of the health care team utilizing concepts of the nursing process, while employing the essential principles of teaching and learning to appropriately meet the clients needs. Implement basic nursing skills safely and accurately to meet client needs. Practice within the parameters of individual knowledge and experience and legal/ethical standards of practical nursing.

3. Educational Attainment: The student will be able to obtain articulation opportunities to colleges and/or universities on acquiring his/her licensure as a practical nurse. The LPN will have the opportunity to advance to the status of the registered nurse in the areas of leadership, research and education.

4. Employment: The student will be able to obtain employment through two vehicles; The First: After successfully completing the first course (Fundamentals of Nursing/PN 101) the student will qualify to sit for the Basic Nursing Assistant Training (BNAT) also known as the Certified Nurse Assistant (CNA) examination. The Second: After successfully completing the program and passing the NCLEX-PN examination the graduated student will then become a Licensed Practical Nurse (LPN). Both options lead to employment providing economic self-sufficiency and opportunities for career advancement:

5. National Accreditation: Sustain National Institutional Accreditation through the Accrediting Bureau of Health Education Schools (ABHES). The objectives of this process benefit prospective and existing students by 1). ensuring the preservation of the school's quality and integrity through annual review of the program's systems 2). it maintains the requirements to offer financial assistance through the Free Application for

PRACTICAL NURSING (PN) ACADEMIC PROGRAM DESCRIPTION

CAAN Academy of Nursing PN Program is nationally accredited through ABHES, holds IDFPR and IBHE approval to offer one to two certificates upon completion; 1. *Basic Nurse Assistant Training (BNAT)/Certified Nurse Assistant (CNA) (if elected and applicable) 2. Practical Nurse (PN) with Pharmacology-Venipuncture Certification (currently student's **do not** receive credit hours).* Classes are provided within an IDFPR/IBHE approved location. The Program provides a *15.75 month: 59 - week - 1180 clock hour* curriculum.

The PN program is designed to prepare the student with the knowledge, skills, and attitude necessary to successfully pass the NCLEX-PN licensing exam. The student will be able to provide comprehensive competent practical nursing care throughout the Life Span, at various levels of the wellness continuum of health care; in accordance with the Illinois Nursing Practice Act of 2021.

The program contains six (6) courses. These courses are all woven with threads that include the application of knowledge related to, mental health, the nursing process, therapeutic communication, teaching and learning, collaboration, clinical competence, pharmacology, and professionalism. After completion of the PN 101 course the student is eligible to sit for the Certified Nursing Assistant examination thereby, eligible for immediate gainful employment in the health care system. Students must complete Fundamentals, Adult Nursing I & II, Obstetrics, Pediatrics and Role Synthesis with a minimum grade of 77.5% = 78%/C to successfully complete the program. On completion of the program, the PN and Pharmacology Certificates are issued. The student is then eligible to sit for the NCLEX-PN exam for licensure as a Licensed Practical Nurse (LPN).

The student is prepared to practice in multiple health care settings utilizing basic nursing care knowledge and skills to performing extended roles such as team leader and coordinator in appropriate health care settings. The practical nurse works under the guidance and direction of licensed professionals, Registered Nurse,

Physician, Dentist or Podiatrist. The program's *instructional delivery method is Hybrid: Online (when required) and Residential (face-to-face)* theory and skills lab are provided within the classroom and clinical lab along with off-campus clinical practicum experiences are provided at our partnering affiliate agencies.

PRACTICAL NURSING (PN) PROGRAM CURRICULUM AND OVERVIEW

CURRICULUM OUTLINE FOR PN CERTIFICATE
FIFTEEN (15) MONTHS = ONE (1) YEAR + THREE (3) MONTHS
The following courses - <u>must be</u> taken in sequence
FIRST 600 Clock Hours

Course #	Course Name (abbreviation)	Theory Hours	Lab/Clinical Hours	Total Contact Hours	Weeks
PN 101	Fundamentals of Nursing (**FON**)	220	80	300	15
PN 102	Adult Nursing, I (**ANI**)	220	80	300	15
Total Clock Hours		440	160	600	**30**

SECOND 580 Clock Hours:

Course #	Course Name (abbreviation)	Theory Hours	Lab/Clinical Hours	Total Contact Hours	Weeks
PN 201	Adult Nursing II (**ANII**)	220	80	300	15
PN 202	Obstetric Nursing (**ON**)	60	40	100	5
PN 203	Pediatric Nursing (**PN**)	60	40	100	5
PN 300	Role Synthesis (**RS**)	72	8	80	4
Total Clock Hours		412	168	580	29
Program Totals *(Minimum Requirements for Certificate Achievement)*		852	328	1180	59

The clock hours are delineated by the 29 – 30-week period indicated for the PN program. These are the clock hours required in the Core PN program. Core PN program – includes Nursing content courses Only.

COURSE DESCRIPTIONS

Course #/Title:	PN 101 - Fundamentals of Nursing		Total Clock
	Theory	Clinical	Hours
Clock Hours:	220	80	300

Description: This inquiry-based course introduces and explores the historical development of concepts and principals. Emphasis is placed on the nursing process and skills of practical nursing as the framework for establishing and guiding nursing care in all healthcare settings. Students learn to use critical thinking skills to gain knowledge of medical terminology, pharmacology, develop communication skills necessary to foster nurse client relationships, anatomy, and physiology as well as psychosocial health concepts. The student will have an introduction to extended roles such as team leader and coordinator. After the first semester the student is eligible to sit for the Certified Nursing Exam.

Course # /Title	PN 102 – Adult Nursing I		Total Clock
	Theory	Clinical	Hours
Clock Hours:	220	80	300

Description: Using inquiry and clinical experience, this course includes concepts and practices used to provide medical and surgical nursing care to adults over 60 years of age with common physical and mental health care needs. Participating in discovery-based activities in the classroom and various clinical settings students learn and implement numerous nursing concepts and skills needed for adult client care. The theoretical and conceptual learning includes anatomy and physiology, pharmacology, preventative and medical nutrition, ethical/legal guidelines of medical and surgical care, nurse-adult client and heath care team relationship(s) and medical professionalism.

Course #/Title:	PN 201 – Adult Nursing II		Total Clock
	Theory	Clinical	Hours
Clock Hours:	220	80	300

Description: Using inquiry and clinical experience, this course includes concepts and practices used to provide medical and surgical nursing care to adults' aged 19 - 59 years of age with common physical and mental health care needs. Participating in classroom-based discovery activities and various clinical settings students learn and implement numerous nursing concepts and skills needed for adult client care, including adult anatomy and physiology, pharmacology, preventative and medical nutrition, ethical/legal guidelines of medical and surgical care, nurse-adult client and health care team relationship(s) and medical professionalism.

Course #/Title:	PN 202 – Obstetrics		Total Clock
	Theory	Clinical	Hours
Clock Hours:	60	40	100

Description: Using inquiry and clinical experience, this course includes concepts and practices used to provide nursing care to adults and youth during prenatal, delivery, and post partum (including care of the normal newborn). Participating in classroom and laboratory-based discovery activities and various clinical settings, students learn and implement numerous nursing concepts and skills needed for prenatal, delivery and postpartum client care, including anatomy and physiology of mother and fetus, preventative and medical nutrition, pharmacology, ethical/legal guidelines of medical and surgical care, nurse-adult client relationship and medical professionalism.

Course #/Title:	PN 203 – Pediatrics		Total Clock
	Theory	Clinical	Hours

| **Clock Hours:** | **60** | **40** | **100** |

Description: Using inquiry and clinical experience, this course includes concepts and practices used to provide nursing care for children 1 month to 18 years of age with common physical and mental health care needs. Participating in classroom and laboratory-based discovery activities and various clinical settings, students learn and implement numerous nursing concepts and skills for pediatric, medical and surgical care, including child anatomy and physiology, preventative and medical nutrition, ethical/legal aspects of medical care, communication, and impact of cultural diversity on medical care, nurse-client relationship, and nursing professionalism.

Course #/Title:	**PN 300 – Role Synthesis**		**Total Clock**
	Theory	**Clinical**	**Hours**
Clock Hours:	**72**	**8**	**80**

Description: This course focuses on gaining knowledge and skills important to implementing the nursing role on the level of Licensed Practical Nurse. Aspects taken into consideration include attitudes, values, skills expected from the public and peers. Included in this course will be the knowledge from various skills acquisition models including Dryfus and Brenner related to role acquisition, transition, conflict, ambiguity, and stress and strain. Also included will be review of ethical/legal aspects, communication, impact of cultural diversity and nursing professionalism. Student must pass the National Standardized Exit Exam (NSEE) to pass course. Preparation to sit for the NCLEX licensure examination will take place during this course and the Pharmacology and Venipuncture Certificates will be issued.

LPN-RN, ADN PROGRAM OBJECTIVES:

1. Academic Achievement: The student will be able to apply principles from the biological and social sciences to identify client needs while demonstrating therapeutic communication techniques. The student will develop knowledge and experience with the legal/ethical standards of practical and registered nursing and will be able to demonstrate safe execution of nursing skills within their scope of practice.

2. Occupational Competence: The student will be able to complete the licensing process on successfully completing the programs six (6) courses for certification of completion to sit for NCLEX-PN licensing exam to practice as a practical nurse. The LPN-RN student will complete four (4) semesters to obtain ADN to sit for NCLEX-RN licensing exam to practice as a registered nurse. Upon licensure the graduate will be able to provide competent holistic nursing care demonstrating caring compassionate interventions while utilizing concepts of the nursing process, while collaborating with the client and members of the health care team employing the essential principles of teaching and learning to promote and maintain the healthcare needs of clients. Implement basic nursing skills safely and accurately to meet client needs. Practice within the parameters of individual knowledge and experience and legal/ethical standards of nursing.

3. Educational Attainment: The student will seek out opportunities to articulate to colleges and/or universities for advancement in the Profession of Nursing in the areas of leadership, research, and education.

4. Employment: The PN student can obtain immediate employment through two (2) opportunities; on completion of first course the Fundamentals of Nursing/PN101) Basic Nursing Assistant Training (BNAT)/Certified Nurses' Aide (CNA). 2) on passing the NCLEX-PN exam licensure is achieved with employment opportunities as a Licensed Practical Nurse (LPN). The LPN-RN student frequently retains their current employment status, with having opportunity for advance placement on passing the NCLEX-RN examination. Employment in the Profession of Nursing provides opportunity for economic self-sufficiency and for career advancement.

5. National Accreditation: To maintain national accreditation is beneficial to prospective and existing students. The accreditation is required for school participation in the Free Application for Federal Student Aid (FAFSA) Title IV funding program. Accreditation is required for students to articulate into other institutions with credits transferable. National accreditation ensures the quality and integrity of the program through conduction of annual reviews of the schools operating systems.

END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLO)

Upon successful completion of LPN-RN program and award of Degree students will be able to

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.
2. Engage in clinical reasoning/nursing judgement to make patient-centered care decisions and to function within the complex healthcare environment.
3. Participate in quality improvement processes to improve patient care.
4. Participate in collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support persons.
5. Use information management principles, techniques and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Assimilate management, legal and ethical guidelines in practice as a professional nurse.
7. Promote a culture of caring to provide holistic, compassionate patient care.

LPN – RN, ADN PROGRAM DESCRIPTION

CAAN Academy of Nursing LPN to RN Transition Program is an IBHE and IDFPR approved, accredited program through ABHES that offers an Associate of Science Degree in Nursing (ADN). For students who do not possess a Pharmacology certificate one will be provided during their program. Classes are provided within an IDFPR/IBHE approved location. Program completion requires a minimum of sixty-one (61) credit hours + unincumbered LPN licensure = seventy-one (71) Total Credit Hours.

The **LPN - RN** program is designed to prepare the student with the knowledge, skills, and attitude necessary to successfully pass the NCLEX-RN licensing exam. As well as to provide comprehensive competent nursing care throughout the Life Span, at various levels of the wellness continuum of health care; in accordance with the Illinois Nursing Practice Act of 2010.

The program contains fifteen (15) courses which include the advance application of knowledge related to; mental health, the nursing process, therapeutic communication, teaching and learning, collaboration, clinical competence, pharmacology, and professionalism. Students must complete Nursing 111/112 Introduction to LPN - RN, Nursing 113/114 Mental Health Nursing, Nursing 211/212 Childbearing and Childrearing, Nursing 213/214 Complex Medical Surgical Nursing and Nursing 217 RN Role Synthesis and supportive elective courses (see curriculum table) with a minimum grade of 77.5% = C to successfully complete the program. On completion of the program the Associate of Science Degree in Nursing (ADN) will be awarded. The student is then eligible to sit for the NCLEX-RN exam for licensure as a Registered Nurse (RN).

The student is prepared to practice in multiple health care settings utilizing intricate nursing care knowledge and skills to performing extended roles such as team leader, manager, and coordinator in appropriate health care settings. The registered nurse works under the guidance and direction of licensed professionals, Advance Practice Registered Nurse, Physician, Physician Assistants, Dentist or Podiatrist.

The program offers a hybrid and face-to-face instructional delivery systems. The hybrid option offers eLearning with all examinations conducted on campus. Both program options provide simulated clinical, face-to-face lab experiences along with off-campus clinical practicum experiences at our partnering affiliate agencies.

LPN-RN, ADN PROGRAM CURRICULUM AND OVERVIEW

CURRICULUM OUTLINE – ADN

The following courses - _must be taken in sequence_

Pre-Requisites

FIRST SEMESTER: 15 Weeks

Course #	Course Name (abbreviation)	Theory Hours	Lab/Clinical Hours	Total Credit Hours	Outside Clock Hours
ENG 111	English Composition	45		3	120
MATH 101	General Education Mathematics	45		3	120
BIO110	Anatomy & Physiology I/Lab	30	30/0	3	120
PSY 101	Psychology	45		3	120
Comp 101	*Basic Computer Literacy	15		*1	64
Med Term	*Medical Terminology	30		*2	64
Semester 1 - Total Credit Hours		**210**	**30/0**	***15/12**	**608**

*Required if not taken and/or unsuccessful on Admissions Competency Examination

SECOND SEMESTER: 15 Weeks

Course #	Course Name (abbreviation)	Theory Hours	Lab/Clinical Hours	Total Credit Hours	Outside Clock Hours
NUR 111	Intro to LPN-RN	75		5	120
NUR 112	Intro to LPN-RN/Lab		20/20	1	120
NUR 110	**Pharmacology for Nursing	45		**3	120
BIO 222	Anatomy & Physiology II/Lab	45	15/0	4	120
Semester 2 - Total Credit Hours		**165**	**35/20**	****13/10**	**480**

** Not required if pharmacology course was taken in the PN program

THIRD SEMESTER: 15 Weeks

Course #	Course Name (abbreviation)	Theory Hours	Lab/Clinical Hours	Total Credit Hours	Outside Clock Hours
NUR 213	Complex Medical-Surgical Nursing	45		3	120
NUR 214	Complex Medical-Surgical Nursing Clinical		30/90	4	120
NUR 211	Nursing Care Childbearing/childrearing	60		4	120
NUR 212	Nursing Care Childbearing/ childrearing clinical		20/40	2	120
PATHO 201	Human Pathophysiology /Lab	45	30/0	4	120
PSYCH 203	Abnormal Psychology	45		3	120

Semester 3 –Total Credit Hours		195	80/130	20	720

PROGRAM CURRICULUM AND OVERVIEW (CONT.)

FOURTH SEMESTER: 15 Weeks

Course #	Course Name (abbreviation)	Theory Hours	Lab/Clinical Hours	Total Credit Hours	Outside Clock Hours
NUR 113	Mental Health Nursing	30		2	120
NUR 114	Mental Health Nursing/Lab		20/20	1	120
COMM 102	Fundamentals of Interpersonal Communication	45		3	120
BIO 211	Microbiology/Lab	45	30/0	4	120
NUR 217	RN Role Synthesis w/Clinical	30	20/20	3	120
Semester 4 -Total Credit Hours		150	70/40	**13**	600
Program Total **Earned Licensure Allowance 45% of Max 23 Credits** **Total Credits**		**720**	**215/190**	****61/55** **10** ****71/65**	
Minimum Requirements for ADN			1,125	61	2408

CAAN ACADEMY OF NURSING
LPN TO RN (ADN PROGRAM)
Prerequisite Courses

Course # Title: **ENG111-English Composition**

	Theory Hours	Lab/Clinical Hours	Total Credit Hours
Hours:	**45**	**0**	**3**

Description: Prerequisite: Student must have a C or better in High School studies or qualifying score on the program's admission exam, TABE (LPN)/ TEAS exam (LPN-RN).
Course Description: Composition–Development of critical and analytical skills in writing and reading of expository prose. Writing assignments, as appropriate to the discipline, are part of the course. 15-week course

Course # Title: **MATH 101- College Algebra**

	Theory Hours	Lab/Clinical Hours	Total Credit Hours
Hours:	**45**	**0**	**3**

Description:	Prerequisite: Student must have a C or better in High School studies or qualifying score on the program's admission exam, TABE (LPN)/ TEAS exam (LPN-RN).

Course Description: Algebraic topics in this course include real numbers and their basic properties; order of operations; algebraic expressions; integer exponents and scientific notation; polynomial operations; factoring; linear and factorable quadratic equations in one variable; linear inequalities in one variable; literal equations; and systems of linear equations in two variables. Geometry topics for this course include perimeter, area, and volume. Writing assignments, as appropriate to the discipline, are part of the course. 15-week course.

Course #	**BIO 110 Human Anatomy and Physiology I/Lab**		
Title:	**Theory Hours**	**Lab/Clinical Hours**	**Total Credit**
Hours:			**Hours**
Description:	**30**	**30**	**3**

Prerequisite: Admission to LPN-RN Program Corequisites: ENG 111, MATH 101, PSY 101, COMP 101, MED TERM 101

Course Description: Introduction to the structure and functions of the human body most pertinent to students in the health sciences. Topics include: the study of body organization, principles of support and movement, and introduction to body maintenance. Part I includes the study of the orientation to the human body, the cell, the skin and integumentary system, the skeletal system, the muscular system, the nervous system, and the endocrine system

Prerequisite Courses

PSYCH 101- Introduction to Psychology

	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Course #			
Title:			
Hours:	**45**	**0**	**3**
Description:	Prerequisite: Student must have a C or better in High School studies or qualifying score on the program's admission exam, TABE (LPN)/ TEAS exam (LPN-RN).		

Course Description: Historical survey of psychology and a study of the sensory and perceptual processes: learning, thinking, remembering, emotional behavior, motivation, mechanism of adjustment, and the total personality. Writing assignments, as appropriate to the discipline, are part of the course. 15-week course.

Course #	**COMP 101- Basic Computer Literacy**		
Title:	**Theory Hours**	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	**15**	**0**	**1**
Description:	Prerequisite: Student must have a C or better in High School studies or qualifying score on the program's admission exam, TABE (LPN)/ TEAS exam (LPN-RN).		

Course Description: Fundamental concepts of computer information systems as applied to microcomputers in business and personal use; includes hands-on experience with a variety of microcomputer software. Writing assignments, as appropriate to the discipline, are part of the course. 8-week course.

Course # Title	**MED-TERM: Medical Terminology ****		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	**30**	**0**	**2**

Description: Prerequisite: Student must have a C or better in High School studies or qualifying score on the program's admission exam, TABE (LPN)/ TEAS exam (LPN-RN).

Course Description: Medical terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving techniques to assist in developing an understanding of course concepts. 8-week course.

Cost: $360.00 (self-pay)

Not required for students who have an active LPN license

CAAN ACADEMY OF NURSING
LPN TO RN (ADN PROGRAM)
Nursing Courses & Elective Descriptions

Course # Title:	**NUR111 – Introduction to LPN-RN**		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	**75**	**0**	**5**

Description: **Prerequisites**: ENG111, MATH 101, BIO 110, PSY101, COMP101, Medical Terminology Examines the transition to the role of the registered nurse. Identifies components of the nursing program philosophy. Provides an overview of the five components of the nursing process while emphasizing the assessment component. Review's etiology, pathophysiology, clinical manifestations, and the diagnostic testing of common alterations in health within the context of all body systems. Explores application of the nursing process to care of adults experiencing increasingly complex health disorders. 15-week course.

Course # Title:	**NUR 112 – Introduction to LPN-RN Lab/Clinical**		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	**0**	**20/20**	**1**

Description: **Prerequisites:** ENG111, MATH 101, BIO 110, PSY101, COMP101, Medical Terminology Examines the role of the registered nurse. Laboratory and clinical experiences are provided to perform nursing skills and assist the student in identifying appropriate nursing responses to health needs. Emphasis will be placed on assessment and evaluation skills. 15-week course.

Course # Title:	**NUR 110 – Pharmacology ****		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	**45**	**0**	**3**

Description: **Prerequisite:** Nursing Dean/Chair approval; ENG111, MATH 101, BIO110, PSY101, COMP101, Medical Terminology. **

Examines principles of pharmacotherapeutic, pharmacodynamic, and pharmacokinetic properties of commonly prescribed drugs in each of the major drug classifications. Applies the nursing process to pharmacologic aspects of patient care. Examines national standards for safety in pharmacologic therapy. Presents dosage calculations. 15-week course.

Not required if pharmacology course was taken in the PN Program

Course # Title	BIO 222 – Anatomy & Physiology II/Lab		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	45	15/0	4

Description: **Prerequisites:** ENG111, MATH 101, BIO 110, COMP101, Medical Terminology.

Develops a comprehensive understanding of the close inter-relationship between anatomy and physiology as seen in the human organism. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit introduced from theory to the lab and clinical settings. 15-week course.

Course # Title:	NUR 213 Complex Medical-Surgical Nursing		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	45	0	3

Description: Prerequisites: Med-Term, NUR110, NUR111, NUR112, NUR113, NUR114, NUR211, NUR212, BIO 110, BIO211, BIO222, COMM102, PSY101, PSYCH203

Allows the opportunity to apply theoretical knowledge to provide ethical, culturally competent, and holistic care for adults experiencing complex alterations in health within the context of all body systems. Emphasis is placed on the prevention of illness and the maintenance, promotion, and restoration of health, as well as the support of death with dignity and implementation of the ordered plan of treatment. The nursing process provides the framework for problem solving and critical thinking in providing nursing care. Leadership concepts utilized in the management of direct patient care are explored. 15-week course.

Course # Title:	NUR 214 Complex Medical-Surgical Nursing Lab/Clinical		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:		30/90	4

Description: Prerequisites: Med-Term, NUR110, NUR111, NUR112, NUR113, NUR114, NUR211, NUR212, BIO110, BIO211, BIO222, COMM102, PSY101, PSYCH203

Applies previous knowledge of the etiology and pathophysiology of complex alterations in health in understanding the patient's health care needs within the context of all body systems in the lab and clinical settings. Examines the role of the registered nurse in applying the nursing process and implementing the ordered plan of treatment in acute care settings. Examines leadership skills in a variety of healthcare settings. 15-week course.

Course # Title:	NUR211 Nursing Care Childbearing/Childrearing		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	60	0	4

| **Description:** | **Prerequisites:** NUR111, NUR112, NUR113, NUR114, NUR110, BIO222 |

Applies knowledge of etiology and pathophysiology to provide an understanding of the health care needs of childbearing families and their children. Examines the roles of the registered nurse in applying the nursing process and implementing the ordered plan of treatment for childbearing and childrearing families. Introduces growth and development components and how they impact therapeutic communication, family development theories, principles of family nursing, therapeutic interventions, and teaching-learning techniques when providing nursing care to children and child-rearing families. 15-week course.

Course # **Title:**	**NUR 212 Nursing Care Childbearing/Childrearing Lab/Clinical**		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	0	20/40	2
Description:	**Prerequisites:** NUR111, NUR112, NUR113, NUR114 NUR110, BIO222		

Allows the opportunity to apply theoretical knowledge in the lab and clinical settings to provide ethical, culturally competent, and holistic care for children and childbearing families. Emphasis is placed on the prevention of illness and the maintenance, promotion, and restoration of health as well as the support of death with dignity and implementation of the ordered plan of treatment. Knowledge of principles of growth and development, family development, and family nursing are utilized to adapt therapeutic communication, therapeutic intervention, and teaching-learning techniques to provide nursing care to children and childrearing families. The nursing process provides the framework for problem solving and critical thinking in providing nursing care. 15-week course.

Course # **Title:**	**PATHO 201- Human Pathophysiology/Lab**		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	45	30/0	4

| **Description:** | Prerequisites: ENG111, BIO 110, Medical Terminology, BIO222, BIO 211 |

Provides a study of human physiology for students entering health-oriented fields. Emphasizes the study of the function of cells, the nervous, muscular, circulatory, respiratory, urinary, digestive and endocrine systems, and their homeostatic mechanisms and system interaction. Focuses laboratory exercises on clinically relevant measurement of human function. Includes lab. 15-week course.

Course # **Title:**	**PSYCH 203- Abnormal Psychology**		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	45	0	3
Description:	Prerequisites: ENG111, PSY101, COMM102, NUR110, NUR111, NUR112, NUR 113, NUR 114		

Examines theories and research related to abnormal behavior with primary emphasis on symptoms, etiology, and treatment of psychological disorders. 15-week course.

Course # **Title:**	**NUR 113 – Mental Health Nursing**		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	30	0	2

Description: **Prerequisites:** ENG111, MATH 101, BIO 110, PSY101, COMP101, Medical Terminology
Builds upon previous knowledge of mental health concepts to provide an understanding of psychiatric and behavioral disorders. Examines the roles of the
practical nurse and the registered nurse in applying the nursing process to the care of individuals in the psychiatric setting. Explores the ordered plan of treatment for psychiatric and behavioral disorders. Identifies the nurse's accountability for the legal and ethical issues inherent in psychiatric nursing. 15-week course.

Course # Title:	**NUR 114– Mental Health Nursing Clinical**		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	**0**	**20/20**	**1**

Description: **Prerequisites:** ENG111, MATH 101, BIO 110, PSY101, COMP101, Medical Terminology
Allows the opportunity to apply theoretical knowledge to provide ethical, culturally competent, and holistic care for individuals experiencing psychiatric and behavioral disorders. Demonstrates the role of the RN in utilizing the nursing process as the framework for problem solving and critical thinking in the application of nursing care in the mental health setting. 15-week course.

Course # Title:	**COMM 102 – Fundamentals of Interpersonal Communication**		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	**45**	**0**	**3**

Description: **Prerequisites:** ENG111, COMP101
Focuses on the process of the interpersonal communication as a dynamic and complex system of interactions. Stresses the importance of understanding and applying interpersonal communication theory in work, family and social relationships. Uses lecture/discussion format. 15-week course.

Course # Title:	**BIO 211- Microbiology/Lab**		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	**45**	**30/0**	**4**

Description: Prerequisites: ENG111, MATH101, BIO 110, BIO222, COMM 102, COMP101
Presents an in-depth overview of microbiology, including fundamental structures of microorganisms, their metabolism, classification and interaction with other living things, and the laboratory techniques for their study. Introduces industrial and clinical applications of microbiology and clinically related areas of bacterial, viral, fungal, and parasitic involvement. 15-week course.

Course # Title:	**NUR 217 RN Role Synthesis with Lab/Clinical**		
	Theory Hours	**Lab/Clinical Hours**	**Total Credit Hours**
Hours:	**30**	**20/20**	**3**

Description: **Prerequisites:** NUR 110, NUR111, NUR112, NUR113, NUR114, NUR211, NUR212, PYCH203 & PATHO201
Explores strategies utilized to promote lifelong personal and professional development. Analyzes the roles of the registered nurse within the context of the larger healthcare environment. Examines internal and external influences on nursing practice, including

evidence-based practice standards which are implemented in the lab and clinical settings. Explores basic concepts of nursing leadership and management. Analyzes legal and ethical issues in healthcare. This is a capstone course for the Nursing Program for the Associate Degree. 15-week course.

GRADING SCALE EVALUATION

GRADE	PERCENTAGE
A	100 - 93%
B	92 - 85%
C	84 - 78%
D	77 - 70%
F	69% and below

All practical nursing students are required to maintain a minimum grade of 77.5=78%/ "C" in each course. A final course average of 77.4% or below will require the student to withdraw from the course and apply for Readmission to repeat that course.
The Readmission process will be implemented only once during the program.   (See Readmission Policy)

Other Grades		Explanation
"P" Pass	N/A	Met criteria – Student will receive applicable credit for the course (See Clinical Grading)
"F" Fail	N/A	Did not meet Criteria – Student will not receive applicable credit for the course – (See Clinical Grading)
"I" Incomplete	0%	Incomplete ("I") maybe granted by Instructor if course work is incomplete related to extraordinary circumstances preventing completion by the last day of the course. The deadline may not extend beyond ten days after course end. The "I" is a temporary grade and will be replaced with a zero if missing work is not received by deadline. The final grade will be calculated utilizing the zero. If the final grade is failing the student will be required to repeat course from beginning.
"W" Withdrawal	0%	Withdrawal from course must have Director approval and discussion with Financial Aid Office.
"AW" Administrative Withdrawal	0%	Administrative withdrawal requires the student to withdraw from class based upon administrative, programmatic issues student must have discussion with Financial Aid Office
"D" Dropped	0%	Student ceases to attend classes but does not officially withdraw from course. (see Enrollment Agreement).

Grading Procedures

1. Instructors may use the Peer grading method with exams or assignments.
2. Students have the choice of not participating in peer grading. Thereby having the instructor grade applicable exams and assignments.
3. Instructors will have a minimum of 72 hours to grade and return all exams and assignments.
4. Students are required to adhere to a 48-hour time between review of exams and exam retakes (NO EXCEPTIONS).
5. Students will have a <u>maximum</u> of 72 hours from missed exam date to take the missed exam.
6. Students who exceed a <u>maximum </u>of 72 hours will receive a zero (0) for that exam.
7. Students will be allowed to take exams late; three (3) in 15 week and one (1) in 5-week courses but only at Instructors discretion.

8. Students are allowed to take missed quizzes or retake quizzes only at Instructor discretion.
9. Students are responsible for maintaining a record of their grades (CAAN will provide only two academic reports per course taken during the program: mid-term and final grades)
10. Students will not receive any credits for misspelled answers on exams, quizzes, and deductions will be made on written assignments as designated.

Criteria Required for Passing Nursing Courses

1. Achieve the minimum grade percentage score of 77.5% in all nursing courses.
2. Achieve end of course ATI Comprehensive Exams with required Benchmarks.
3. Achieve a grade of "Pass" in the clinical component of the nursing course.
4. Complete specific course requirements; essay papers, nursing care plans, concept maps, case studies, etc. Deductions are made for tardiness of submission spelling and grammatical errors on written work.
5. Achieve a grade of "Pass" on completion of all skill evaluations.
6. Meet attendance requirement for the course. (see Attendance Policy)

CLINICAL EXPERIENCE & EVALUATION

The clinical component is to be performed face-face with patients in the clinical settings to apply the principles of teaching-learning to patient centered quality nursing care. Simulation is utilized in the skills lab to prepare students for their clinical experiences. The skills labs have students performing basic to advance skills within their scope of practice. Students are equipped with a skills checklist that follows them through their program. The faculty guides, directs and completes scheduled evaluations on the students' performance. The clinical component is completed concurrently with the theory component and will be graded with a "**P"** *for pass or* **"F"** for fail. The Clinical Evaluation tool has a numeric scale. It is utilized to provide assessment of student proficiency in the seven (7) areas of performance. The Clinical Evaluation tool has a numeric scale. It is utilized to provide assessment of student proficiency in seven (7) areas of performance. The student's performance is rated from Exceptional = four (4) to Failure/Unsafe = zero (0). The student must score a minimum of 100 points = to satisfactorily meet course requirements.

If the student receives a failing grade in the clinical component, the grade recorded for both the Theory and Clinical components will be "F". The student must repeat that course if eligible. The students may seek readmission based on the Readmission Policy (see Re-admissions policy). If the student is readmitted to the program both the theory and clinical components must be repeated.

Clinical Skills Mentoring and Tutoring

Students unable to demonstrate successful completion of basic clinical skills and/or procedures are required to schedule time in the Skills laboratory to practice the identified skill(s). They must demonstrate proficiency with the skill prior to attempting performance of the skill in the clinical area. The Clinical instructor is responsible for assuring that the student schedules and completes the remediation of the skill and/or procedure. Students who do not comply with remediation will be excluded from the clinical setting until the remediation is completed. Days of exclusion due to non-compliance with remediation will be counted as absences. Also, students may be dismissed from the program if they are deemed to be unsafe in the performance of any skill receiving a "F" Fail on Clinical evaluation.

FACULTY RESPONSIBILITIES PROFESSIONAL DEVELOPMENT OPPORTUNITIES (PDO)

Professional development Opportunities (PDO) are required for each course of the PN & ADN Program as identified in the course syllabus. Faculty is required to attend PDO with students and grade essays when completed. Faculty must grade an Essay no later than 72 hours after the PDO is received. The essay rubric is available in the course folder.

Essay Criteria

Professional Development Essays are due for each event that the student attends. The essay is to be turned in no later than seven (7) days from the date of the opportunity/event attended. If an essay is not received by the end of the 7th day the student will not receive participation points for that essay or opportunity/event. Therefore, the student will need to attend another professional development opportunity to make-up for the incomplete professional development component. Essays are graded utilizing the structured rubric. If the essay does not meet the required score of > or = 77.5%=78%/C, the student will be asked to complete revisions for credit. Revisions are due within two (2) days of the essay being returned.

CHANGE OF GRADE

The only reason for a change of grade request is when an error in the original recording of the grade has occurred. Students are obliged to check their grade reports and consult with their instructors if there is a question of error. A change of grade must be made within the first six weeks of the semester following that in which the course was taken. Students should follow the appeal/grievance process to seek any changes. A change of grade will not affect the status of a student dismissed for academic deficiency, unless the error is brought to the attention of the Administration Team at the time the dismissal hearing is held. (See complaint/appeal grievance procedure page 33).

FACULTY ATTENDANCE POLICY

If you know ahead of time that you will be absent or late, provide reasonable advance notice to your Program Director by calling office or cell phone. You may be required to provide documentation of any medical or other excuse for being absent or late where permitted.

Commencement: Capping and Graduation/Pinning

CAAN Academy holds two (2) commencement ceremonies to recognize the commitment and dedication of our students. They are the Capping and Pinning Ceremonies. Upon completion of the ANI course a *Capping ceremony* is held; and upon the completion of the PN & AND programs a **Graduation/Pinning ceremony** is held. CAAN encourages all Faculty to be active in these ceremonies. Faculty can provide input in the ceremony's music, program (guest speaker), and reception.

ACADEMIC & PROFESSIONAL FACULTY STANDARDS

1. Code of Conduct:

CAAN Academy of Nursing will conduct business honestly and ethically wherever operations are maintained. We strive to improve the quality of our services, products, and operations and will maintain a reputation for honesty, fairness, respect, responsibility, integrity, trust, and sound business judgment. Our managers and employees are expected to adhere to high standards of business and personal integrity as a representation of our business practices, at all times consistent with their duty of loyalty to the CAAN Academy of Nursing.

We expect that officers, directors, and employees will not knowingly misrepresent the Company and will not speak on behalf of the Company unless specifically authorized. The confidentiality of trade secrets, proprietary information, and similar confidential commercially sensitive information (i.e. financial or sales records/reports, marketing or business strategies/plans, product development, customer lists, patents, trademarks, etc.) about the Company or operations, or that of our customers or partners, is to be treated with discretion and only disseminated on a need-to-know basis (see policies relating to privacy).

Violation of the Code of Ethics can result in discipline, up to and including termination of employment. The

degree of discipline imposed may be influenced by the existence of voluntary disclosure of any ethical **violation and whether or not the violator cooperated in any subsequent investigation.**

2. Personal Appearance

Faculty personal appearance reflects on the reputation, integrity, and public image of CAAN Academy of Nursing. All employees are required to report to work neatly groomed and dressed. You are expected to maintain personal hygiene habits that are generally accepted in the community, including clean clothing, good grooming and personal hygiene, and appropriate business attire for the workplace. Use common sense and good judgment in determining what to wear to work.

Fragrant products, including but not limited to perfumes, colognes, and scented body lotions or hair products, should be used in moderation out of concern for others with sensitivities or allergies.

The Company, in accordance with applicable law, will reasonably accommodate employees with disabilities or religious beliefs that make it difficult for them to comply fully with the personal appearance policy unless doing so would impose an undue hardship on the Company. Contact Program Director to request a reasonable accommodation.

Failure to comply with the personal appearance standards may result in being sent home to groom or change clothes. Frequent violations may result in disciplinary action, up to and including termination of employment.

Clinical Dress Code
- Uniforms are to be worn whenever providing direct client care.
- Uniforms are always to be clean and pressed.
- Shoes are to be clean all-white leather nurse's shoes or walking shoes.
- Avoid perfumes or aftershave lotions.

PROGRAM POLICIES

Program Survey Assessments

CAAN Academy of Nursing consistently assesses the effectiveness of our curriculum with the use of surveys. On an annual basis survey outcome data is collated and then reviewed for the purpose of summative program changes. Survey data is also, reviewed to assess and evaluate student views on the methods of content delivery within the classroom and clinical settings.

The content of the surveys is discussed with the administrative team and faculty in efforts to meet students identified needs and develop a plan for alternative or additional methods to achieve program outcomes. Surveys we collect will include but are not limited to:

- Course Theory/Clinical Evaluations
- Faculty Evaluations
- Graduate Student Surveys (Post 90-Days)
- Employer Surveys (Post 90-Days)

New students immediately engage in the assessment process prior to and during their first course. Graduating students participate in exit exams, assessments, and surveys as part of the role synthesis course.

GENERAL CAMPUS DESCRIPTION

CAAN Academy is located at a major intersection (US 30- Lincoln Highway and Cicero Avenue) just off I-57 at the Lincoln Highway East exit. We are also situated within a growing community with a mix of businesses, restaurants, and hotel lodging. Our compact campus provides common areas that complement and support instruction and learning. The environment is non-traditional having a holistic atmosphere created to deliver a more personal approach in providing the nursing curriculum. Many students are known to come early to study to partake of the calm and sereneness. Elevators provide access to each floor in the building where the classrooms are well-lit, clean, and comfortably climate controlled. Wi-Fi, and computers are available on site. There are clean assessable female and male bathroom facilities. There is a water fountain, and dining canteen, vended area with sink, microwave, tables, and chairs on the same level as the classroom for student use. The classrooms are fully furnished with ergonomic chairs, workstations, computers, white

boards, TV, and temperature testing materials. Ample off-street parking lots are located just outside the building with designated handicapped parking places.

The skills lab is equipped with three (3) electrical hospital beds, bedside commodes, medication carts, assistive devices such as wheelchairs, walkers, crutches, Hoyer lifts and simulation mannequins to name a few.

FACULTY CAMPUS RESPONSIBILITIES
Faculty Office:
Faculty is responsible to ensure the office is always kept clean and neat. The office is to provide privacy to meet with students, grade assignments and all other Faculty responsibilities for instruction.

Technology
Faculty will have access to classroom computers during and after scheduled classes. Faculty using hardware devices and software programs such as ZOOM provided by CAAN are to be used only for academic related purposes: (research, e-mails, documents, presentations, and Internet materials, etc.). Hardware devices and software programs are to be used ethically, lawfully, and appropriately always.

Cellular Phone Usage
While CAAN Academy of Nursing permits employees to bring personal cell phones and other mobile devices (i.e., smart phones, PDAs, tablets, laptops) into the workplace, you must not allow the use of such devices to interfere with your job duties or impact workplace safety and health.
Use of personal cell phones and mobile devices at work can be distracting and disruptive and cause a loss of productivity. Thus, you should primarily use such personal devices during nonworking time, such as breaks and meal periods. During this time, use devices in a manner that is courteous to those around you. Outside of nonworking time, use of such devices should be minimal and limited to emergency use only. If you have a device that has a camera and/or audio/video recording capability, you are restricted from using those functions on Company property unless authorized in advance by management or when they are used in a manner consistent with your right to engage in concerted activity under section 7 of the National Labor Relations Act (NLRA).
You are expected to comply with Company policies regarding the protection of confidential and proprietary information when using personal devices.
While operating a vehicle on work time, the Company requires that the driver's personal cell phone/mobile device be turned off. If you need to make or receive a phone call while driving, pull off the road to a safe location unless you have the correct hands-free equipment for the device that follows applicable state laws.
You may have the opportunity to use your personal devices for work purposes. Before using a personal device for work-related purposes, you must obtain written authorization from management. The use of personal devices are limited to certain employees and may be limited based on compatibility of technology. You will be subject to disciplinary action up to and including termination of employment for violation of this policy.

Canteen
Made available to Faculty which houses a microwave, vending machines, and a beautiful 4th floor view of the Matteson, IL area.

Library Resources
CAAN has an affiliation agreement with the Richton Park Library. The library houses the programs key instructional resources for all courses along with the ATI computerized system with texts available for Faculty and students to check out. Additional Faculty academic resources include healthcare related

publications, articles, micro reader/printers, copy machines and abstracting services in addition to their general books, newspapers, computers, and private study area.

STUDENT SUPPORTIVE SERVICES

Academic Tutoring and Mentoring
Tutoring and mentoring is available to students throughout the program. Students with less than a 77.5%=78%/C average on any exam or quiz is required to see the course instructor for guidance with their grades. Failure to follow this step may render the student ineligible to sit for the next exam. A case note is generated documenting the meeting and recommendation for action to be taken. A referral for supportive services will be made if needed. If tutoring is required a referral will be generated. Failure to follow this procedure will affect the student's progress in the program. We ask Faculty to assist with tutoring and mentoring needs for the students.

HEALTH REQUIREMENTS
All Faculty are required to submit a current physical examination (yearly), provide proof of immunizations and specific laboratory tests prior to being allowed on a clinical unit. Faculty must be able to lift and hold a minimum of 60 lbs. Faculty will also be required to comply with laboratory tests/immunizations that are required by individual clinical affiliations.

1. Health Insurance
Faculty should have Health coverage that extends for the entire duration of employment. Verification of medical insurance will be kept in the employee file as per determination of CAAN Academy. During the PN & ADN, the Faculty will be at risk for exposure to injury and communicable disease. It is mandated that any Faculty who has been injured or exposed to communicable disease receive medical attention. The cost of this is the Faculty responsibility. Faculty with a health problem may be employed with written physician permission. The Faculty must comply with the recommendations of the physician and must be able to accomplish the objectives of the program. Additional health requirements may be added as required by cooperating clinical facilities and/or new standards or laws. This may include drug screening.

2. Required Laboratory Tests/Vaccinations Policy
2-Step TB Skin test or Chest X-ray, Rubella titer, Rubeola titer, Mumps' titer, Varicella titer, Hepatitis Profile – requires Series of 3 Hepatitis B vaccinations or refusal waiver signed by student and parent, Tetanus, Diphtheria, Pertussis (TDap) must be current.

Faculty who fails to comply with these requirements will be excluded from clinical practice until the requirements are met. Faculty who has numerous absences from work due to failure to meet health requirements may be placed on Medical leave until cleared.

3. Mandatory Drug Testing & Alcohol Policy
The Federal Drug-Free Schools and Communities Act Amendments of 1989 ("Amendments") and the Drug Free Workplace Act of 1988 require that colleges adopt and implement a program for prevention of the unlawful possession, illicit drug manufacture, use, or distribution of illicit drugs and alcohol on campus or as part of college activities that occur off-campus.

The Amendments further require that we distribute information about the program annually to every member of our community. The information must include the College's policy statement about the unlawful use, possession, or distribution of alcohol or illicit drugs, and a description of the College's disciplinary sanctions. We are also required to provide information about applicable local, state, and federal criminal sanctions, the associated health risks of drug and alcohol abuse, and the available support services for help in dealing with problems associated with drug and alcohol abuse.

The program and its underlying policy are to be reviewed regularly and amended or revised in accordance with our experience and with changes in applicable local, state, or federal laws and regulations. Students should note in particular that under Illinois law, possession of alcoholic beverages by persons under 21 with the intent to consume the beverage is unlawful and for those over 21, a college I.D. is not an acceptable proof of age.

Please address inquiries about the program to the Office of the Program Department (708) 983-1645. We encourage anyone who believes that he or she has a problem with drug or alcohol abuse to seek help through these offices or through the services listed in the attached statement.
The following is a copy of CAAN's policy statement pursuant to these requirements, which applies to all of the school faculty members, students, and staff members:

CAAN Academy is a Drug-Free Environment and prohibits the possession, consumption, or distribution/sale of drugs or alcohol anywhere on school property. A student, faculty member, or staff member found to be in violation of this policy will be subject to both criminal prosecution and disciplinary action, up to termination from CAAN.

4. Hospitalization
When Faculty is hospitalized and/or under a healthcare provider's care during employment, a medical release statement must be provided before returning to classes/clinical. The medical statement must specifically state that the Faculty is able to "**PERFORM FULL NURSING DUTIES.** *(which includes Physical Requirements above)"* or must remain in theory only.

5. Pregnancy
Pregnancy must be reported to the Pprogram Director/Administrator as soon as it is suspected and/or verified. Although the Faculty's right to privacy is recognized and respected, it is important that the Administration be aware of the situation so that the Faculty can be informed of and be given protection from environmental dangers in the clinical settings**.**
  - **Pregnancy Discrimination Act (PDA)**
    PDA is an amendment to Title VII of the Civil Rights Act of 1964. Discrimination based on pregnancy, childbirth, or related medical conditions constitutes unlawful sex discrimination under Title VII. Women affected by pregnancy or related conditions must be treated in the same manner as other applicants or employees who are similar in their ability or inability to work**.**

GENERAL INSTITUTIONAL POLICIES

Higher Education Opportunity Act of 2008
The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), includes many disclosure and reporting requirements that a postsecondary education institution is required to distribute or make available to prospective students and parents. The distribution of information about CAAN Academy of Nursing's operations is intended to increase the institution's transparency to others. CAAN Academy of Nursing also includes the following information in its annual report to IPEDS (Integrated Post-secondary Education Data System), all of which is available on the College Navigator page of the Institute of Education Sciences/National Center for Education Statistics (U.S. Department of Education) website.

Anti-Harassment in Education
   CAAN Academy of Nursing is committed to providing its students with an educational environment that is free of discrimination. Accordingly, the school will not tolerate harassment of CAAN Academy students by anyone, including its president, or any administrator, any (full, part-time, and/or visiting) faculty or staff member, including any graduate assistant, any other Program student, or any third party.

Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's protected status, such as sex, color, race, religion, creed, ancestry, national origin, age, physical or mental disability, marital status, or legally protected statuses. The school will not tolerate harassing conduct that affects tangible benefits of education, that interferes unreasonably with an individual's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Such harassment may include, for example, jokes about another person's protected status, kidding, teasing, or practical jokes directed at a person based on his or her protected status.

Sexual harassment deserves special mention. Sexual harassment is conduct based on sex, whether directed toward a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about obscene printed or visual material, and physical contact such as patting, pinching, or brushing against another person's body. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitute sexual harassment when:

1. The student's submission to such conduct is either explicitly or implicitly made a term or condition of receiving an education.

2. The student's submission to or rejection of such conduct is used to influence the student's educational development or participation in any school's activity or program, including but not limited to: whether the student will be admitted to the Program; the educational performance required or expected of the student; the attendance or assignment requirements applicable to the student; the courses, fields of study or programs to which the student will be admitted; what placement or course proficiency requirements are applicable to the student; the quality of instruction the student will receive; what tuition or fees are required of the student; what scholarship opportunities are available to the student; what extracurricular teams the student will be a member of or in what competitions the student will participate; any grade the student will receive in any examination, course or program of instruction; the progress of the student toward successful completion of a course or program or graduation; what degree, if any, the student will receive; or

3. The conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an intimidating, hostile, or offensive educational environment.

All students and employees are responsible to help assure that we avoid harassment regardless of whether the harassment has yet reached a severe or pervasive level that is considered a violation of the law. If any student at CAAN feels that he/she has experiences or witnessed harassment, he/she is required to notify your instructor, lead instructor, or Program Director. CAAN forbids retaliation against anyone for reporting harassment, assisting in reporting harassment or cooperating in a harassment investigation. If any student feels that he/she has been retaliated against, he/she is to notify the Program Director.

The CAAN's policy is to investigate all harassment complaints made under this policy impartially, thoroughly, and promptly. To the fullest extent possible, the school will keep harassment complaints, records related to harassment complaints, and the terms of the complaint's resolution confidential. If an investigation confirms that a violation of the policy has occurred, CAAN Academy of Nursing will take appropriate corrective action to stop the harassment and to ensure that the harassment does not reoccur. Such corrective action may include training of the harasser, monitoring the harasser, and/or academic or job-related discipline of the harasser proportional to the offense, up to and including expulsion or discharge.

Sexual Violence in Higher Education Act
The purpose of this policy is to foster an academic and working environment free from any form of discrimination and harassment, and to provide guidelines for complaints and corrective action. This

policy applies to the entire CAAN Academy of Nursing community, i.e., students, faculty, staff, and visitors. CAAN does not tolerate any violence including sexual assault, sexual harassment, domestic violence, dating violence, stalking, or sexual orientation/gender-based harassment which is prohibited by Title IX of the Education Amendments of 1972 and The Violence Against Women Re-Authorization Act of 2013.

Members of CAAN Academy community have the right to be free from discrimination, violence or threats of violence, harassment, physical and verbal abuse, on and off campus. This policy prohibits all forms of discrimination, harassment, and sexual misconduct. The policy defines, describes, and explains the policies and procedures to file a complaint, file a report, list direct contacts to file a report or complaint, procedural details for a fair and prompt investigation, safety, and security, and list a variety of support and resources.

CAAN Academy is committed to providing resources that educate CAAN's community to assist in ensuring a safe, respectful, discrimination and harassment free environment. The academy uses the preponderance of the evidence (also known as "more likely than not") as a standard for proof of whether a violation occurred. In campus resolution proceedings, legal terms like "guilt, "innocence" and "burdens of proof" are not applicable, but the academy never assumes a responding party is in violation of CAAN's policy. Campus resolution proceedings are conducted to consider the totality of all evidence available, from all relevant sources.

Definitions of Sexual Misconduct

Sexual Misconduct includes sexual assault, sexual harassment, sexual exploitation, sexual intimidation, dating violence, domestic violence, and stalking. This policy prohibits retaliation against anyone who files a complaint or participates in any investigation of a complaint under this policy.

- Sexual misconduct may be a form of sex discrimination prohibited by federal and state discrimination laws, including Title IX of the Education Amendments of 1972, The Violence Against Women Re-Authorization Act of 2013, and Title VII of the Civil Rights Act. In addition, some forms of sexual misconduct violate the criminal laws of the State of Illinois.

- Sexual misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual misconduct can be committed by any gender identity and can occur between people of the same or different gender identities.

Sexual Assault is any unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger, that occurs without indication of consent of either/any of the individuals involved, or that occurs under threat or coercion. Sexual offenses include, but are not limited to, rape (also referred to as sexual assault in the State of Illinois), forcible sodomy, sexual assault with an object, fondling or kissing without consent, incest, statutory rape, and the threat of sexual assault. According to the Department of Justice and the FBI, rape is defined as "The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim." This definition includes any gender of the victim or perpetrator and includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity, including due to the influence of drugs or alcohol or because of age. Physical resistance from the victim is not required to demonstrate lack of consent.

Sexual Harassment is a form of sex discrimination prohibited by Title IX and Title IV. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, request for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Examples include:

- making unwelcome sexual advances for sexual favors and other verbal or physical conduct of a sexual nature as a condition of an employee's continued employment, or a student's academic status.

- making submission to or rejections of such unwelcome conduct the basis for employment or academic decisions affecting an employee or student; or creating an intimidating, hostile or offensive working or education environment by such conduct, which prevents an individual from participating in a program or activity.

Sexual Orientation-Based Harassment includes verbal, non-verbal and physical acts of aggression, intimidation, or hostility based on an individual's actual or perceived heterosexuality, homosexuality, bisexuality, or trans sexuality. Use of the term "sexual harassment" throughout this policy includes sexual orientation-based harassment/misconduct.

Gender-Based Harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender, sex, or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. Use of the term "sexual harassment" throughout this policy includes gender-based harassment/misconduct.

Dating and Relationship Violence means acts, threats, or a pattern of abusive behavior of a physical or sexual nature by one partner intended to control, intimidate, manipulate, humiliate, frighten, coerce, or injure the other. These acts may be directed toward a spouse, an ex-spouse, a current or former boyfriend or girlfriend, or a current or former dating partner.

Domestic Violence is defined as a pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.

Incapacitation is the physical and/or mental inability to make informed, rational judgments that voids an individual's ability to give consent. Incapacitation may be caused by a permanent or temporary physical or mental impairment. Incapacitation may also result from the consumption of alcohol or the use of drugs.

Coercion is an unreasonable amount of pressure to engage in sexual activity, the practice of persuading or forcing someone to do something by use of force or threats.

Sexual Exploitation is taking sexual advantage of another person without effective consent. This includes, but is not limited to, causing the incapacitation of another person for a sexual purpose, causing the prostitution of another person; electronically recording, photographing, or transmitting intimate or sexual utterances, sounds, or images of another person, or allowing third parties to observe sexual acts.

Stalking is defined as harassing or threatening another person to the point where that individual fears for his/her safety or the safety of his/her family. Stalking can occur in various forms including, but not limited to, in person, through third parties, and electronically (phone, internet, social media, texting, etc.).

Retaliation
Title IX prohibits retaliation. It is a violation of Title IX and CAAN's policy for any person or group to retaliate against, interfere with, coerce or take any other adverse action against a person or group (student, faculty member, staff member, visitor,) that: 1) reports sexual misconduct; 2) seeks advice concerning sexual misconduct; 3) assists or supports another individual or group that reports sexual misconduct; or 4) participates as a witness or in the investigation of a sexual misconduct report.

Retaliation includes threats, intimidation, and reprisals. CAAN Academy will take immediate and responsive action to any report of retaliation. An individual reporting sexual misconduct is entitled to protection from retaliation following a report that is made in good faith, even if the report is later not proven. Any individual or group that violates this policy is subject to disciplinary or remedial action, which can include expulsion from CAAN, termination of employment, and may also be subject to criminal and/or civil action.
CAAN Academy recognizes a respondent can also be the subject of retaliation by the complainant or other third party and the same protections against retaliation are afforded the respondent.

Amnesty for Students & Faculty
CAAN Academy of Nursing strongly encourages the reporting of sexual misconduct. Therefore, it is important to remove any barriers that would prevent someone from reporting any type of sexual misconduct. Keeping this in mind, any individual who may have participated in the consumption of alcohol or use of drugs at the time of the incident may hesitate to make a report due to possible consequences for partaking in said activity. CAAN will not hold the individual (complainant, witness, or reporter) subject to the CAAN's disciplinary process and/or sanctions solely for their participation in the consumption of alcohol or use of drugs.

Definition of Consent
Consent is defined as a clearly and freely given word or overt action confirming a willing desire to move forward with a specific sexual request, act, or experience. Consent cannot be obtained from individuals who have a temporary or permanent mental or physical incapacity, including being under the influence of drugs or alcohol or because of age.

Lack of verbal or physical resistance or submission by the victim resulting from the use of force or threat of force by the accused does not constitute consent. Consent can be withdrawn at any time. Someone who is incapacitated cannot consent.

Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. The manner of dress of the victim at the time of the offense does not constitute consent. Consent to sexual activity can be withdrawn at any time**.**
 Absence of "NO" should NEVER be interpreted as "YES".
Director and the student to discuss the accommodations to be made. **CAAN Academy is not required to provide any special accommodations if the student does not follow the above procedures.**

Campus & Fire Safety

CAAN does not maintain an on-campus student housing facility; we are a commuter campus. CAAN Academy seeks to maintain a safe environment, free from aggression and violence for its students and staff. To ensure the wellbeing of its students and staff, CAAN prohibits the presence of any weapons on the property, as well as any acts of aggression, violence, or harassment, including sexual harassment.

It is the responsibility of every student, faculty member, and staff member to maintain an educational environment free of danger of any kind from any source. Anyone found to be in violation of this policy will be subject both to criminal prosecution and disciplinary action, up to termination and expulsion from CAAN Academy.

Faculty who are witnesses to or victims of a crime should immediately report the incident to local law enforcement, Matteson Police Department. Local crime statistics can be found at https://www.macrotrends.net/cities/us/il/matteson/crime-rate-statistics

The Fire Alarm Specialist and building property manager conducts annual safety inspection and fire drill which includes staff and students.

Infection Control Policy
Students, faculty, staff, and visitors are required to complete a health screening questionnaire in addition to have their temperatures taken (and recorded) when entering CAAN's campus.

Regular cleaning
Mark Realty provides maintenance service for CAAN's campus. Daily cleaning of the office spaces as well as classrooms are performed including trash removal, vacuuming, dusting, etc.

Classrooms and skills labs are disinfected by office staff following the end of each class session.

CAAN Academy of Nursing acknowledges and abides by all governing institutional policies; accrediting body standards and required elements of accreditation; local, state, and federal regulations; the Centers for Disease Control and Prevention's (CDC) and the Illinois Department of Public Health's (IDPH) guidance related to the possible variations in infection control.
CAAN Academy remains committed to meeting the requirements necessary for our students to become safe entry-level healthcare professionals.

HIPPA
CAAN Academy of Nursing complies with provisions of the Federal Health Insurance Portability and Accountability Act (HIPAA), to assure that employees and students health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well being.

FERPA
The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a post-secondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the CAAN Academy of Nursing receives a request for access. A student should submit to the Programs Department a written request that identifies the record(s) the student wishes to inspect. The Program Director will provide arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the Program Director to clearly identify the part of the record the student wants changed and specify why it should be changed.

If CAAN decides not to amend the record as requested, CAAN will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before CAAN discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

CAAN discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically including a person employed by CAAN in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the CAAN who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for CAAN.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. FERPA requires a school to make a reasonable attempt to notify each student of these disclosures unless the institution states in its annual notification that it intends to forward records on request, or the disclosure is initiated by the student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by CAAN to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

See the list below of the disclosures that post-secondary institutions may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A post-secondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within CAAN whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State post-secondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Faculty Contact Information
CAAN maintains a current address and phone number for each Faculty

STUDENT COMPLAINT/APPEAL/GRIEVANCE PROCEDURE
Step 1: Students are encouraged to try to resolve their complaint or problem by first bringing the complaint to the attention of the instructor.

Step 2: If the instructor is unable to furnish a satisfactory solution, the student should see the Program Director (PD). Students are encouraged to voice any complaints, concerns, or suggestions to the PD, these actions must be done in writing.

Step 3: If the student remains unsatisfied after meeting with the Program Director, the student should write down the nature of the complaint and the reasons for dissatisfaction. This written complaint should be given to the Chief Administrative Officer (CAO). Anonymous complaints will not be recognized. The CAO will respond within three (3) working days of receiving the written complaint. The complainant will be provided schools final decision regarding the complaint and the reason for the decision within seven (7) days of the CAO's response.

CAAN Academy is regulated and licensed to operate by the Illinois Board of Higher Education under a state law called the Private Business and Vocational Schools Act. You have the right to file a written complaint of violation by this school of any provisions of this law.

CAAN must, among other things:

- Provide information about the school which is free from misrepresentation, deception, or fraud, or other misleading or unfair trade practices.
- Provide you with a copy of the school's current catalog and any addenda for you to read prior to the signing of the enrollment agreement.
- Disclose information about the school's graduation, completion, and job placement rates.
- Give you a fully executed copy of your enrollment agreement.
- Inform you on how to cancel the enrollment agreement and secure a proper refund of unearned tuition and fees.
- Screen you for the course or subject in which you wish to enroll.
- Give you a full refund if you are not accepted or if CAAN cancels or discontinues the course.
- Teach only courses and employ only teachers that meet IDFPR and IBHE regulations.
- Provide safe and sanitary facilities, equipment, and services necessary to implement the course of instruction or subject in which you enroll.
- Refund fees and unearned tuition as prescribed in the "Act" to students who withdraw before completion of the course of instruction in which enrolled.

If you believe your rights have been violated, you may file a written complaint with the Illinois Board of Higher Education.

Illinois Board of Higher Education (IBHE)
1 N. Old State Capital Suite 300, Springfield, Illinois 62701-1377
Phone: (217) 782-2551 / **Fax:** (217) 782-8548
TTY: (888) 261-2881

Please Visit: www.IBHE.org

VOTER REGISTRATION As an institution participating in the administration of Title IV Federal Student Aid program, CAAN Academy of Nursing would like to remind US citizen Faculty who are 18 years and older, the importance of exercising the right to vote.

If you are interested in participating in local, state or national elections, please visit the Election Assistance Commission website at http://www.eac.gov/voter_resources/register_to_vote.aspx to learn how you can register to vote.

CAAN Academy of Nursing 20th Capping & Pinning Ceremony at Freedom Hall in Park Forest, Il

Board of Directors, Advisory Council, Faculty and Staff
School Board of Directors & Advisory Council

Administrative Office

Carol Alexander, President/CAO	(Full Time)
DNP, Governors State University	University Park, IL
MSN, Governors State University	University Park, IL
ACNS/NP-BC, American Nurses Credentialing Center	
BSN, Chicago State	Chicago, IL
Cathyrn Sills, Program Director	(Full Time)
MSN-ACNS, Governor State University	University Park, IL
BSN, Southern University A&M College	Baton Rouge, LA
Angelique Ellen, Programs Department Coordinator	(Part Time)
BA, Robert Morris College	Chicago, IL
Bellyn Gordon, Administrative Assistant	(Full Time)
AA, Harold Washington College	Chicago, IL
Antrell Outlaw, Vice President/Financial Director	(Full Time)
BAPsy, Chicago State University	Chicago, IL
LPN, City Colleges of Chicago	Chicago, IL
Taquala Shack, Financial Aid Advisor	(Part Time)
BBM, Chicago State University	Chicago, IL
Adrinna Toliver, Receptionist	(Full Time)

Faculty

Dr. Erica Allen, Adjunct Faculty	(Adjunct)
DNP, Indiana Wesleyan University	Marion, IN
MBA/MSN, Indiana Wesleyan University	Merrillville, IN
BSN, Indiana Wesleyan University	Merrillville, IN
ADN, Ivy Tech State College	Gary, IN
Renee Carter-Dyson, Adjunct Faculty	(Adjunct)
BSN, Western Governors University	Online
Rubie Elkins, Adjunct Faculty	(Adjunct)
MSN, DePaul University	Chicago, IL
BSN, DePaul University	Chicago, IL
Geneva Gore, Adjunct Faculty	(Adjunct)
BSN, Lewis University	Romeoville, IL
Pamela Hutcherson, Adjunct Faculty	(Adjunct)
BSN, Olivet Nazarene University	Bourbonnais, IL
MSN, MBA, University of Phoenix	Chicago, IL
Dr. Nicholas Lino, Adjunct Faculty	(Adjunct)
DNP, Governors State University	University Park, IL
MSN, Governors State University	University Park, IL
BSN, Governors State University	University Park, IL
AAS, Harold Washington College	Chicago, IL

Mary McDowell, Adjunct Faculty BSN, MHP Lewis University	(Adjunct) Romeoville, IL
LaVera Nelson, Adjunct Faculty MSN, Chamberlain University	(Adjunct) Chicago, IL
Toni, Oats, Adjunct Faculty BSN, Rush University School of Nursing	(Adjunct) Chicago, IL
Noemi Saenz, Adjunct Faculty MSN-FNP, Chamberlain, University	(Adjunct) Chicago, IL
Susan Tanbour, Adjunct Faculty BSN, Lewis University	(Adjunct) Romeoville, IL
Joyce Taylor, Adjunct Faculty MSN, North Park University BSN, Alverno University	(Adjunct) Chicago, IL Milwaukee, WI
Sylvia Wiley, Adjunct Faculty FNP, Olivet Nazarene University MSN, University of Phoenix Governor State University	(Adjunct) Bourbonnais, IL Chicago, IL University Park, IL
LaWanda Woods, Adjunct Faculty CNS, National Lewis University MSN, Governors State University BSN, Chicago State University	(Adjunct) Wheeling, IL University Park, IL Chicago, IL

RIGHT OF REVISION

CAAN Academy reserves the right to revise (*add, delete, and/or modify*) the Faculty Handbook, Catalog, syllabus, and course requirements with reasonable notification to the students currently enrolled in the course.

Signature: _____ Date: _____

Name (Please Print: _____ Date: _____

CAAN Academy of Nursing
MEDIA CONSENT AND RELEASE AGREEMENT

Faculty who attends CAAN Academy of Nursing are occasionally asked to be a part of publicity, publications and/or other public relations activities. To guarantee Faculty privacy and to ensure your permission for your participation CAAN asks that our Faculty sign this form.

This Agreement below indicates approval for the Faculty's name, picture, work, voice, or verbal statement to appear in CAAN publicity or publications, videos or on the website (www.CAANACADEMY.org). For example, pictures of Faculty and articles about school activities may appear in newspapers or publications published by CAAN or any of our partnership agencies. These pictures and articles may or may not personally identify the Faculty, and the pictures and/or videos may be used by CAAN in subsequent years.

AGREEMENT

CAAN agrees that the Faculty's name, voice, work, verbal statements, portraits, or pictures shall only be used for public relations, public information, school promotions, publicity, and instruction

- The student acknowledges understanding and agrees that:
    - No monetary consideration shall be paid
    - Consent and release have been given without coercion or duress
    - The agreement is binding upon heirs and/or future legal representatives
    - The Faculty's name, photographs, video, work, and/or statement may be used in subsequent years.
    - If the Faulty has special needs, no such identification will be released.

If the Faculty wishes to cancel this Agreement with CAAN, they may do so at any time with written notice.

Refusal Statement

- I refuse to consent to CAAN Academy of Nursing's Media Consent and Release Agreement. I take full responsibility in removing myself from school activities, on and/or off campus, that may capture my likeness in photos, videos, audio, etc. I understand that CAAN is not liable if I fail to remove myself from media presence.

Faculty_____
                   (Signature)

Faculty_____ Date_____
                   (Print Name)

4747 Lincoln Mall Drive - Suites 420, 400 &405
Matteson, IL 60443
Phone: 708-983-1645/1616 Fax: 708-248-5927
Carol L. Alexander DNP, APRN, ACNS/NP-BC – President, CAO
Cathyrn Sills MSN, ACNS – Program Director

<u>**Appendix A**</u>

<u>**Lead Instructor-Full Time Faculty**</u>

The primary purpose of the Lead Instructor is to provide and promote academic instruction in an efficient learning environment along with proficient clinical experiences that prepare adult learners for certification and successful employment in a healthcare career path that embraces ethical, humanistic and caring values within the Health Care Profession. This faculty member will employ a wide range of suitable strategies to foster student learning, stimulate class discussions and encourage active learning in all students of the PN program.

The Lead Instructor position serves as an assistant in the coordination for overall instruction of a particular course in theory and in clinic. She/he works with the Program Director and other instructors in the assessment, planning, implementation, evaluation and revision of course content and course syllabus.

The Lead Instructor will also assist the CAO & Program Director in performing highly responsible supervisory and managerial work in leading, developing, directing, coordinating and evaluating education programs and operational activities for the School of Nursing as needed.

<u>**Education, Experience, Certification or Licenses**</u>
Required:
- BSN degree obtained from an accredited college or university
- Registered Nurse License with the State of Illinois
- Train-the-Trainer certification with the State of Illinois (Both Instructor & Evaluator components)
- Minimum of 5 years of nursing experience

Preferred:
- MSN or Obtain MSN degree within 1 year of appointment into position
- Teaching experience- minimum 2 years

<u>**Essential Duties & Responsibilities in Collaboration with Chief Administrator Officer and Program Director**</u>

- Assist Program Director in serving as an advisor and resource guide to both theory and clinical instructors
- Encourages employers within the area to cooperate and/or participate in the schools nursing program
- Assists the Admission Department in recruiting new students including assistance in the development and securing of presentations to be given to students.
- Assist CAO & Program Director in the advisement, registration and orientation of department heads to meet students' needs as needed
- Assist in the recruitment of faculty, interviews, hires and fires according to authorized personnel policies

- Attends functions, meetings, student orientations, in-service sessions, capping and pinning graduations of the Nursing Program
- Coordinate and attend monthly Faculty Meetings
- Participate in the planning and evaluation of each segment of the curriculum
- Contribute ideas and energies to cooperate and actively participate as a team member with colleagues in carrying out activities of the Nursing Program
- Consult with the Academic/Program Director or other appropriate program personnel on questions or issues involving course, curricula, instructional strategies, and program procedures and policies
- Continuously improve teaching effectiveness through professional growth. For example, attending, whenever possible, professional development activities approved by CAO & Program Director

Specific Responsibilities

Supervisory- Assists in the supervision of faculty members, both in the theory and clinical settings, in implementation of curriculum for the course.

- Ensure instructional or non-instructional activities for course are being implemented with due regard to the level and purpose of course or service area
- Ensure instruction in course is consistent with the nursing program-approved curriculum
- Ensure instructors/assistant instructors and/or clinical instructors maintain currency/competency in subject matter and/or service area
- Assist in ensuring that all instructors, both theory and clinical, fulfill their job responsibilities

Theory/Instructional

- Provides motivation to learn through:
    i. Thorough planning
    ii. Enthusiasm for the subject matter
    iii. An appropriate classroom climate
    iv. Relevant and current course content
    v. The use of varied instructional delivery modes
- Facilitates and paces instruction effectively to maximize learning
- Assess learning goals frequently, using a variety of methods, such as:
    i. Questioning techniques
    ii. Oral and/or written tests
    iii. Student presentations
    iv. Writing assignments
- Is available to students for consultation on an as needed basis
- Provide instructional support (e.g., tutoring and support services/special needs) as deemed appropriate

Clinical

- Clinical leadership and supervision of assigned students in the clinical and laboratory settings includes but is not limited to the following:
    i. Prepare appropriate plans, materials and learning activities for students to achieve the learning outcomes of each class
    ii. Assist clinical instructors in orientating students to the clinical unit
    iii. Select appropriate learning experiences for the assigned student group(s), i.e., client/patient assignments and planning clinical conferences
    iv. Observation of students performance, guidance of the students' performance, review of procedures and principles as necessary, on-the-spot instruction as appropriate
    v. Evaluation of student's clinical performance in writing on a weekly basis and verbally, as needed, on an individual basis, including written feedback on but not limited to the following: care plans, specialty rotation papers, research projects
    vi. Documenting clinical observations and /or any appropriate incidents which may occur during clinical experience
    vii. Consulting with students individually and/or in groups to review and/or evaluate progression towards clinical outcomes and identify teaching strategies that could be reinforced or adjusted
- Assist instructors during the semester with laboratory preparation and, if indicated, with procedure demonstrations
- Assist with the arrangement and complete orientation with the clinical site unit manager to learn the assigned clinical unit and meet the mandatory requirements of the clinical site
- Maintain cooperative, positive relationship with the staff on any unit of the healthcare facility assigned to facilitate the optimum learning environment for the students

Professional Expectations & Growth

- Maintain effective, on-going communication with the CAO & Program Director concerning faculty and student progress and/or concerns
- Responds to request in a timely and thorough matter
- Meets classes for the scheduled time
- Places primary emphasis on student learning in the design, delivery, evaluation and assessment of courses
- Understands and adapts teaching to the various learning styles present in the classroom as demonstrated by the course materials and assessment of student learning
- Understands and practices a variety of teaching strategies
- Uses innovation in teaching practices to facilitate student learning
- Exhibits strong communication skills and serves as a role model for both faculty and students
- Strives to foster higher-level learning with an emphasis on analysis, problem-solving and critical thinking
- Possesses a positive attitude including the ability to see good in self and others
- Shows flexibility including the acceptance of and willingness to change

- Displays self-discipline and a strong work ethic
- Accepts responsibilities for professional and personal growth

Language Skills

- Ability to read, analyze and interpret common scientific and technical journals. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to effectively present information to students, faculty members, program director and program administrator.

Appendix B

Full-Time Nursing Faculty

Primary Organizational Relationship
Nursing faculty members are responsible to the Program Administrator (PA) and the CAO. They assist and support Administration in carrying out the academic goals, vision and mission of the Practical Nursing Program.

Weekly hours
Adult Program faculty: 25 hours/week

Job Summary
Provides students with instruction of the highest standards, evaluates student progress, assist in preparation of syllabi, assist in activities furthering the work of the institution, communicates necessary information to students, provides mentoring, serves as role model, provide academic advice to students as needed and serves on standing and ad hoc committees as needed.

Nurse faculty qualifications:
An unencumbered license as a registered nurse eligible to practice in the state of Illinois with a minimum of a Baccalaureate degree in nursing with a master's degree preferred. A minimum of 2 years' experience in clinical nursing practice, with previous experience in nursing education preferred.

3. **Faculty shall be responsible for:**

   A) Provide competent instruction in the clinical and theoretical areas of nursing.

   B) Maintain high standards and promote excellence in education.

   C) Serve as a role model for students in professional interaction with other health workers and with clinical facilities.

   D) Participate in and contribute to the team-teaching of classroom and clinical courses and model team-enhancing behaviors of students.

   E) Development, implementation and evaluation of the purpose, philosophy and objectives of the nursing education program

   F) Assist the PA in scheduling and confirming use of clinical sites.

   G) Maintain relationships with clinical sites and professional peers that support the reputation of the program.

   H) Assist the PA in design, implementation and evaluation of curriculum for the nursing education program

I) Participation in academic advising of students

J) Development and evaluation of student policies

K) Evaluation of student performance in meeting the objectives of the program

L) Collect, record, maintain and submit accurate class records including grades, absences withdrawal and/or class drop information to appropriate offices.

M) Be prompt and punctual in reporting for work, in meeting classes, and in keeping office hours.

N) Maintain attendance records for clinical groups and for classes taught and turn these records into the Division office promptly.

4. **Faculty shall participate in:**

A) Selection and promotion of faculty when opportunities arise.

B) Academic activities of the institution

C) Professional and health related community activities

D) Self-development activities for professional and personal growth

E) Research and other scholarly activities for which qualified

F) Activities that maintain educational and clinical expertise in areas of teaching

<center>**Appendix C**</center>

<center>**Adjunct Faculty**</center>

Primary Organizational Relationship
Nursing faculty members are responsible to the Program Administrator (PA) and the CAO. They assist and support Administration in carrying out the academic goals, vision, and mission of the Practical Nursing Program.

Weekly hours
Adult Nursing Program: 8-12 hours/week

Job Summary
Provides students with instruction of the highest standards, evaluates student progress, assist in preparation of syllabi, assist in activities furthering the work of the institution, communicates necessary information to students, provides mentoring, serves as role model, provide academic advice to students as needed and serves on standing and ad hoc committees as needed.

Nurse Adjunct faculty qualifications:
An unencumbered license as a registered nurse eligible to practice in the state of Illinois with a minimum of a Baccalaureate degree in nursing with a master's degree preferred. A minimum of 2 years' experience in clinical nursing practice, with previous experience in nursing education preferred.

1. **Adjunct Faculty shall be responsible for:**

   A) Provide competent instruction in the clinical and theoretical areas of nursing.

   B) Maintain high standards and promote excellence in education.

   C) Serve as a role model for students in professional interaction with other health workers and with clinical facilities.

   D) Participate in and contribute to the team-teaching of classroom and clinical courses and model team-enhancing behaviors of students.

   E) Development, implementation and evaluation of the purpose, philosophy and objectives of the nursing education program

   F) Assist the PA in scheduling and confirming use of clinical sites.

   G) Maintain relationships with clinical sites and professional peers that support the reputation of the program.

   H) Assist the PA in design, implementation, and evaluation of curriculum for the nursing education program

I) Participation in academic advising of students

J) Development and evaluation of student policies

K) Evaluation of student performance in meeting the objectives of the program

L) Collect, record, maintain and submit accurate class records including grades, absences withdrawal and/or class drop information to appropriate offices.

M) Be prompt and punctual in reporting for work, in meeting classes, and in keeping office hours.

N) Maintain attendance records for clinical groups and for classes taught and turn these records into the Division office promptly.

2. **Faculty shall participate in:**

A) Selection and promotion of faculty when opportunities arise.

B) Academic activities of the institution

C) Professional and health related community activities

D) Self-development activities for professional and personal growth

E) Research and other scholarly activities for which qualified

F) Activities that maintain educational and clinical expertise in areas of teaching

Non-Faculty Member Job Descriptions

Appendix D

Mentor & Tutor

The CAAN Academy of Nursing ("CAAN") Mentoring/Tutoring service helps to empower students in the program to make positive life choices that enable them to maximize their potential. It is our goal to mentor and/or tutor students who are underperforming and to assist them in developing and reaching positive academic, career, and personal goals. A mentor/tutor of CAAN must be willing to commit to supporting, guiding, and being an academic role model to a CAAN student for a period of at least six months to year.

Tasks typically involve but not limit to:

- Identifying, in association with Programs Department, a student who would benefit from mentoring and tutoring; Students who obtain a 77.5% or less by Midterm within any course or score 77.5% on any quiz or exams must report to tutoring with an assigned tutor.

- Helping a student who is underperforming in their subjects on a one-to-one basis outside the classroom and looking at why they are underperforming and what can be done to help their situation.

- Implementing strategies and supporting student in self-esteem and confidence-building activities.

- Listening to and helping pupils resolve a range of issues that are creating barriers to learning.

- Drawing up agreed action plans with students, outlining the aims of the mentoring.

- Monitoring attendance and punctuality of assigned mentee.

<u>**Appendix E**</u>

<u>**Faculty Orientation Guidelines**</u>

CAAN Academy of Nursing is an innovative Nursing Program that is serious about investing in the future of Nursing as a Profession and Career. To reference our vision statement our charge is "to inspire, motivate, cultivate and educate future nurses that will be woven in the moral fibers of care and compassion." To retain nurse educators and to make sure that our vision comes into fruition, we believe that our faculty, both new and experienced, must be orientated utilizing a personal and professional mentoring approach. We believe that using a mentoring approach for our faculty orientation is beneficial to our nursing faculty and enhances our student's educational learning outcomes.

The National League of Nursing and Accreditation Commission (NLNAC) advocate the use of mentoring as a primary strategy to establish healthful work environment and facilitate the ongoing career development of nurse faculty (NLN, 2006). By implementing this into our faculty orientation experience, we will assist our faculty in developing teaching and service skills, as well as facilitate growth of future leaders in nursing (our students) and nursing education (our faculty).

<u>**New Faculty Nurse Educators**</u>

New nursing faculty educators are those who are new to the nurse educator role in academic setting and to our nursing program, and primarily those who are employed by CAAN as adjunct, temporary and part-time faculty members.

New nursing faculty educators will be orientated using a mentorship approach to establish a sincere academic guide for the individual who is new to the nurse educator role. Implementing this approach will help off-set those feelings of lack of support, poor recognition and feelings of isolation that are sometimes experienced by new nurse educators.

Length of Orientation for this type of educator will be 1 month. This faculty member will be orientated by the Program Director, Lead Instructor, or an experienced faculty member within the Nursing program. The faculty orientee will have 1-2 weeks of general comprehensive orientation that will consist of the following:

- Introduction to both the Adult PN curriculum: Faculty expectations in both theory and clinical as indicated by our syllabi.
- Introduction and acclamation to student handbook and faculty meetings.
- Introduction and acclamation to the nursing student's education materials: nursing books, and workbooks, websites-The Point, Elsevier/Evolve and student testing materials-ATI.
- Introduction and acclamation to the following teaching modalities: academic calendar, testing (test and quizzes), presentation of lectures and use of power points, homework assignments, professional development, paper presentations, skills lab and attendance.

The faculty member's last week of orientation will include class lecture observations from two of the following: CAO, Program Director, and Lead Instructor, Nursing program mentors or Nursing

program board members. At the end of the observation a critique of the delivered content will be done by the students and both observers. Orientation can be extended if needed.

New Experienced Nurse Educators

New experienced nurse educators are those experienced nursing educators with practical knowledge of the faculty role but are new to our nursing program. These individuals are employed by us as part-time and full-time instructors in both theory and clinical.

New experienced nurse educators will be orientated using a mentorship approach as well, to help in the ongoing facilitation of the career continuum of nurse educators and cultivate teaching practices that are conducive to the growth of the nursing profession. Implementing this approach will help the experienced nurse to effectively continue to facilitate their own educational growth as well as the growth of the future nurses we are grooming to take on the leadership role in the nursing profession.

Length of Orientation for this type of educator will be 2 weeks. Orientation for this type of educator can be extended if needed. This faculty member will be orientated by the Program Director, Lead Instructor, or an experienced faculty member within the Nursing program as well. The faculty orientee will have 1-2 weeks of general comprehensive orientation that will consist of the above mentioned under the new faculty nurse educator and the faculty member's second (2) week of orientation will include class lecture observations following same guidelines as mentioned above under the new faculty nurse educator.

<u>**Appendix F**</u>

<u>**Faculty Meeting Guidelines**</u>

CAAN Academy of Nursing is a unique and innovative Practical Nursing program that is invested in the continued growth of the Nursing Profession. To reference portions of our mission statement, we want to provide comprehensive academic instruction on the highest level that promotes and facilitates career and continuous professional development which embraces caring and compassion within the health care profession. To do this, we believe in impactful faculty meetings that will enhance the growth of both the program and our students.

CAAN Academy of Nursing holds monthly faculty meetings with all faculty members. Faculty members include all instructors of theory and clinical, as well as adjunct instructors. Our faculty meetings are facilitated by our Lead Instructor with direction given from both our CAO and Program Director.

Monthly meetings are held at our Main Campus/Main Office location. The meeting schedule is agreed upon at the first meeting of the new fiscal year (January), by consciences of those present at the meeting. It is the duty of the Lead Instructor/Program Director to issue Notification of monthly faculty meetings at least 2 weeks prior to the scheduled faculty meetings and followed up with a reminder email and/or phone call the week of the scheduled faculty meeting. Future Dates and Times of meetings are discussed at the end of each faculty meeting so that all faculty members agree to when the next faculty meeting will be held. The agenda for all faculty meetings will be sent out via e-mail at least 24-72 hours prior to faculty meetings allowing for faculty members to gather any questions or information on any of the topics listed on the agenda that they may want to address at the meeting. Attendance is taken at each faculty meeting. A log of attendance and minutes are kept by the Program Director/Administrative Assistant.

Full participation and attendance to faculty meetings are mandated by our CAO and Program Director. All faculty members must inform the Lead Instructor and/or Program Director prior to meeting if they are unable to attend a meeting, will be late for a meeting or must leave a meeting early so that information missed can be provided to that faculty member. Faculty members are only allowed to miss up to 3 faculty meetings within a year or at the discretion of Program Director or Administrator if there is extenuating circumstances that allows an instructor to miss the allotted number as noted above. Failure for any faculty member to not adhere to these guidelines will result in disciplinary action from the CAO and Program Director.

Appendix G

CAAN Academy of Nursing
Theory Instructor
Classroom Procedure & Six - Ten Step Lesson Plan

GET READY

1. Arrival: Arrive 30 minutes prior to start of class for preparation. Sign-In on student attendance sheet of which you will record class activity to maintain continuity of course content.

2. Departure: 30 minutes allocated to record class activity, grade/evaluate exams/activities etc.

3. Located in Cabinet DON office you will find the following Course Materials:

   - Course textbooks.

   - Binder with syllabus, daily attendance sheet with log of activities, Presentation assignment sheets,

   - Exam - Quizzes with Answer sheets

   - Presenter Critiques - Essay Rubrics are in the Bin labeled per cohort.

START

1. Staff will provide an instructor copy of the attendance sheet. Use this copy to verify attendance and place activity notes on it such as: workbook verification, test grades, student participation or lack of for continuity of content. Please sign the document and place in folder. Staff will remove for recording or verification of grades when needed. It will be return to binder upon completion.

2. Course calendar is maintained and updated in Cohort folder. It has daily content to be delivered and is subject to revision; revisions are recorded on attendance sheet. Therefore, please check copy of attendance sheet in folder for content activity update. Lesson Plans for chapter maybe reviewed on the Point or the Six Step – Lesson Plan should be initiated as follows:

   1. Verify the completion of workbook with the date and your signature.

   2. Peer Grading of workbooks should have the 1st initial and last name on 1st page of chapter being graded along with the number incorrect clearly indicated above the graders name. This teaching/learning strategy is implemented for immediate feedback prior to lecture/discussion of content. Process should be <25 minutes – giving answers and covering those items that students' express having difficulty with.

   3. Lecture and Overview of chapter includes Power Point Presentations found in Company Files – Adult Program – Course, at the end of each chapter NCLEX questions are found. Additional reinforcement materials such as case studies, discussion topics etc. can also be

found on the Point. Other forms of content reinforcement can be found on YouTube, ATI, and DVDs in my office,

4. Pre/Post-lecture quiz assessment is to be given for immediate evaluation. These quizzes can be utilized at your discretion either prior to covering chapter or afterwards.

5. On "The Point" You will find NCLEX exam questions. These questions may be used for Potter and Perry Fundamental Text as well. They are available for all Courses; Search by Textbook + Individual Chapter or Chapter Content that has been covered.
   *This Process should be implemented at the end of each class after designated content has been covered. Which will eliminate Early departures which are unacceptable.

6. Case studies/Skills Lab/Role Play/Group Activities (*if time allows*). (See Reverse)

7. Student Performance Photos are requested to be taken with their Presentations and Posters. You may request that their classmates take them and send them to us to be stored for their ceremonies.

8. If an exam/quiz is given, submit graded test to programs department. If there is a discrepancy with a test question, notate it on a post note and place on instructor's copy of exam and inform the Program Director.

9. If drug cards are due, verify cards have classification, dosage, action, adverse reaction, nursing considerations and patient teaching on them (*no longer accepting purchased cards*). Then submit to programs department.

10. If NCLEX questions are due, verify students are submitting questions out of the right book (NCLEX-PN, not NCLEX-RN).

ATI Proctored Assessment/Exams (ATI faculty account is required Prior to Assignment):

   a) Instructor must monitor the class during ATI assessments/exams.

   b) Student is only allowed to have a laptop. All other personal belongings should be removed and placed in designated area; have student remove cell phones, apple watches, ear/air pods, etc.

   c) Student should be given scratch paper and calculator, no personal scratch paper allowed.

   d) Provide student with Assessment ID number before beginning exam (write on white board). After exam, provide student with their grade identifying the assessment, required benchmark score & then the student score.

Lead Faculty Assignment: the following task is required from the faculty member that has >50% of the classes that are scheduled for the month

- The assignment is to do a bi-weekly report both verbal and written on the student's compliance with ATI practice. The Lead instructor will record the progress report in designated PN Electronic File with actions to be taken unless otherwise advised by The Program Director/CAO.

- Creation of Pre/Post Lecture Quizzes utilizing either Evolve or The Point test bank generator. When selecting Pre/Post lecture quiz items, please verify that items are not on pre-existing exams. See attached document for guidelines for creating quizzes. This task can be done while students are testing.

Additional Faculty Responsibilities:

- **Grading of PDO essays**: while students are testing, instructors can grade PDO essays (see Program Director). Instructors will utilize the essay rubric attached to the essay to grade.

Any missing item identified in the rubric; instructor is to deduct those points. For example: If student does not identify the 3 topics that will be addressed in their essay in the introduction paragraph (worth 10 points), 10 points must be deducted.

- **Attendance Sheets**: At the end of class, please make sure students sign out on the attendance sheet. Faculty is to bring that attendance sheet to the Program Department office and place in the corresponding cohort bend.
- **Recording Exams/Quiz grades**: When recording student exam and quiz grades on the instructor's copy of the attendance sheet (newly revised), any exam/quiz grade that is below 77.5% (passing score) must be recorded in red ink; passing scores are recorded in black ink.
- **Classrooms:** Instructors are to clean the classroom's white board after each use, make sure students return chairs to the tables and place trash in classroom garbage can. No eating is allowed in the classroom, Faculty and Students are to use the Canteen.
- **Course Exams:** After exams are administered, graded, and reviewed; return exams to the Program Department and place in the corresponding cohort bend. Do Not leave exams in Faculty folder and Do Not return exams to the exam drawer in Administrator's office