

General Information

The RN to BSN program at NEIT allows the Registered Nurse with an earned associate degree or nursing diploma and an active unencumbered license, to continue their education and earn a Bachelor of Science Degree in Nursing (BSN) entirely online. Baccalaureate-prepared nurses advance the profession of nursing, improve the quality of patient care, and contribute to the well-being of the community. Reasons for pursuing the baccalaureate degree vary. Students who decide to pursue a BSN may be ready to assume more professional responsibility, pursue a position that requires a BSN or to prepare for graduate school. Whatever the reason, the RN to BSN program at NEIT is designed to help students reach their professional goals.

Material covered integrates clinical decision-making and healthcare informatics with the role of the registered nurse. Courses include the theory and research-based knowledge in the provision of care to the client, family, and community in a global society with flexibility to adapt to the changing nature of healthcare and healthcare roles. Students also learn how to integrate care across multiple settings, managing the interactions between and among components of the integrated network of healthcare services. Graduates will be prepared for positions in primary care, community health settings, acute care, rehabilitation and long-term care facilities. Upon completion of this program, students may also choose to continue into the NEIT Master of Science in Nursing degree program.

ACCREDITATION STATUS

The baccalaureate nursing program at New England Institute of Technology located in East Greenwich, Rhode Island, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at
<http://www.acenursing.us/accreditedprograms/programSearch.htm>

Program Mission, Philosophy, and Outcomes

Mission Statement

The New England Institute of Technology Nursing programs seek to prepare nurses at the associate, bachelor's, and master's levels to practice holistically in today's complex and highly technological health care system. The mission of the program is to prepare individuals as professionals whose care reflects altruistic, evidence-based, and ethical practice in the nursing profession.

Nursing Program Philosophy

This philosophy, the foundation of our curriculum, represents the faculty's core beliefs regarding human beings, environment, health, nursing, higher education, teaching, and learning.

We believe that every person is a unique being worthy of respect and dignity. In our nursing framework, biological, and social components integrate seamlessly in individuals who use self-care to maintain their health status. We view the environment as the totality of the patient's experience that includes the family, cultural context, society, and the global community. We recognize that the patient's environment is a major influence on the patient's health status.

Health is an individual experience characterized by wholeness where physical, psychological, interpersonal, spiritual, cultural, and social aspects of health are inseparable in the person. An individual's response to stressors may change the ability of the patient to engage in self-care, resulting in deficits in meeting basic needs and requiring the need for nursing care. Individuals are moving toward maturation and actualization of their full potential. Humans have universal self-care requisites and nurses need to be tireless advocates for patients' pursuit of these universal needs within a caring and nonjudgmental environment.

Nursing is a scientific discipline with a distinct body of knowledge. Nursing practice is grounded in nursing science, natural sciences, social sciences, technology and humanities. Nurses engage with clients in an active partnership and seek to understand the client's lived experience of illness. Within this context, nurses provide holistic evidence-based nursing care that respects and supports individual definitions of health. Nurses focus on quality healthcare and advocate for diverse individuals, families, communities, and systems. Nursing practice is grounded in these paradigmatic beliefs which provide the foundation for critical inquiry and knowledge development in nursing.

Every person who wishes to pursue a career in nursing should have the opportunity to do so. By advancing educational access for a diverse population of students, associate degree nursing education has contributed to a diverse nursing workforce to meet the healthcare needs of culturally and ethnically diverse populations. Likewise, every nurse should be encouraged to pursue, and have access to, seamless academic progression beyond the associate degree into baccalaureate, master's, and doctoral programs. The Nursing Department at New England Tech joins with other nursing organizations in Rhode Island and throughout the nation, to advance opportunities for academic progression within nursing. We stand ready to work together to ensure that nurses have the support they need to further their education.

Higher education for nursing practice is grounded in a sound theoretical and empirical knowledge base. The intent of the educational program is to address the needs of diverse learners by encouraging active participation in the learning process. Nursing education seeks to empower students as future nurses while instilling an enthusiasm for lifelong critical inquiry, learning, and professional growth.

The faculty is committed to creating supportive environments that foster adult learning and students have multiple opportunities to develop the core competencies that characterize a well-educated nurse. Students work closely with professors who care about them and provide opportunities for student learning and development as confident lifelong learners. The faculty uses a variety of evidence-based teaching methods that address adult students' learning needs. Learners assume responsibility for their learning and are active participants in the learning process.

RN to BSN End-of-Program Student Learning Outcomes (EPSLOs)

1. Synthesize theoretical and empirical nursing knowledge and related knowledge from the arts, sciences, and technology essential for professional practice.
2. Participate in quality improvement processes to provide high-quality, safe nursing care in a variety of settings.
3. Engage in a systematic process of critical inquiry to make evidence-based practice decisions that improve the nursing care of individuals, families, groups and communities.
4. Use information technology and patient data for ethical, clinical decision-making.
5. Advocate for clients and support their right to safe, compassionate, ethical, and holistic nursing care.
6. Communicate respectfully and work collaboratively with patients, intra-, and inter-professional teams to deliver safe, patient-centered care that improves health outcomes.
7. Provide professional nursing care to individuals and populations that include health promotion and maintenance, illness care, end-of-life care, and rehabilitation.
8. Demonstrate a commitment to professionalism that embraces the core values of excellence, caring, ethical practice, civility, accountability, and life-long learning.
9. Employ current theories and principles of leadership to create a caring health care environment, deliver quality care, and improve health care outcomes.

Curriculum

Sample Part-Time Plan of Study
The RN to BSN program may be completed in two years of part-time study
Course Schedule subject to change

Term I					
Course No.		Course Title	C	L	T
NUR	371	Concepts of Professional Nursing	4	0	4
EN	331	Research Writing in the Social Sciences (COM Core)	4	0	4
			8	0	8

Term II					
Course No.		Course Title	C	L	T
NUR	393	Ethical Issues in Nursing	4	4	6
BIO	376	Pathophysiology: A Clinical Approach for Nurses (MA/SCI Core)	4	4	6
			8	8	12

Term III					
Course No.		Course Title	C	L	T
NUR	379	Health Assessment Across the Lifespan	4	4	6
PS	410	Applied Research Statistics (SS Core)	4	0	4
			8	4	10

Intersession					
Course No.		Course Title	C	L	T
ELECTIVE	300-400 Level Humanities Core		4	0	4
ELECTIVE	300-400 Level Social Sciences, Humanities or 200 Level Foreign Language Core		4	0	4
			8	0	8

Term IV					
Course No.		Course Title	C	L	T
NUR	395	Quality and Safety	4	4	6
EN	422	Writing in the Health Sciences (COM Core)	4	0	4
			8	4	10

Term V					
Course No.		Course Title	C	L	T
NUR	388	Informatics and Healthcare Technology	4	0	4
NUR	399	Nursing Research and Evidence-Based Practice	4	2	5
			8	2	9

Term VI					
Course No.		Course Title	C	L	T
NUR	383	Health Policy, Finance, and Regulation	4	6	7
NUR	422	Principles of Prevention and Population Health	4	4	6
			8	10	13

Term VII					
Course No.		Course Title	C	L	T
NUR	444	Leadership and Management	4	6	7
NUR	492	Capstone Practicum	3	8	7
			7	14	14
Total Quarter Credit Hours = 84 + 2 Credits for active RN license					
Total Program Credits = 86 Quarter Credit Hours					

Legend

C = Number of lecture hours per week

L = Number of laboratory/clinical hours per week

T = Total Quarter Hours where each lecture hour per week is one credit, every 2-4 laboratory hours are one credit depending on the expected amount of pre- or post-lab work.

PLEASE NOTE: All liberal arts core courses are listed in italics.

Please Note: NUR 371 is the required first nursing course and NUR 492 must be the last course taken.

The remaining courses may be taken in any sequence with the following exceptions:

- *EN 331 Research Writing must be taken no later than the second term.*
- *PS 410 Applied Research Statistics is a prerequisite to NUR 399 Nursing Research and Evidence-Based Practice.*
- *BIO 376 Pathophysiology is a prerequisite to NUR 379 Health Assessment Across the Lifespan*

Subject to change.

Liberal Arts Core Electives

All programs must meet certain minimum requirements in both the major and in the liberal arts. Course requirements for each program are listed in each curriculum along with liberal arts selections. Courses listed as “Core Electives” in a curriculum can be chosen by students from one of the several core areas listed below. Each core area provides a variety of courses for student choice. Students must take a minimum of 32 credits in core electives for the associate degree and an additional minimum of 28 credits for the bachelor’s degree. Individual majors have specific requirements and may require more than the minimum number of liberal arts credits or may specify certain courses in a particular core area. All liberal arts core elective courses are 4 credits. Please refer to the curriculum of the major for specific requirements.

Please refer to the curriculum for each program for specific requirements as some curricula require more than the minimum number of liberal arts core courses. Only the associate-level core electives in the list below can be used to satisfy bachelor’s degree core requirements.

Bachelor’s Degree Core Elective Areas¹

To obtain a minimum of 7 courses (28 credits), students may choose from the following course selections:

- 2 courses from the Communications Core**
- 2 courses from the Math/Science Core**
- 1 course from the Humanities Core**
- 1 course from the Social Sciences Core**
- 1 course from either the Humanities Core
OR from the Arts/Foreign Language Core
OR from the Social Sciences Core**

Bachelor’s Degree Courses by Core¹

Communications (Minimum 8 Credits)

EN 322 Argumentative Research Writing
EN 331 Research Writing in the Social Sciences
EN 421 Technical Communications
EN 422 Writing in the Health Sciences

Math/Science (Minimum 8 Credits)

MA 300 Statistics
PHY 300 Physics II/Lab
SCI 304 Development of Western Science
SCI 350 Introduction to Genetics and Evolution

Humanities (Minimum 4 or 8 Credits depending on choice)

HU 320 Multicultural Voices
HU 321 Representations of Gender
HU 350 Literature and Health
HU 441 World Literature

Social Sciences Core Electives (Minimum 4 or 8 Credits depending on choice)

PS 330 Marriage and The Family
PS 410 Applied Research Statistics

1. Subject to Change

Additional courses are available on the NEIT campus.

Name: _____ ID# _____ Date: _____

Degree Progress Checklist

Check off each completed course.

Before T3	NUR 386 (RN License)	_____
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Program Requirements

T1	NUR 371	_____
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T2	NUR 393	_____
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T3	NUR 379	_____
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T4	NUR 395	_____
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T5	NUR 388	_____
	NUR 399	_____

T6	NUR 383	_____
	NUR 422	_____

T7	NUR 444	_____
	NUR 492	_____

Liberal Arts Core Requirements 6 Required Courses

Each course = 4 credits (total of 24 credits)

Communications Core		
#1	EN 331	T1 _____
#2	EN 422	T4 _____

Math/Science Core		
#3	BIO 376	T2 _____

Humanities Core*		
#4	300-400 level HU elective	Inter-session _____

Social Sciences Core		
#5	PS 410*	T3 _____

Humanities, Social Sciences or Arts/Foreign Language** Core		
#6	300-400 level HU or SS elective or 200 level FL elective**	Inter-session _____

**Only foreign language courses are allowed as AR/FL electives.

Subject to change.

Please see your advisor for any questions.

Students are advised to take courses in the order and in the term in which they appear on this checklist. Any deviation may result in an extended time required to complete your degree as well as additional tuition and fees. Please contact your Student Advisor prior to making any changes to the course sequence.

*Please note: NUR 371 is the required first nursing course and NUR 492 must be the last course taken.

The remaining courses may be taken in any sequence with the following exceptions:

- EN 331 must be taken no later than the second term.
- PS 410 is a prerequisite to NUR 399
- BIO 376 is a prerequisite to NUR 379

A maximum of two (2) NUR classes may be taken in any term.

Course Descriptions

NUR 371 Concepts of Professional Nursing

4 Class Hours 4 Quarter Credit Hours

This is the first course in the RN-BSN Program. This course was developed in collaboration among Rhode Island's diploma, associate and baccalaureate programs for the purpose of facilitating academic progression for nurses and introducing the baccalaureate nursing student to the issues and trends fundamental to nursing practice today which include social, political and economic influences. Students will examine and apply the interrelated concepts of the nursing meta-paradigm: person, environment, nurse and health. Topics that will be introduced include nursing history, evidence-based practice, professional nursing roles, socialization into professional practice, theoretical frameworks, health policy, the teaching/learning process, informatics, communication, teaching at the aggregate level and managing/providing quality care. This course also introduces learners to key concepts and strategies to be successful in the online learning community.

NUR 379 Health Assessment Across the Lifespan

4 Class Hours 4 Lab Hours 6 Quarter Credit Hours

Prerequisites: NUR 371, NUR 386, BIO 376

This course presents the background and skills essential for the holistic model of health assessment principles and physical examination techniques related to the biological, psychological, social, and spiritual dimensions of health, including cultural and developmental determinants across the lifespan. The application of selected principles from the physical and social sciences are incorporated throughout the course. Emphasis is placed on assisting students to develop clinical reasoning skills that prepare them to provide nursing care safely and with a commitment to quality.

NUR 383 Health Policy, Finance, and Regulation

4 Class Hours 6 Lab Hours 7 Quarter Credit Hours

Prerequisites: NUR 371, EN 331

The purpose of this course is to provide students with working knowledge of the healthcare system, both in the United States and globally. The focus will be healthcare organization, financing, policy and regulation as well as service delivery from both the private and public perspectives. Critical thinking skills and strategies needed by professional nurses to participate in healthcare planning and health consumer advocacy for improved health outcomes is emphasized.

NUR 386 RN Licensure

2 Quarter Credit Hours

NUR 386 awards 2 credits for nurses who have successfully completed their licensure.

NUR 388 Informatics and Healthcare Technology

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 371, NUR 386, EN 331

This course examines the history of healthcare informatics, current issues, basic informatics concepts and health information management systems. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized. Students will apply informatics concepts to a current clinical practice setting and suggest methods to use technology to improve patient safety and work effectiveness. Students will also learn to identify, gather, process, and manage information/data. Students will use information and technology to communicate, manage knowledge, mitigate error, and support decision-making as a nurse in healthcare today.

NUR 393 Ethical Issues in Nursing

4 Class Hours 4 Lab Hours 6 Quarter Credit Hours

Prerequisites: NUR 371, EN 331

This course offers learners the opportunity to utilize knowledge from nursing theory, arts, sciences, and humanities to increase awareness of ethical and legal issues in practice, and to develop skill in the application of a decision-making process that embraces ethical and legal constructs essential to professional nursing practice and healthcare delivery systems. Emphasis is placed on the role of the Code of Ethics for Nurses and values clarification. Legal aspects of practice are explored. The advocacy role of the professional nurse is applied to improve patient safety and outcomes for diverse populations in a global society.

NUR 395 Quality and Safety

4 Class Hours 4 Lab Hours 6 Quarter Credit Hours

Prerequisites: NUR 371, NUR 386, EN 331

This course focuses on the critical role of the nurse in providing leadership and accountability for patient safety across culturally and ethnically diverse healthcare settings. Students critically review current national guidelines and reports, reflect on their own experiences as recipients and providers of healthcare, and identify areas for improvement in system effectiveness. An examination of the patient's lived experience of loss due to system ineffectiveness provides a powerful context for students' further professional formation as patient advocates committed to coordinating and ensuring ethical, safe, patient-centered care across healthcare settings.

NUR 399 Nursing Research and Evidence-Based Practice

4 Class Hours 2 Lab Hours 5 Quarter Credit Hours

Prerequisites: NUR 371, NUR 386, EN 331, PS 410

Standards of professional nursing practice, the ethics of care, and the moral responsibility to safeguard human subjects are emphasized as students engage in the research process and reflect on the role of research to knowledge development in the discipline. Current research evidence is examined as it informs professional nursing practice with culturally and ethnically diverse populations. Students learn to construct relevant research questions, critically appraise quantitative and qualitative research, and identify evidence to make clinical decisions and guide practice.

NUR 422 Principles of Prevention and Population Health

4 Class Hours 4 Lab Hours 6 Quarter Credit Hours

Prerequisites: NUR 371, NUR 393, NUR 379, NUR 395, NUR 388, NUR 399, EN 331

This course focuses on theories and concepts related to current trends in nursing leadership and management. Students will examine contemporary, professional, and social issues directly influencing nursing in a vulnerable healthcare system that is continually changing. The content in this course emphasizes investigation and analysis of diverse leadership styles, communication strategies, problem-solving skills, dealing with conflict and conflict resolution methods, ethical decision-making in diverse multi-cultural healthcare settings, quality improvements, and the forces that drive change.

NUR 444 Leadership and Management

4 Class Hours 6 Lab Hours 7 Quarter Credit Hours

Prerequisites: NUR 371, NUR 393, NUR 379, NUR 395, NUR 388, NUR 399, EN 331

The focus of this course is on organizational and systems leadership and models, and quality improvement and safety principles essential to promote high quality patient care outcomes. The course focuses on key concepts for transformational nursing leadership in complex healthcare delivery settings including ethical and critical decision-making, initiating and maintaining effective working relationships, using mutually respectful communication and collaboration within intra- and inter-professional teams, coordination of care, delegation, accountability, and conflict resolution strategies.

NUR 492 Capstone Practicum

3 Class Hours 8 Lab Hours 7 Quarter Credit Hours

Prerequisites: NUR 371, NUR 393, NUR 379, NUR 395, NUR 388, NUR 399, NUR 422, NUR 444, EN 331, PS 410. Required Electives.

The capstone practicum provides RN students with the opportunity for informing and shaping current and future practice and leadership in professional nursing. The students' immersion in this experiential practicum is guided by a nurse preceptor in a leadership position. Students collaborate with their preceptor to design a learning experience in a healthcare work environment or community setting that meets their professional interests and learning needs. Activities may focus on transitions and coordination of culturally sensitive care services; collaboration with members of professional healthcare teams; services in community care settings or professional organizations; policy and quality assurance participation; and/or participation in research applications to practice. Within the virtual learning environment, seminar discussions with peers and faculty critically reflect on practicum experiences, integrate and apply previous learning to practicum experiences, and are applied to one's professional development. Transitioning to a professional nursing role is explored through examination of trends in practice; advocacy and health literacy; IOM Recommendations and Quality Safety in Nursing Education (QSEN); Standards of Care and Best Practice issues; and lifelong learning and ongoing socialization as a professional in nursing. **Note:** This course requires a 80-hour practicum experience. Students will keep a journal of their practicum experience and reflect on time spent observing and working with the nurse leader-preceptor, professional meetings attended, and project work in progress and completed.

BIO 376 Pathophysiology: A Clinical Approach for Nurses

4 Class Hours 4 Lab Hours 6 Quarter Credit Hours

This course presents the background and critical thinking skills essential for the holistic model of pathophysiologic principles within a systems framework related to the biological, psychological, social, and spiritual dimensions of health and nursing care, including cultural and developmental determinants across the lifespan. Its emphasis is focused on the mechanisms and concepts of selected pathological disturbances to the human body and the specific pathological conditions that effect the functioning of the system involved as well as its impact on all other body systems. The application of selected principles from the physical and social sciences are incorporated throughout the course. Emphasis is placed on assisting students to develop clinical reasoning skills that prepare them to provide nursing care safely and with a commitment to quality.

Liberal Arts, Math and Science Courses

Community Enrichment (Social Science Core)

CE 301 Community Enrichment

1 Quarter Credit Hour

This online course is offered through the Feinstein Enriching America Program. Weekly assignments include topics such as B Corporations, civic and social responsibility, and Non-Governmental Organizations. A 15-hour community enrichment project is also required. Community engagement six months prior to taking the course may be accepted with proper documentation. Current or prior military service and concurrent clinical experiences are accepted in lieu of the community enrichment project. After successful completion of the course, students are eligible to apply for a Feinstein Scholarship, which is awarded each term.

Chemistry (Math/Science Core)

CHM 300 Chemistry I and Lab

3 Class Hours 2 Lab Hours 4 Quarter Credit Hours

Prerequisites: MA 125

Topics covered include atomic structure, the periodic law, and nature of the chemical bond, chemical reactivity, stoichiometry, and acid base reactions.

Economics (Social Sciences Core)

EC 301 The Global Economy

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 322 or EN 331 or its equivalent

This course is an exploration of the increasingly complex global economy with particular attention to the competing political economies of Europe, the United States, and the Pacific Rim.

EC 321 Healthcare Economics Dilemmas

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 322 or EN 331

This course examines the economic and policy challenges facing the U.S. healthcare system using fundamental principles of economics as a conceptual framework. The influence of government policies and regulations on incentives, behavior, and competition as well as on the values of healthcare quality, cost effectiveness, and availability is the central theme of the course. Students will develop comprehensive policy recommendations for achieving optimal quality, cost effectiveness, and public access to healthcare services and complete a Citizenship Project in which they develop an issue advocacy plan to constructively influence government policy.

English (Communications Core)

EN 322 Argumentative Research Writing

4 Class Hours 4 Quarters Credit Hours

Prerequisite: EN 100

In EN 322, "Argumentative Research Writing," students engage in critical thinking, credible research, and persuasive writing. Beginning with the idea that academic and professional arguments result in a collegial exchange of ideas to pursue knowledge, this course prompts students to examine various viewpoints of a debate. The central goal for students is to produce an argument essay based on meaningful dialogue and thoughtful reflection. Students are introduced to different models of argument, persuasive appeals, logical reasoning, and visual rhetoric. The course breaks the writing process down into a series of comprehensible habits of mind and investigative skills: inquiry, active reading, critical analysis, research, communication, and documentation of sources.

EN 331 Research Writing in the Social Sciences

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

In this advanced research writing course, students will read, research and evaluate social science articles and other materials in order to understand their claims, credibility and conclusions. Students will conduct an extensive literature review on a topic of their choice resulting in an APA-formatted research paper including an abstract and reference section. Utilizing writing workshops, students will write coherent and unified texts, including effective introductions, clear thesis statements, supporting details, transitions, and strong conclusions.

EN 421 Technical Communications

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 322 or EN 331

EN 421 is an advanced writing course designed to help students achieve mastery in presenting complex content. This course encompasses writing for a broad range of technical and general audiences in virtually all media. Students will reinforce their ability to analyze audience, purpose, and content. Additionally, students will learn how to plan and organize content to meet goals, use graphics effectively, and deliver an oral presentation.

EN 422 Writing in the Health Sciences

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 322 or EN 331

EN 422 is an advanced writing course focusing on written communication common in the health science professions. To better prepare students for the challenges of successful professional communication, Writing in the Health Sciences targets the three main audiences of the health provider: other professionals, patients and clients, and the public. For each of these audiences, students will master writing techniques and practices to ensure that their message is being understood and that their professional voices are being heard at all levels of the health care organization.

Humanities (Humanities Core)

HU 311 The Art of Film

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

This course is a survey of films that have significantly contributed to the development of film as an art and as an industry. Topics of discussion include filmmaking techniques and theories of criticism.

HU 315 Cultural Competence in the Workplace

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

Students of all disciplines must be ready to engage in a globally connected world requiring an understanding of cultural norms, differences, and beliefs which effect the workplace. This course will examine the students' understanding of what culture is and what each citizen of a global world will need to provide knowledge, skills, and an attitude inherent in a culturally responsive manner.

HU 320 Multicultural Voices

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

This course will examine literary works that cross the boundaries of national lines and cultures and reflect the experiences that occur in the diverse United States. How do we learn to understand our own and different cultural identities and practices through interactions with others? What role does the experience of immigrants play in how we decide what is American culture? The purpose of this course is for all of us to gain an understanding and appreciation of culture, cultural values, and perspectives by reading various works, in different genres, written by authors of a variety of racial, ethnic, and national backgrounds.

HU 321 Representations of Gender

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

HU 321 is an advanced course that analyzes portrayals of gender in both written and visual text including literature, film, and television to find patterns of meaning that illuminate human nature and society. Additionally, it will explore how gender intersects with other social constructs like race, ethnicity, and sexual orientation.

HU 331 Ethics and Technology

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

This course will explore the basic concepts of ethical theories and ethical values and apply these to technologically based dilemmas through case studies. These dilemmas will be considered in terms of their implications both for individuals, and for professionals involved in creating and maintaining technology, and mechanisms will be developed to guide ethical discussions and decision-making.

HU 341 World Religions

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

In this course, students will examine religious practices surrounding life passages (birth, marriage, death), and the food, clothing, sacred calendars, sacred texts, and ethics of several major world religions.

HU 350 Literature and Health

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100 or its equivalent

Through the study of fiction and poetry, students broaden their understanding of two important perspectives in healthcare – that of patient and caregiver. With the ultimate goal of engendering empathy for both parties, this course requires students to read a variety of literary texts that address the social, cultural, psychological, familial, institutional, and professional dimensions of healthcare. Course requirements include close reading, lively class discussion, short oral presentations, original research, and thoughtful writing.

HU 352 History of Rock and Roll

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

This course will trace the various musical forms and technological advances that have led to the American popular music of today. Particular emphasis will be given to blues and jazz and their influence on early rock and roll. In addition, a substantial portion of the course will be devoted to the technology that has led to today's sophisticated performance and recording techniques. Students will also experience some hands-on musical activities with instruments such as the guitar and keyboard that are vital components of today's music.

HU 432 History of Western Art

4 Class Hours 4 Quarter Credit Hours

This course offers students the opportunity to explore the visual arts throughout Western history. Students will develop knowledge of artists and artistic development and increase their ability to critically appreciate a wide range of art across media, styles, and time periods. The course will emphasize painting, and will additionally examine sculpture, architecture and photography, as time permits.

HU 433 Encountering 20th Century Art

4 Class Hours 4 Quarter Credit Hours

Students will examine art produced in the 20th Century by exploring a variety of factors including: the differences in this art from what had come before; the role of the machine and technology in subject matter, technique and production; the major social movements and political events of the 20th Century and how they

were represented in art; and the major movements in art in this century. Important works by major artists of this period will be studied, so that students can recognize these and similar works, and appreciate their place in popular culture. Students will learn to be comfortable with art and be able to “read” art for their own enjoyment. They will come to appreciate the notion that art, in the final analysis, is a creative expression of their world, their lives, what they see and feel and experience every day.

HU 441 World Literature

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

As a result of globalization, we are interacting more often with people from other cultures. This course uses fiction, poetry, and drama from around the world to learn about other cultures.

Japanese (Arts/Foreign Language Core)

JP 201 Introduction to Japanese

4 Class Hours 4 Quarter Credit Hours

Students will be introduced to the basics of Japanese, (speaking, listening, reading, and writing) with an emphasis on comprehension and speaking. Vocabulary used in everyday communication in the workplace, school, and common social situations will be covered. Contemporary Japanese society will be addressed in class discussions and video presentations including, but not limited to art, education, film (in particular animé), food, literature, music, sports, and technology. Japanese technological invention and know-how, as well as the unique challenges of doing business with the Japanese will be studied. Japanese guest speakers will be invited to share their expertise and experiences.

Mathematics (Math/Science Core)

MA 300 Statistics

4 Class Hours 4 Quarter Credit Hours

Prerequisite: MA 125 or MA 200

This introductory course stresses the use of statistics as a management tool for decision-making. The focus is on descriptive statistics, communicating statistical data, concepts of probability distribution, estimation, and hypothesis testing.

MA 310 Calculus I

4 Class Hours 4 Quarter Credit Hours

Prerequisite: MA 210

Limits will be introduced, and the derivatives and integrals of algebraic functions will be studied at length. Applications include rectilinear motion, curve sketching, maxima and minima problems, related rates, and area under a curve.

MA 315 Math for Game Developers

4 Class Hours 4 Quarter Credit Hours

Prerequisite: MA 310

Students will study the essential math necessary to become a successful game developer. Topics include vectors, matrices, transformations, collision detection, random numbers, rendering techniques and optimizations.

MA 320 Calculus II

4 Class Hours 4 Quarter Credit Hours

Prerequisite: MA 310

This continuation of Calculus I begins with derivatives of transcendental functions and proceeds with their integration. Additional topics include integration by parts, partial fractions, and numerical methods. Applications of the integral to area, volume, motion, and work will be stressed.

Physics Courses (Math/Science Core)

PHY 300 Physics II & Lab

3 Class Hours 2 Lab Hours 4 Quarter Credit Hours

Prerequisites: MA 125 and PHY 200 (or PHY 126)

This is an algebraic approach to a second course in physics. The topics include centripetal force, temperature, heat energy, mechanical waves, sound, electrostatics, and basic circuit elements. The laboratory component is designed to give students the opportunity to have hands-on experience with the fundamental concepts of physics studied in the theory portion of the course. Laboratory experiments will be performed to reinforce these concepts.

Psychology (Social Science Core)

PS 330 Marriage and the Family

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100 or its equivalent

This course is a review of psychological concepts relevant to understanding marital and family functioning. Topics will include mate selection, marital communication, intimacy, conflict resolution, transitioning to parenthood, managing crises, family violence, divorce, and balancing work, leisure and family.

PS 350 Forensic Psychology

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

This course addresses the psychological issues of human behavior that surround law enforcement and the legal system. It supplements information provided by physical evidence forensics courses and offers hands-on practice by utilizing psychological techniques implemented in the field. It familiarizes students with new technologies and available databases used in investigations. The course goes beyond criminal profiling popular in today's media and explores the findings of psychological research behind such issues as eyewitness identification (memory retrieval) and interviewing (conformity and obedience). Forensic Psychology also covers newer areas of concern such as psychological assistance in all career aspects of policing from personnel selection to dealing with the demands of the job.

PS 410 Applied Research Statistics

4 Class Hours 4 Quarter Credit Hours

PS 410 is an intermediate-level course designed to develop in students an expertise in identifying statistical approaches to research problems. Students will examine statistics and the rationale behind them. They will comprehend and interpret statistical results as they apply to their programs. Students will master the APA style of writing by dissecting the results and discussion sections of journal articles in their programs and by writing those sections using statistics learned in the course.

Science (Math/Science Core)

SCI 300 Public Health by Numbers

4 Class Hours 4 Quarter Credit Hours

In this course, students will use multiple data sources to quantify public health problems and learn about the concepts, topics and institutions that shape the health system. In this journey students will explore topics such as environmental health, the determinants of health, preparedness, national and international health systems and institutions, and will interpret the magnitude of population health issues based on data.

SCI 304 Development of Western Science

4 Class Hours 4 Quarter Credit Hours

This course centers on the interaction of science, scientists, technology and society over the past five hundred years, primarily focusing on the development of Western science. The scientific method will be examined utilizing selected case studies. Underlying principles and methodologies of science will be

illustrated by comparing and contrasting both the successes and failures of science. Factors affecting the acceptance and use of science and related technologies will be examined.

SCI 307 Understanding Science Through Photography

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 322 or EN 331

This course integrates photography and science. Students will demonstrate their understanding of science concepts through photography and written artifacts. A key to understanding concepts in science is the ability to recognize their applications in everyday use. Problem solving and evaluating discussion board postings are also part of this course. Science concepts such as motion and forces are combined with physical elements of photography such as shutter speed, focal length, and aperture. Students will design and complete a capstone project that focuses on their area of study as it relates to science. Students are expected to have basic knowledge of digital images and have the ability to upload photos. Cameras are not provided by NEIT.

SCI 320 Understanding Flight

4 Class Hours 4 Quarter Credit Hours

This course explores a variety of real-world examples of objects moving through the air. While not an applied math course, the concepts that help understand the flight of objects are explored. Freefall, gliding, ballistics, and powered flight will be explained and studied. Both the historical development of manned flight as well as examples of flight in nature as exemplified by both birds and seeds will be investigated.

SCI 330 Our History and Future in Space

4 Class Hours 4 Quarter Credit Hours

A course investigating the history, current programs, and future of space exploration. Topics will focus on our solar system, the current search for water on Mars, and evidence of life on other planets and moons. Current events related to space exploration and Near-Earth Objects will be incorporated whenever possible. Weekly writing assignments pertaining to weekly reading assignments will be required.

SCI 350 Introduction to Genetics and Evolution

4 Class Hours 4 Quarter Credit Hours

No prior coursework in the subject is assumed. This course begins by looking at cells and what they are. Concepts such as mitosis and meiosis will be explored. What a gene is, how it functions, and how it may be mutated will be covered. The basic principles of genetics, including patterns of inheritance (Mendelian genetics) will be studied. Additional topics include the genetic basis of genotype and phenotype, natural selection, evolution, and speciation. Students will explore recombinant DNA and genetic engineering (genetically modified foods and livestock) and the future of genetics.

Sociology (Social Sciences Core)

SO 461 Language and Society

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

This course provides students with knowledge about the role that language plays in our cognitive and social development in order to give us greater power over our interactions with others at home, at work, and elsewhere. Topics covered include how we speak and why; is language biological or cultural; do men and women speak differently; and what is the connection between language and thought.

Spanish (Arts/Foreign Language Core)

SP 201 Introduction to Spanish

4 Class Hours 4 Quarter Credit Hours

This course will introduce students to the Spanish language with an emphasis on the use of Spanish in the workplace. Students will learn to communicate with customers and other employees in Spanish with a focus

on basic vocabulary words used in everyday interactions at the workplace. While each class will emphasize conversational skills, the course will also cover some key principles of Spanish grammar and provide some exposure to a variety of cultural traditions in Spanish-speaking countries. The course is designed for students with no prior knowledge of Spanish. **Students who speak Spanish fluently or who grew up in a home where Spanish was the primary language spoken will not be eligible to take the course.**

SP 203 Spanish for Healthcare Workers

4 Class Hours 4 Quarter Credit Hours

This course will introduce students to the Spanish language with an emphasis on the use of Spanish in the workplace. Students will learn to communicate with Spanish speaking patient and family and other employees in Spanish with a focus on basic vocabulary words used in everyday interactions at the workplace. While each class will emphasize conversational skills, the course will also cover some key principles of Spanish grammar and provide some exposure to a variety of cultural traditions in Spanish-speaking countries. **The course is designed for students with no prior knowledge of Spanish.**

Social Sciences (Social Sciences Core)

SS 303 Communication in the Global Workplace

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

Core Fulfillment: Both Communications Core and Social Sciences Core

This course is designed to acquaint students with intercultural communication issues that arise in the workplace, culminating in a final project: making a business/occupational presentation to an audience from another culture.

SS 304 Digital Media & The Law

4 Class Hours 4 Quarter Credit Hours

In this course, students will examine how the existing legal structure within digital and social media operates and understand how the global shift to digital media has profoundly affected the production and control of information from a global and domestic perspective. The course is designed to introduce students to legal issues that are most relevant to careers in digital media and to individuals using digital and social media for personal interests. These topics include information access and protection, intellectual property, defamation, invasion of privacy, commercial speech, jurisdiction, internet regulations, and, of course, freedom of expression.

SS 330 Contemporary Social Issues

4 Class Hours 4 Quarter Credit Hours

This course will examine contemporary social issues from multiple perspectives. Attempts to see the ethics, the arguments and the policy outcomes involved in problems such as drug abuse, crime, poverty and the global environment.

SS 350 Everything is a Negotiation

4 Class Hours 4 Quarter Credit Hours

Prerequisite: EN 100

Program Restriction: This course not open to students in the Business Management program.

This course is intended to help students develop the skills they need to successfully negotiate their way through their work situations. Students will practice both face-to-face negotiations and negotiations carried on electronically.

Questions & Answers

1. When do my classes meet?

Because the RN to BSN program is online, there are no times when students are required to meet in a traditional on-campus classroom. Faculty may schedule (at their discretion) online discussions or other activities through the online learning software that may require you to attend class at a specific time. These sessions may be recorded for students to access at a later time. However, most online work is expected to be completed based on the student's schedule within the context of the course requirements.

2. Must I take other classes in addition to the Nursing courses?

Yes. In addition to your nursing courses, to qualify for your bachelor degree, you will take a total of seven liberal arts courses over the course of your RN to BSN program of study.

3. How large will my classes be?

The average size for a class is about 20 students; however, larger and smaller classes occur from time to time.

4. How is taking an online course different from an on-campus course?

Online courses offer you flexibility in the scheduling of your class and study time. However, online courses also require self-discipline and self-motivation to do the work that is expected of the course. Since there will be no "lecture" time and no class time to attend, you will need to dedicate an appropriate amount of time to review the course content on the Canvas learning management system, complete the readings, participate in the online discussion forums, and complete other assignments.

Instead of meeting at a fixed time and location, your online course will run on a weekly schedule starting on a Monday and ending on a Sunday evening. Generally, there are no set meeting times during which the entire class meets. Despite this flexibility, you are required to login to your course regularly as described in the course syllabus. Additionally, there may be some assignments when specific due dates must be met.

5. Do online courses take more time than on-campus courses?

No. Online courses require the same amount of work as an on-campus course. However, the time you spend in an online course will be different than in an on-campus course. For example, more time may be spent on reading and completing the assignments and responding to electronic posts from both the instructor and other students and less time will be spent on driving to and from campus and no time will be spent in class.

6. What are the entry requirements for the program?

A candidate for admission to the RN to BSN degree program must submit the following:

1. A completed NEIT application.
2. Previous official college transcripts verifying graduation with a nursing degree or diploma from an accredited college of nursing with a minimum 2.7 cumulative grade point average (GPA) and completion of the following prerequisite courses (or equivalent) with a C+ (77%) or better:
 - BIO 107 Comprehensive Anatomy & Physiology I with Lab
 - BIO 127 Comprehensive Anatomy & Physiology II with Lab
 - BIO 122 Microbiology
 - PS 140 Life Span Development
 - SO 203 Social Problems
 - Two Humanities Electives
 - EN 100 Introduction to College Writing

3. Applicants must be academically qualified to sit for the NCLEX-RN but may take up to two terms of general education and NUR 300 level courses while they are preparing for the NCLEX-RN licensing exam.

4. Proof of a valid, unencumbered RN license from any state in the United States or U.S. territory must be submitted prior to student's third term of enrollment.

7. How long should it take me to complete my program?

The RN-BSN program is a part-time program. Students may take up to two nursing courses per term, or three courses with prior approval.

8. Is New England Tech accredited?

Yes. New England Tech is institutionally accredited by the New England Commission of Higher Education. Accreditation by NECHE is recognized by the federal government and entitles New England Tech to participate in federal financial aid programs.

9. Is the NEIT Nursing Program Accredited?

The RN to Bachelor of Science Degree in Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, Telephone: (404) 975-5000, FAX: (404) 975-5020.

10. Is the program entirely online?

All of the RN to BSN courses are offered entirely online. The final course is the Capstone Practicum that includes an 80-hour practicum experience in the student's specialty area. Students are encouraged to complete the Capstone Practicum in their own community or organization.

11. What does the Capstone Practicum involve?

The objective of the practicum is to collaborate with, and learn from, a nursing leader and expert in a selected leadership or clinical specialty area. The student and preceptor enter into a contractual agreement that further defines the objectives of the practicum preceptorship-based on the students' learning needs and professional goals.

12. Can I complete the Capstone Practicum at my current workplace?

Yes, the Capstone Practicum may be completed in the student's own workplace. The student will need to identify a Registered Nurse (RN) who will voluntarily assume the role of mentor, teacher, and role model for the RN to BSN student. The preceptor must have at least two years of experience, one of which must be in the area of practicum specialty and have a minimum of a baccalaureate degree in nursing. Additional guidelines and individualized support are provided to all matriculated students.

13. When should I begin looking for a preceptor for NUR 492 Capstone Practicum course?

It is never too early to begin thinking about potential nurse preceptors! It is highly recommended that students begin identifying and speaking with potential preceptors early in the program of study but no later than when they are two terms away from enrolling in NUR 492 Capstone Practicum.

14. When should I begin obtaining and submitting documentation for my Practicum Capstone?

It is important that you start obtaining compliance documents at least two full terms before you plan to take NUR 492. All documents must be submitted one full term before you register for NUR 492. For example, if you plan to take NUR 492, you should begin obtaining compliance documents in the prior term (three terms before you plan to take NUR 492). You must then have all of the compliance requirements completed by the start of your capstone (one full term before you begin NUR 492). All capstone documents are located in the RN to BSN Student Nurse Guidelines on the students.neit.edu.

15. What documentation is required for my NUR 492 Practicum Capstone?

The following compliance documents must be on file in the Department of Nursing one full term before registering for NUR 492 (the Academic Fieldwork Coordinator is available to answer questions and assist students as needed):

- Current American Heart Association CPR certification for Healthcare providers at the infant, child, and adult levels.
- Practicum Capstone Contract
- Preceptor's current Resume or Curriculum Vitae, Qualification Form, and two professional References
- Certain practicum sites may have additional requirements. Students are responsible to consult with their preceptor to see if there are any other requirements.

16. Can I transfer the credits that I earn at New England Tech to another college?

The transferability of course credit is always up to the institution to which the student is transferring. Students interested in the transferability of their credits should contact the Office of Teaching and Learning for further information.

17. Do I need to maintain a certain grade point average?

Yes, students need to maintain a 2.7 cumulative grade point average (GPA) to remain in good standing. A minimum grade of B- (80%) is required for Nursing (NUR) and Biology (BIO) courses and a minimum grade of C+ (77%) is required for all other courses taken to complete the RN to BSN Program. Students may repeat a nursing course only once. A student will be dismissed from the program if any two courses (NUR or BIO) are not passed with a B- (80%) or better.

18. Can I transfer credits earned at another college to New England Tech?

Transfer credit for appropriate baccalaureate level courses taken at an accredited institution will be considered upon receipt of an official transcript for any program, biology, science, and mathematics courses in which the student has earned a "C+" (77%) or above within the past three years and for English or humanities courses in which the student has earned a "C+" or above within the last ten years. An official transcript from the other institution must be received at a minimum of one week prior to the start of the course for which transfer credit is being requested.

19. Is there a residency requirement?

Yes. To be eligible for graduation from New England Tech with the RN to BSN degree, students must complete the last 34 credit hours as a matriculated student in the RN to BSN program at New England Tech.

20. Will advisors be available to me?

Yes. Students in the RN to BSN program will be assigned a Student Advisor from the Office of Student Support Services. The institution has developed a two-tiered approach to student advising: a Student Advisor assigned from the Office of Student Support Services and a faculty advisor.

The New England Tech Student Advisor provides guidance, encouragement and support to students and is the primary point of contact for all student concerns and information about New England Tech policies and procedures. From the individual student's perspective, the New England Tech Student Advisor is the student's college-wide advisor on all matters related to success at New England Tech. Student Advisors assist students who are experiencing difficulties with their course work or who encounter problems that interfere with the successful completion of their program. Student Advisors monitor students' attendance and academic progress and contact students as needed. The Student Advisor's outreach to the students includes weekly emails to students and, as needed, individual phone calls to the students. Students may meet with their Student Advisor for a degree audit and for assistance with course selection and registration. Students with disabilities who wish to request accommodations must self-identify, communicate their needs to their Student Advisor and provide current and comprehensive documentation concerning the nature and extent of their disability.

The RN to BSN program identifies a department faculty advisor to council students on academic matters. These faculty advisors are assigned by the department chair and provide students with direction in course curriculum including the selection of appropriate elective courses as well as other appropriate academic program advice.

21. How many credits do I need to acquire my Financial Aid?

Full time students receive the maximum amount of financial aid for which they are eligible. Full-time status for the purpose of federal financial aid programs is 12 or more per term. Students having an academic credit load of less than 12 credits are also eligible for financial aid, but their aid awards may be pro-rated based on their credit load. Students must have a credit load of at least 6 credits per academic term to be eligible for any type of financial aid. Pro-ration and eligibility vary based on the aid program. The Financial Aid Department at New England Tech can answer any questions you may have about your credit load and its effect on your financial aid funding.

22. What does my program cost?

The cost of your program will be as outlined in your enrollment agreement, along with your cost for books and other course materials. (See current Tuition and Fees for the RN to BSN program)

23. What kind of employment assistance does New England Tech offer?

The Office of Career Services assists New England Tech students and graduates at the East Greenwich, RI campus and online in resume writing, interviewing skills, and the development of a job search strategy. Upon completion of their program, students may submit a resume to be circulated to employers for employment opportunities that, for the most part, may exist in Rhode Island, Massachusetts and Connecticut. Employers regularly contact the Office of Career Services about our graduates. In addition, our Office of Career Services contacts employers to develop job leads. A strong relationship with employers exists as a result of New England Tech’s training students to meet the needs of industry for over fifty years. No school can, and New England Tech does not, guarantee to its graduates employment or a specific starting salary.

24. Where will job opportunities exist?

Employment opportunities are available nationally. Graduates have obtained employment in many different healthcare settings.

25. What are the hardware and software requirements for the program?

	Recommended Minimum
Operating System:	Windows 10 or Macintosh OS X (10.14)
Processor:	2+ GHz
Memory:	4GB
Plug-ins:	Adobe PDF Reader, Flash Adobe PDF Reader, Flash and others as required by specific courses
Players:	QuickTime, Java Player, Java
Browser:	Chrome, IE, Safari, Edge, Firefox (all latest versions)
Display:	1024x768
Software:	Office 365 (2016)
Internet Connection:	FiOS/DSL/CABLE DSL/CABLE
Email Account:	New England Tech student email account
Sound Card:	Required
Other (some programs):	<ul style="list-style-type: none"> • A webcam (the one built into your laptop or iPad should be fine) • A microphone (built into the computer or headset is handy). • A digital camera (the one on a smart phone is fine).

Online students must be capable of installing and maintaining their own computer's hardware and software. New England Tech does not assist students with the setup of their computers.

Information about obtaining the software (if any) will be made available to you at the start of each course.

Note: Tablets and smartphones can be convenient for reading course materials and email but will not be sufficient for doing all of your course work.

26. Do I need special computer skills in order to take an online course?

You will need basic familiarity with your computer, for example: emailing, using the Web, and downloading and attaching documents. No special equipment is required – just a modern Windows or Mac computer, an office suite such as Microsoft Office, and a broadband internet connection.

New England Tech online courses are designed to help acclimate you to the technology and build your skills and your confidence as you go. We provide 24x7 support via phone, email or chat to help you with computer or online system issues. Tablet computers can be useful for doing course readings, watching course videos, and catching up on course discussions. But a tablet will not be sufficient for doing all your course work – be sure you have regular access to a laptop or desktop computer.

27. How can I get help for my coursework when I need it?

There are several ways that you can get the help you need with your coursework. First, your instructor will be available to you through email, chat and the phone; second, your Student Advisor is also available through email, chat and the phone; and finally, the Academic Skills Center will be available via email and the phone. PLEASE NOTE: It is important for both your personal and professional growth that you do all the work yourself. New England Tech has a strict Academic Honesty Policy that is part of every course syllabus.

28. How do I get help from other university departments?

At the beginning of each term, you will receive a list of contact information for every university service. The list includes where you can find each service such as the university catalog and URL, the name and contact information for the individual responsible for each service such as the telephone number and email address and the hours when each service is available. Examples of services include the Academic Skills Center, the Bookstore, the Career Services Office, the Financial Aid, Registrar's Office, Student Advisors from the Office of Student Support Services, Library, Student Accounts, Office of Teaching and Learning and the Response Desk.

29. How much time should I expect to dedicate to an online course?

New England Tech's policy regarding the amount of work expected of a student is similar to all other colleges and universities. The number of credit hours assigned to coursework is related to the academic time a student is expected to spend in direct faculty instruction and out-of-class work, and reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately ten weeks for one hour of credit; or at least an equivalent amount of work for other academic activities as established by New England Tech including laboratory work, internships, practica, studio work, and other academic work, such as study and exam preparation time, leading to the award of credit hours.

30. Where do I go for help with technical issues?

The Response Desk is available through email and the phone. Please realize the Response Desk can only help you with access to your online account. The Response Desk cannot help you with any software or hardware issues with your personal computer. Refer to the Office Hours document that is available in each of your Canvas courses for specific contact information as well as hours of operation.

31. How do I buy textbooks?

Students may purchase their textbooks either through the Bookstore or through online merchants. Your instructor will provide the course syllabus to you prior to the start of class to allow you time to purchase the

textbooks. Textbook information for all courses is available through the Bookstore prior to the start of each academic term. Please review the contact information for the Bookstore in the Office Hours document.

32. Are there attendance and participation requirements?

Yes. Each week you will be required to participate in various activities such as discussion boards or other assignments for each course. All course activities will be counted towards your attendance and participation grade.

33. How will I submit my course assignments and take exams?

You will receive information from your instructor about how to submit your assignments through the Canvas learning management system. You may be asked to take online or web-based quizzes and exams, submit papers online, engage in group work, or prepare a portfolio of your work online. Your instructor will notify you in advance of his or her testing requirements. In some cases, your instructor may require that you take a proctored exam. If a proctored exam is required, you will be required to submit a proctor form to your instructor prior to gaining access to the exam.

34. Will I have an instructor?

Yes. Instructors are essential to online learning at New England Institute of Technology. All instructors are trained to teach online or have experience teaching online. They lead the courses and function as facilitators, coaches and tutors. In the online setting, instructors devote as much time to communicating with the class as they do in the traditional classroom. They log in regularly to respond to questions, direct discussion and evaluate assignments. Instructors for all NUR courses have a minimum of an MSN degree.

35. Will I interact with other students?

Yes. You will interact with other students in all your online courses. Through online discussions, email and other group activities, you can develop an electronic peer network and participate in discussion forums and online study groups. Although you may never see each other face-to-face, you will establish a group of colleagues.

36. Are there any additional costs/activities associated with this program?

All students must have a complete physical examination and required immunizations completed prior to NUR 492 Capstone Practicum course. Mumps, Measles, Rubella, Hepatitis B, Varicella immunization or titres, and tetanus immunizations are required. A TB test is required each year. Personal negligence and malpractice insurance is also required. For instructions on how to obtain the Student Liability Insurance, refer to the RN to BSN course in Canvas. Uniforms, equipment, laboratory fees and textbooks will also need to be purchased.

37. Do I need to have a Criminal Background check?

All RN to BSN students are required to have a criminal background check from the state in which they hold their license prior to the NUR 492 Capstone Practicum course. Students are required to use CastleBranch for the criminal background check, and not the Attorney General's Office.

Professional Standards for the Student Nursing Program

Students enrolled in the NEIT's Nursing program will be held to the American Nurses' Association's "Standards of Professional Performance" and "Code for Nurses," and the Nursing Program's Essential Abilities (outlined below). Failure to uphold these standards may result in dismissal from any nursing program.

ANA Standards of Professional Performance

- A nurse must be able to communicate clearly and effectively in English with clients, teachers and all members of the health care team.
- The nurse systematically evaluates the quality and effectiveness of nursing practice.
- The nurse evaluates his or her own nursing practice in relation to professional practice standards and relevant statutes and regulations.
- The nurse acquires and maintains current knowledge in nursing practice.
- The nurse contributes to the professional development of peers, colleagues, and others.
- The nurse's decisions and actions on behalf of clients are determined in an ethical manner.
- The nurse collaborates with the clients, significant others, and health care providers.
- The nurse uses research findings in practice.
- The nurse considers factors related to safety, effectiveness, and cost in planning and delivering client care.

ANA Code for Nurses

- Each person, upon entering the nursing profession, inherits a measure of the responsibility and trust associated with the profession, along with the corresponding obligation to adhere to the standards of ethical practice and conduct it has set. Nursing students are expected to show responsibility in their behavior, to deal with faculty, peers, patients, and clinical staff in a direct and honest manner, and to be professional in their conduct. Students who violate accepted standards for professional nursing may be discharged from the program.
- The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
- The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Essential Abilities

NEIT Nursing faculty has specified essential abilities (professional standards) critical to the success of students enrolled in any NEIT nursing program. Qualified applicants are expected to meet all admission criteria, and matriculating students are expected to meet all progression criteria, as well as these essential abilities (professional standards) with or without reasonable accommodations.

- **Essential judgment skills to include** ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving and coming to appropriate conclusions and/or courses of action.
- **Essential neurological functions to include** ability to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological functions include, but are not limited to, observing, listening, understanding relationships, writing, and employing psychomotor abilities.
- **Essential communication skills to include** ability to communicate effectively with fellow students, faculty, patients, and all members of the health care team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.
- **Essential emotional coping skills to include** ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.
- **Essential intellectual and conceptual skills to include** ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing.
- **Other essential behavioral attributes to include** ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair behavior or judgment. The student must demonstrate responsibility and accountability for actions as a student in the Nursing program and as a developing professional nurse.

Technical Standards

These technical standards set forth by the Nursing Department establish the essential qualifications considered necessary for students admitted to the program. The successful student must possess the following skills and abilities or be able to demonstrate they can complete the requirements of the program with or without reasonable accommodation, using some other combination of skills and abilities.

Cognitive Ability

- Good reasoning and critical thinking skills.
- Ability to learn, remember and recall detailed information and to use it for problem solving.
- Ability to deal with materials and problems such as organizing or reorganizing information.
- Ability to use abstractions in specific concrete situations.
- Ability to separate complex information into its component parts.
- Ability to perform tasks by observing demonstrations.
- Ability to perform tasks by following written instructions.
- Ability to perform tasks following verbal instructions.
- Possession of basic keyboarding skills and knowledge of computer programs.

Communications Skills

- Ability to speak in understandable English in a classroom situation on a one-on-one basis as well as before a group.
- Ability to communicate effectively with faculty and other students.
- Ability to demonstrate and use the knowledge acquired during the classroom training process.
- Ability to verbally express technical concepts clearly and distinctly.
- Ability to express thoughts clearly.

Adaptive Ability

- Ability to remain calm in the face of computer lab equipment and/or software failure.
- Ability to maintain emotional stability and the maturity necessary to interact with members of the faculty and students in a responsible manner.
- Ability to tolerate the differences in all students, faculty, and administration.
- Ability to follow instructions and complete tasks under stressful and demanding conditions.
- Ability to adapt in a positive manner to new and changing situations with an open mind and flexibility.
- Ability to think clearly and act quickly and appropriately in stressful situations.

Physical Ability

- Ability to sit continuously at a personal computer for long periods of time in order to learn and become proficient in computer programming and networking.
- Ability to perform learned skills independently, with accuracy and completeness within reasonable time frames in accordance with classroom and business procedures.

Manual Ability

- Sufficient motor function and sensory abilities to participate effectively in the classroom laboratory.
- Sufficient manual dexterity and motor coordination to coordinate hands, eyes and fingers in the operation of computers and business equipment.

Sensory Ability

Visual

- Acute enough to see clearly and interpret the contents on the computer screen.