COLLABORATIVE AGREEMENT

BETWEEN

QUINSIGAMOND COMMUNITY COLLEGE

AND

ELMS COLLEGE

FOR

Bachelor’s Degree Completion Programs

MEMORANDUM OF UNDERSTANDING

SEPTEMBER 12, 2014
1.0 Background and Objectives
Elms College proposes offering on-site Bachelor's Degree Completion programming at Quinsigamond Community College (QCC), Worcester, MA for current students, staff and alumni of QCC who have earned an Associate's Degree. The intent of the Elms College Bachelor's Degree Completion Program is to expand the learning opportunities available to students and alumni of QCC. QCC and Elms College will collaborate strategically to provide quality education in and outside the classroom to support the success of students covered by the QCC & Elms College Collaborative Agreement. Through this agreement, students will build on their education at QCC and earn a bachelor's degree from Elms College on one or more of the QCC campuses.

This Memorandum of Understanding (MOU) formally recognizes that, through the Bachelor's Degree Completion Program, QCC and Elms College are actively committed to providing greater educational opportunities and services for students transferring from QCC to the Elms. Through this MOU, QCC and Elms hereby enter into an educational agreement designed to provide participating students the opportunity to complete a Bachelor's degree. QCC and Elms College enter into this MOU in the spirit of cooperation and mutually recognize each other as quality institutions of higher learning. Each institution is dedicated to serving students from all walks of life in accordance with each College's respective affirmative action plan.

Elms College proposes two programs to begin in August 2014: a Bachelor of Arts (B.A.) degree with a major in Healthcare Management and a Bachelor of Science (B.S.) degree with a major in nursing.

Planning for bachelor's programs onsite at Quinsigamond Community College began in summer 2012 between Sr. Mary Reap, President of Elms College and, Dr. Gail Carberry, President of Quinsigamond Community College and Dr. Walter Breau, Vice President of Academic Affairs at Elms College and Dr. Patricia Toney, Vice President of Academic Affairs at QCC.

On February 10, 2014 QCC hosted a formal meeting at the QCC main campus for academic administrators, faculty and staff from Elms College. Discussion topics included degree-completion programs, financial aid, cost of attendance, and logistics of program delivery. Representatives at the meeting included the following:

**QCC attendees**
1. Pat Toney—Vice President of Academic Affairs
2. Dr. Nancy Schoenfeld—Assistant Vice President of Academic Affairs
3. Dr. Jim Brown—Dean of Public Service & Social Sciences
4. Kathy Rentsch—Dean of Business, Engineering, and Technology
5. Dr. Leslie Horton—Dean of Math and Science
6. Dr. Chip Ates—Dean of Humanities & Education
7. Pat Schmohl—Dean of Distance Education/Professional Development
8. Dr. Jane E June—Dean of Health Care
9. Dan de la Torre—Coordinator of Transfer/Articulation
Elms College attendees
1. Dr. Walter Breau—Vice President of Academic Affairs
2. Dr. Betty Hukowicz—Associate Academic Dean of Graduate Studies and Continuing Education
3. Jae Bergman—Associate Director of Transfer Admissions
4. Dr. Kathleen Scoble—Dean of the School of Nursing
5. Dr. Mary Janeczek—Chair, Division of Education
6. Atty. Katherine Currier—Interim Director of the Criminal Justice Program
7. Dr. David Kimball—Chair, Division of Business
8. Dr. Goose Gosselin—Chair, Division of Natural Sciences, Mathematics and Technology
9. Dr. John Gould—Assistant Professor of Communication Sciences and Disorders
10. Wanda Banks—Assistant Director of Off-Campus Programs in Graduate Studies and CE
11. Dana Malone—Associate Director of Graduate Studies and Continuing Education

The Division of Graduate Studies and Continuing Education at Elms College continues to conduct planning meetings in anticipation of the fall 2014 launch of the RN to BS and Healthcare Management degree completion programs at QCC. Additionally, there are ongoing informational meetings with Elms College staff who will assume roles in this initiative including Financial Aid, Registrar, Student Accounts, Institutional Marketing, and Information Services

2.0 Terms of Agreement
Assumptions of bachelor’s degree completion programs:

- 120 total credits are needed for the bachelor’s degree with a minimum of 42 Elms College credits to satisfy the Elms College residency requirement.
- QCC students can transfer a maximum of 78 credits.
- All Elms College core and program requirements must be met.
- Program models are based on students having 60+ credits from their associate’s degrees.
- Students in the Healthcare Management (HCM) Degree Completion Program complete 66 credits. (See Appendix I). 100% of the classes for the HCM Degree Completion Program will be offered online. A computer classroom on the QCC campus staffed by Elms staff and/or faculty on Saturdays will be available to students in the Healthcare Management program.
- Students in the RN-BS Degree Completion Program who complete the entire Elms curriculum earn 52-54 Elms credits. (See Appendix II). Students who transfer equivalent coursework from QCC to the RN-BS program complete a minimum of 42 Elms credits. (See Appendices III and IV).
- Half the classes for the RN-BS Degree Completion Program will be offered face-to-face from 2:00-6:00 p.m. on Wednesdays while half will be offered online.
- Classes will be offered in a flexible cohort model with two cohorts beginning August 2014—one in Healthcare Management and one in Nursing.
- Cohort sizes will be set at a maximum of 25 students per program.
- Students in the Healthcare Management Degree Completion Program complete an 11-session, 22 month program. Students in the RN-BS Degree Completion Program
complete a 9-session, 20 month program. There are no classes during Session Six, July 8-August 19, 2015.

- Each session is approximately eight weeks in length.

**Transfer Requirements**

Students who earned an Associate’s degree and meet Elms College core and program requirements for the selected program satisfy the first two years of coursework required for Elms College bachelor’s degree completion programs and are recognized as having achieved junior status.

In order to complete the bachelor’s degree completion programs in the time frame outlined, students will be advised to follow the prescribed program sequence for the academic program they plan to pursue through Elms College. It is strongly recommended that students complete program prerequisites prior to beginning the Elms College programs on-site at QCC. Occasionally a student may complete a program prerequisite simultaneously with Elms coursework with the permission of the Academic Coordinator. Students who have taken coursework equivalent to required Elms College coursework in either program waive the course but must make up the Elms College credits to meet the Elms College 42 credit residency requirement.

QCC graduates enrolling at Elms College through the bachelor’s degree completion programs will follow the standard Elms College application process for admission through the Division of Graduate Studies and Continuing Education (GSCE). Applicants must meet all applicable requirements and deadlines pertaining to application for admission, orientation, registration, and payment of tuition and fees. Applicants will abide by Elms College’s policies and procedures, along with any revisions thereof that apply to all students in the programs. Elms College’s Academic Coordinators in Nursing and HCM in collaboration with the Off-campus Program Coordinator and staff from the Division of Graduate Studies and Continuing Education serve as an admissions committee, review applications and select candidates for the programs. The final acceptance of program candidates comes from the Associate Academic Dean for Graduate Studies and Continuing Education.

**Obligations of Elms College**

2.1 All educational programming components of the Program, including admissions criteria, course sequence, program curriculum, faculty expertise and credentialing, learning outcomes and assessment will be under the control of Elms College with no contractual stipulations. Elms College will be responsible for all services provided on-site, including, but not limited to admissions, transfer requirements, course registration, financial aid counseling/advising, instruction and textbook purchase options, and overall service delivery.

2.2 Elms College will provide a Program Coordinator (staff position) on-site at QCC to facilitate on-going academic advising for students, on-site course registration, coordination of on-site faculty orientations, collaboration between Elms College and QCC institutional marketing
offices, oversight for recruiting events, collaboration with Elms College support offices (Financial Aid, Student Accounts, Registrar, Division of Graduate Studies and Continuing Education, Academic Resource Center, Office of Disabilities, and Career Services). The Program Coordinator will work closely with the Academic Coordinators and will be available on-site during the designated class days, and on other non-class days, to be determined. During certain days when not on-site at QCC, the coordinator will be available by email and by telephone in the Division of Graduate Studies and Continuing Education at Elms College. Specific duties of the Program Coordinator include:

- providing coordination for recruitment and service delivery in collaboration with the Academic Coordinators and staff in GSCE;
- coordinating with QCC and Elms College faculty and staff and maintaining direct contact with GSCE;
- working collaboratively with Elms College Institutional Marketing and GSCE to develop and distribute marketing materials for Elms programs QCC;
- developing processes and procedures between Elms and QCC. (e.g., book purchases, courses outside prescribed curriculum, and course evaluations);
- assuming responsibility for planning, attending and evaluating information sessions and recruitment events and campaigns on and off the QCC campus(es) sponsored by GSCE;
- working with Elms Academic Coordinators, faculty and bookstores to provide textbook purchase options for on-site programs at QCC each session;
- assistance with planning and conducting orientations for new faculty onsite at QCC each session;
- collaborating in the planning and conducting of the GSCE orientation on-campus at Elms College in August prior to the launch of each cohort (remote library access, picture IDs, financial aid, e-mail, Blazernet, Moodle, tutoring, disabilities services);
- maintaining oversight of the schedule for academic tutors;
- planning and conducting orientations at the QCC campus for any new students entering the cohort mid-year (remote library access, picture IDs, financial aid, e-mail, Blazernet, Blackboard, Moodle, academic resources);
- collaborating with Elms College staff in Financial Aid, Student Accounts, Business and Registrar's offices in implementing Elms College policies and procedures off-site;
- overseeing the course evaluation process;
- preparing classrooms and troubleshooting prior to the start of, and during classes (e.g., IT, food services, security and maintenance);
- assisting students in Worcester with Elms add-drop forms, tuition assistance forms, billing and financial aid questions, and;
- ensuring that QCC & Elms student support services are developed and scheduled (e.g. tutoring).

The Off-campus Program Coordinator at the QCC campus will upon hire complete a one-month mentee experience on the Elms campus and at other off-campus locations to become familiar with Elms College as an institution and the processes and procedures followed by the Elms College for implementation at the QCC campus.

The Off-campus Program Coordinator at the QCC campus will report directly to the Elms College Assistant Director of Off-Campus Programs in the Division of Graduate Studies and Continuing Education, who reports directly to the Associate Academic Dean.
2.3 Elms College will provide two half-time Academic Coordinator positions (faculty positions) on-site at QCC-one in Nursing and one in HCM. Responsibilities will include:
- working with Division Chairs and Program Directors at both institutions in recruiting, hiring and supervising adjuncts for HCM and nursing coursework for each session for the length of the program;
- maintaining oversight of Elms College faculty contracts in consultation with the Elms College Office of Academic Affairs;
- teaching a minimum of two courses in the program each year;
- advising new students during, or prior to new student orientation in August;
- collaborating with the Program Coordinator in orienting new QCC and Elms College faculty each 8-week session;
- working with the Elms College Registrar’s office on compliance with Elms College academic policies and procedures: leaves of absence, petitions, course withdrawals, program audit updates, eligibility for graduation, and submission of forms.
- attendance at recruiting events on and off-campus;
- overseeing pre-registration periods three times per year (August, November, and March);
- maintaining scheduled office hours a minimum of three hours per week; and,
- other duties as may be assigned.

2.4 Elms College will provide marketing materials, program guides, student handbooks, catalogs, and other information to the Program Coordinator, Academic Coordinators in Nursing and HCM, QCC advisors and students located at QCC to facilitate their knowledge of Elms College academic requirements and programs offered.

2.5 Elms College will provide academic advising on-site to QCC students during the application process and upon matriculation to the Elms College bachelor’s degree completion programs. Acceptance of transfer credits and course waivers will be discussed and completed at the time of admission by faculty within each program.

2.6 Financial Aid will be awarded based on financial aid guidelines applicable to all Elms College Continuing Education students.

2.7 Elms College will offer a 10% tuition discount to full-time QCC staff, while employed by QCC, for the on-site programs.

2.8 Elms College shall obtain from all program participants a signed consent permitting the disclosure of student educational records between the institutions for legitimate educational purposes in compliance with all FERPA and other records privacy regulations at both institutions.

2.9 Elms College will pay QCC faculty members a stipend to develop online courses, when appropriate. Elms, in consultation with QCC, will determine criteria and intellectual property rights.
Obligations of QCC

2.10 QCC will provide Elms College with two classrooms on the QCC campus(es) during the first calendar year of the joint program (August, 2014 to August, 2015): a classroom for the RN-BS program on Wednesdays, 2:00-6:00 and a computer lab classroom for the Healthcare Management program on Saturday’s 7:00 am-5:00 pm. Although the HCM program is online students in the HCM program will be able to access the program in an Elms staffed computer lab classroom every Saturday. Sufficient classroom space will be made available as needed thereafter. The RN-BS classroom will be equipped with standard instructional technologies, including, for example, computer, projector, DVD player and internet access. The HCM computer lab classroom will be equipped with individual computers and work stations. For each program cohort, classroom/computer lab classrooms will be required that seat up to 25 students. As program enrollment and program options expand, additional classrooms will be made available at the current rates in effect herein. It is anticipated that three classrooms will be needed in August 2015: two classrooms for RN-BS cohorts (Class of 2016 and Class of 2017), and one computer lab classroom for HCM cohorts (Class of 2016 and Class of 2017).

All aspects of the occupancy agreement including number of rooms, equipping of rooms, instructional technology, occupancy, storage, parking and rental rates will be negotiated between the Vice Presidents of Finance and Administration or their designees at each institution.

2.11 Adequate parking will be available during the times and days that classes are in session.

2.12 QCC will provide space for information sessions, student interviews, and pre-program advising sessions prior to the launch of the first cohorts in August 2014 and for additional cohorts thereafter.

2.13 QCC will provide adequate onsite office space for the Program Coordinator adjacent to the classrooms (if possible) that includes space for keeping a locked file cabinet from Elms.

2.14 QCC will provide adequate office space for the two Academic Coordinators. The office space will be adjacent to the classrooms (if possible) and include space for a locked file cabinet from Elms.

2.15 QCC will provide in-class technology support to instructors and students during scheduled on-campus sessions for the RN-BS program on Wednesdays and for the Healthcare Management program during scheduled on-campus Saturday sessions. Technology support for the online Healthcare Management courses and program will come from Elms College.

2.16 Students enrolled in the programs will have access to QCC library and computer facilities. Students enrolled in QCC coursework through a Consortium Agreement will have access to the QCC CMS during their enrollment. Students in the programs will also have remote
access to the services of Alumnae Library at Elms College, as well as Moodle, Blazernet and Elms College email.

2.17 QCC will provide Elms College with access to graduates and potential graduates to enable Elms College to market and promote the on-site and online degrees. Examples would include, but not be limited to alumni data bases, invitations to career and college fairs, opportunities to distribute materials on campus, and providing space on bulletin boards, including electronic boards or monitors in college hallways. Any contact with potential students will be carried out within limits to be determined by the two colleges and in compliance with the Family Educational Rights and Privacy Act (FERPA).

2.18 QCC will provide Elms College with the opportunity to orient staff at QCC as necessary to support the Elms College on-site programs. Each college will designate administrative, academic and student services personnel who will act as liaisons to their counterparts at Elms College and the onsite personnel at QCC.

Joint obligations of both Institutions

2.19 Elms College and QCC marketing departments will collaborate on promoting the on-site and online programs. QCC will promote the Elms College Bachelor’s Degree Completion Programs through student, alumni and community publications, and other media, including direct mail, social media, email and the web. Any additional expenses incurred by QCC for this purpose will be reimbursed by Elms College.

2.20 Any use of the Elms College name or logo for marketing, advertising and publication purposes requires prior approval by the Elms College Office of Institutional Marketing. Any use of the QCC name or logo by Elms College for marketing, advertising and publication purposes will require prior approval by QCC.

2.21 Both Elms College and QCC agree to provide direct links between their institutional web sites, indicating the existence of this QCC & Elms Collaborative Agreement.

2.22 Elms College and QCC will exchange data and documents that will contribute to the maintenance and improvement of this arrangement and promote effective cooperation between the two institutions. The institutions will negotiate the exchange of student data, including, but not limited to admissions and retention data, after obtaining appropriate permission from the students involved and in compliance with all federal, state, and local laws and U.S. Department of Education guidelines.

2.23 QCC agrees that no complaint or grievance by an Elms College student solely against or solely involving Elms College and/or its administration, faculty, staff, students, services or facilities will be addressed through QCC grievance procedures and all such complaints or grievances shall be referred to the on-site Elms College Program Coordinator. Elms College
agrees that students will not be allowed to use Elms College grievance procedures to pursue complaints solely involving QCC or its employees.

Students participating in the Elms College Degree Completion Programs at QCC shall be subject to and comply with the conduct standards at both institutions. QCC and Elms College may each intervene in cases of misconduct, particularly when cases involve health and safety. Students found in violation of conduct codes may receive sanctions from each institution. QCC and Elms College reserve the option to decide that only one institution will process a case of misconduct. QCC and Elms College will create a process for reporting to the other when the institution has undertaken student conduct actions.

2.24 The Director of Public Safety of Elms College or his/her representative will contact the Chief of Police and Public Safety or Student Conduct Officer for QCC each semester when Elms Students are present on the QCC campus. QCC shall notify Elms College in writing in the event an Elms student is arrested, detained or involved in a situation requiring medical attention. This information will also be shared with the on-site Program Coordinator. Information that relates to any Elms student having contact with QCC public safety personnel warranting attention or discipline may also be discussed. Contact may be more frequent as required by either institution.

Elms College shall require its Degree Completion students to supply QCC with personal contact and phone information to ensure they are included in any emergency message broadcast by the QCC administration or public safety personnel.

All Elms students and faculty will adhere to the parking policies on the QCC campus. This includes any parking fees or the payment of any parking fines for violations on campus. Parking permits must be obtained through the QCC parking office, and all parking fines will be paid in accordance with QCC policies and procedures.

3.0 Annual Evaluation
There will be an annual evaluation of the programs supported by this MOU. This evaluation will allow the opportunity to add or delete programs to be offered at QCC in accordance with this agreement and will be conducted by representatives at the decision-making level of both Elms College and QCC. Both parties may request a more frequent review in response to curricular changes and other institutional changes and conditions.

4.0 Term and Modification
This MOU will be in effect for five years and is terminable at will by either party with at least ninety (90) days written notice. Should this MOU be terminated, Elms College will ensure that students are allowed to complete the bachelor’s degree within two years from the date the student began the onsite Bachelor’s Degree Completion Program.
This MOU will be in force, and should be considered the entire agreement, until terminated under the conditions described therein, or until superseded by a formal contract between Elms College and QCC that explicitly replaces this agreement.

5.0 Insurance
Elms College students and faculty members participating in the Program shall be covered by the liability insurance of Elms College.

6.0 Limitation of Liability
Except for the specific remedies expressly identified as such in this MOU, the parties agree that their sole liability for damages (whether in contract, tort, by statute or otherwise) for any claim in any manner related to this MOU, shall be the payment of direct damages. In no event shall either party be liable to the other for any consequential, incidental, indirect, special or punitive damages.

7.0 Notice
Any notice, approval, consent or other communication under this Agreement shall be in writing and shall be considered given when (1) delivered personally, or (2) mailed by registered or certified mail, return receipt requested or (3) received by facsimile with a confirming copy sent by overnight mail or courier service, return receipt requested, to the parties at the addresses signposted below (or at such other address as a party may specify by notice to the others pursuant hereto). Notice given by a party’s counsel shall be considered notice given by that party.
APPENDIX I

ELMS COLLEGE B.A. DEGREE COMPLETION PROGRAM
IN HEALTHCARE MANAGEMENT AT QCC

66 CREDITS

(Minimum of 42 Elms Credits and Minimum of 120 Credits to Graduate)

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<td>BUS 311 Principles of Financial</td>
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<td>HTH 410 Capstone: Research and</td>
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<td>Leadership in Healthcare Portfolio</td>
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</table>

*BUS 342 MANAGERIAL COMMUNICATIONS IN THE ELMS COLLEGE HEALTHCARE MANAGEMENT DEGREE COMPLETION PROGRAM WILL NOT BE WAIVED. BUS 342 IS A COMMUNICATION INTENSIVE COURSE AT ELMS COLLEGE WITH SPECIFIC WRITING GUIDELINES SET BY THE COLLEGE. STUDENTS WHO NEED ADDITIONAL CREDITS TO MEET THE 120 CREDIT REQUIREMENT FOR GRADUATION FROM ELMS COLLEGE TAKE COURSEWORK AT QCC THROUGH THE CONSORTIUM AGREEMENT. STUDENTS MAY TRANSFER UP TO 78 CREDITS FROM QCC TOWARD THE ELMS COLLEGE BACHELOR'S DEGREE. STUDENTS TAKE A MINIMUM OF 42 ELMS CREDITS TO GRADUATE.
DEGREE COMPLETION PROGRAM IN HEALTHCARE MANAGEMENT

COURSE DESCRIPTIONS

ACC 201-202 Principles of Accounting I and II (6)
In this two-semester course, students come to understand fundamental accounting principles and the framework of the accounting system. This course provides a foundation of knowledge concerning the preparation and use of financial statements; the accounting process of analyzing, recording, classifying, and interpreting business transactions; and the role of accounting in proprietorships and corporations. Conceptual problems analyzed include accounting for cash, inventories, depreciation, long-term debt, investments, and periodic income of the business enterprise. Emphasis is placed on the value of reliable financial information, financial statements, and cash flow by management, stockholders, investors, and others in the decision-making process.

BUS 221 Computer Applications for Business (3)
To meet the challenges created by the increasingly important role that technology plays in our society, students will gain hands-on experience with the most recent and widely used software programs. Students will complete introductory and advanced projects in Excel. Students will learn to write an academic research report using Word. Learning to design and create a database using ACCESS will be the final course project.

BUS 242 Principles of Management (3)
Students learn the major concepts and principles of business organization and explore the management processes of planning, organizing, leading, and controlling. The emphasis of the course will be on the skills and knowledge needed to successfully manage an organization.

BUS 248 Global Business Environment (3)
This is a study of the economic, political, and operational impact of conducting business in an international environment. Emphasis is placed on the historical development of trade theory, the cultural and social impact of globalization, and an evaluation of the role that cultural differences have on doing business internationally. The course evaluates the global economic environment. In addition, linkages in communication, education, financial systems, and standards of living are examined in terms of how they limit and/or encourage trade. The impact of trade on business operations is also evaluated.

BUS 252 Principles of Marketing (3)
The role of consumers in society and their choices at the retail level are increasing dramatically. Consequently, the role of marketing in our society is discussed using a product, price, place, and promotional focus. This course is projected from the viewpoint of marketing management in a firm. The course focuses on providing students with an understanding of the latest marketing strategies such as internet marketing techniques.

BUS 260 Legal Environment of Business (3)
This course is an examination of the legal environment of business including traditional business law topics such as contracts, agency, and property. In addition, regulatory topics are included such as labor law, securities law, and antitrust. This course provides the student with the skills necessary to understand the relationships among business, government, and the law within the contemporary business environment.
BUS 311 Principles of Financial Management (3)
The principles underlying the nature, operation, and control of the corporation are studied through an analysis of its financial structure, practices, and policies. Emphasis is placed on financial markets, interest rates, the time value of money, financial analysis, and the analysis of short-term and long-term corporate financial decisions, including working capital management, capital budgeting, cost of capital, leverage, and debt and equity financing. This course is taught in the computer lab with extensive use of Excel. Prerequisites: MAT 109, ACC 202.

BUS 342 Managerial Communications (3)
Students develop the skills in effective business communication, beginning with organizing the message to fit the audience, the purpose, and the situation. They learn how to express themselves clearly and articulately, both orally and in writing, to listen actively, and to use effective leadership skills. Prerequisites: BUS 242, 221.

BUS 345 Human Resource Management (3)
Students gain knowledge of key aspects of an effective human resource management system that recognizes employees as the most important asset. Topics covered include employee selection, training and development, compensation and benefits, motivation, discipline, grievance handling, labor unions, and the partnership between line managers and the human resource function. Prerequisite: BUS 242.

BUS 480 Business Strategy (3)
This business course is the culminating capstone course for all students majoring in accounting, business or healthcare management, and is designed to reinforce and test what they have learned throughout their coursework. Students work in competitive teams to bring together key concepts and skills from accounting, economics, finance, management, law, and marketing. A business ethics component focuses on helping students develop a framework for making ethical decisions. The organizing element of the course is an online international business simulation. This is a sophisticated model of a competitive business environment that requires teams to analyze data, consider options, test decisions, and then put their business judgment on the line against other teams. The course will be taught in the computer lab, and students will make several formal business presentations to faculty and community business leaders. Students in this course will also complete the comprehensive business exam. Prerequisite: All 200 and 300 level business management required courses must be completed, and student must have senior standing.

BUS 481 Career Preparation (3)
Students learn how to arrange and select a career goal analyzing their personal and professional aspirations. Classroom projects include letters of application, resumes, interview skill preparation, completing a personality test, and assessing their own career skills and interests. Students develop a career portfolio based on their course assignments. Career portfolios will also include a study of ethics within their chosen professional field.

ECN 211 Economics I (3)
This course involves the macro-study of the American economic system. Topics include concepts of national income and employment theory, determinants of unemployment rates, inflation rates, GNP, and public policy tools that can be used to promote macroeconomic goals.

ECN 212 Economics II (3)
This course involves the micro-study of the American economic system. Topics include the characteristics of the American private enterprise economy including the basic concepts of demand, supply, production, prices, allocation of resources, and distribution of income. Prerequisite: ECN 211.

HTH 200 Introduction to Healthcare (3)
This course is an introduction to the current healthcare industry. The course explores government and economic influences on health service systems. Topics include health policy, patient rights, reimbursement, risk management, delivery models and leadership styles in the health service field.
HTH 250 Operations in Healthcare (3)
This course introduces the internal operating environments of healthcare organizations. Topics include organizational relationships and communication structures between and among patients, providers, administrators, risk managers and information systems specialists. Access, patient satisfaction, and outcomes are discussed.

HTH 350 Critical Issues in the Administration of Healthcare (3)
This course examines critical issues which impact healthcare organizations, providers and patients. There is an in-depth examination of legal, cultural and ethical issues as they relate to organizational structure, quality of care, quality of life and values in the delivery of health services.

HTH 410 Capstone: Research and Leadership in Healthcare Portfolio (3)
This is a problem-based course in which students research, design, and evaluate projects which will improve the healthcare field.

LEG 311 Health Law (3)
In this course, students examine a broad range of legal issues affecting health care delivery, including the structure of the healthcare system, reimbursement methods (Medicare, Medicaid, third party insurance, and prepaid health plans such as H.M.O.s), medical malpractice, and the complex issues involved in making decisions about medical treatment (informed consent and physician-assisted suicide). Prerequisites: LEG 204, BUS 413, or permission of instructor.

PHI 248 Healthcare Ethics (3)
This course examines current controversies and ethical problems that arise in the healthcare setting. Frameworks for making justified moral decisions are explored, and case studies are presented for practice in the application of moral theory.

REL 340 Spirituality and Values in Healthcare (3)
This course will explore spirituality and values capable of sustaining healthcare providers in an increasingly-complex workplace.

SOC 214 Sociology of Healthcare (3)
This course provides an introduction to the sociology of health, illness, and healthcare in the United States. Students will examine how health, disease, and medical care are socially created and defined, and how social contexts influence these definitions. Some of the topics to be covered include health care reform, social sources of wellness, and a sociological analysis of the health care system and its practitioners. Throughout the course, students will be encouraged to consider the diverse ways in which sex, race, ethnicity, social class and more broadly, power, affect health, illness, longevity, and healthcare.
# APPENDIX II

ELMS COLLEGE RN-BS DEGREE COMPLETION PROGRAM

IN NURSING AT QCC

52-54 CREDITS

(Wednesdays, 2:00-6:00 and online)

## 2014-2015 ACADEMIC YEAR

(YEAR ONE)

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2¹</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
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<tr>
<td>Fall 1</td>
<td>Fall 2</td>
<td>Spring 1</td>
<td>Spring 2</td>
<td>Summer 1</td>
</tr>
<tr>
<td>NUR 311</td>
<td>NUR 312</td>
<td>NUR 260</td>
<td>NUR 327</td>
<td>NUR 340</td>
</tr>
<tr>
<td>Nursing as a Profession</td>
<td>Adult Health Assessment/RN</td>
<td>Professional Communication in Nursing</td>
<td>Family Nursing: Theory and Application</td>
<td>Evidence-based Nursing</td>
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<tr>
<td>SOC 214</td>
<td>MAT 109</td>
<td>Fine Arts Course Suggested:</td>
<td>NUR 317 Genomics: Application to Nursing Practice (Online)</td>
<td>Religion Course⁴ Suggested:</td>
</tr>
<tr>
<td>Sociology of Healthcare (Online)</td>
<td>Statistics (Online)</td>
<td>ART 215 Art History II (Online)</td>
<td>(Online)</td>
<td>REL 215 World Religions: Western Traditions (Online)</td>
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## 2015-2016 ACADEMIC YEAR

(YEAR TWO)

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Session 7</th>
<th>Session 8²</th>
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<th>Session 10³</th>
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<tr>
<td>Summer 2</td>
<td>Fall 1</td>
<td>Fall 2</td>
<td>Spring 1</td>
<td>Spring 2</td>
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<tr>
<td>7/8-8/19/15</td>
<td>8/26-10/14/15</td>
<td>10/21-12/23/15</td>
<td>1/13-3/2/16</td>
<td>3/9-5/4/16</td>
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<tr>
<td>NO CLASSES</td>
<td>NUR 413</td>
<td>NUR 438</td>
<td>NUR 445</td>
<td>NUR 432</td>
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<tr>
<td></td>
<td>Gerontological Nursing</td>
<td>Quality &amp; Safety in Healthcare</td>
<td>Population Health Nursing (Field Experience)</td>
<td>Leadership &amp; Role Development</td>
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<tr>
<td>NO CLASSES</td>
<td>PHI 248</td>
<td></td>
<td>Nursing Elective⁵ Optional Not Required (Online)</td>
<td>Literature Course⁴ Suggested:</td>
</tr>
<tr>
<td>Healthcare Ethics (Online)</td>
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<td>History Course⁴ HIS 105 Early American History (Online)</td>
<td>(Online)</td>
<td>ENG 378 Detective Fiction (Online)</td>
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<td>6 credits</td>
<td>4-6 credits</td>
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¹No class Thanksgiving Break (11/26-29/2014)
²No class Veterans Day (November 11, 2015)
³No class – Easter Break (March 23, 2016)
⁴These courses are offered at adjusted rate.
⁵Available to students needing extra credits for full-time status.

Courses highlighted in green are online. All other courses are face-to-face.

NOTE: Class time is not determined by placement within the semester block.
DEGREE COMPLETION PROGRAM IN NURSING

COURSE DESCRIPTIONS

ART 215 Art History II (3) Online
This survey course focuses on the art of Western Europe from the early Renaissance through the rise of modernism, and includes contemporary trends in Europe and the United States. A special emphasis is placed on painting and sculpture and the relationship of art to social and political currents. Students will compare these works with examples of arts from non-Western cultures.

ENG 378 Detective Fiction (3) Online
Students will study classic and contemporary examples of a popular genre focusing on the way in which "investigation" mirrors the act of reading with the addition of an explicit moral/ethical agenda. The objectivity of the detective's investigation, and of our own reading, will be called into question through an examination of historical forces, gender roles, and national and cultural identity. Recommended to satisfy the core literature requirement.

HIS 105 Early American History (3) Online
This course examines the main developments (political, economic, social, and religious) in American history from the pre-Columbian Era to the Civil War.

REL 215 World Religions: Western Traditions (3) Online
Using both theological and sociological approaches, this course will attempt to enter into the thought and experience of the traditions commonly identified as Western. Judaism, Christianity and Islam will be studied. Sacred texts will be read and analyzed as well as secondary sources and electronic media materials. This course fulfills the core Religious Studies Requirement and the core Global Awareness requirement.

MAT 143 Statistics (3) Online
This course presents students with an understanding of elementary statistics by familiarizing them with basic concepts of measures of central tendency and variability, regression and correlation, probability, discrete and continuous random variables, the Central Limit Theorem, confidence intervals, and hypothesis testing. A calculator is required.
Prerequisite: MAT 096 or higher (MAT 128 recommended).

NUR 260 Professional Communication in Nursing (3)
This course explores the concept of health and patient-centered assessment, integrating the essentials of communication, professionalism, safety, quality, and evidence-based practice. The student will develop the knowledge, skills, and attitudes necessary to perform a health assessment within the context of the nursing process. The clinical focus is on the development of assessment skills through data collection, analysis, and interpretation, utilizing Gordon's Functional Health Patterns.

NUR 311 Nursing as a Profession (3)
This course is designed as a bridge course for the registered nurse student who is advancing towards the baccalaureate or masters level. Acknowledging and building on prior nursing preparation, the course will introduce the RN student to the philosophy and core concepts of the Elms baccalaureate and MSN nursing curricula. Selected topics (concepts, theories, models, processes) for nurses advancing in their educational preparation and career are explored within the scope of current professional nursing process. The focus is on core concepts for baccalaureate prepared nurses that will bridge the RN to baccalaureate and masters
education. Specifically, this course is guided by selected content described by the AACN in its Essentials of Baccalaureate Education for Professional Nursing Practice (please see www.aacn.nche.edu to review this document), Quality and Safety Education in Nursing (QSEN), and the Massachusetts Department of Higher Education's Nurse of the Future Core (NOF) Competencies. An expectation of knowledge, attitude, and skill (KAS) growth as a professional is implicit.

NUR 312 Adult Health Assessment/RN (3)
This course, designed for the registered nurse student who is advancing towards the baccalaureate level, acknowledges and enhances prior nursing preparation. This course builds upon assessment skills and decision making competencies in the practical application of health assessment as the basis for nursing intervention and practice. It integrates the essentials of communication, professionalism, safety, quality care, and evidence-based care. The student will refine knowledge, skills, and attitudes necessary to perform a health assessment within the context of the nursing process. The focus is on core concepts for baccalaureate nurses that will bridge the RN to baccalaureate education.

NUR 317 Genomics: Application to Nursing Practice (3)
This course provides the student with a basic foundation to understanding the science of genomics and its implications for nursing practice. Professional responsibilities of recognizing one's own values and beliefs and advocating for client access to services and resources are examined. Incorporation of new genetic/genomic technologies and knowledge into professional nursing practice through assessment, identification, referral, and client education and support will be explored. This course addresses relevant criteria of the American Association of Colleges of Nursing - The Essentials of Baccalaureate Education for Professional Nursing Practice, Essentials I, II, III, IV, V, VI, VII, VIII, & IX. Please see www.aacn.nche.edu to review this document.

NUR 327 Family Nursing: Theory and Application (3)
This course will introduce the student to the development of family health nursing. It will provide understanding of select theories, frameworks, and concepts that will assist in understanding family dynamics and the relationship to family health promotion. Students will investigate concepts of health promotion and health protection that will assist in helping families promote, attain, and regain health. This course will provide guidelines for measuring, assessing, contracting, and collaborating with families to attain higher levels of health. This course addresses relevant criteria of the American Association of Colleges of Nursing - The Essentials of Baccalaureate Education for Professional Nursing Practice. Please see www.aacn.nche.edu to review this document.

NUR 340 Evidence-based Nursing (3)
Evidence-based practice is a process involving the examination and application of research findings or other reliable evidence that has been integrated with scientific theories. This course introduces the student to research-based findings for the purpose of informing decisions about care delivery. Students will be prepared to identify, appraise, and utilize the best current evidence combined with clinical expertise and consideration of patient preferences, experience, and values. The essentials of the research process lay the foundation for how to conduct, interpret, critique, and apply research findings into clinical practice. This course addresses relevant criteria of the American Association of Colleges of Nursing – The Essentials of Baccalaureate Education for Professional Nursing Practice. Please see www.aacn.nche.edu to review this document.

NUR 413 Gerontological Nursing (3) Hybrid
Gerontological nursing is a specialized area of nursing based primarily on biological and psychosocial theories of aging and the ANA Standards of Gerontological Nursing Practice. The central focus of the course is on recognizing normal aging changes, geriatric syndromes, and best practices in Gerontological nursing. Caring for older adults is both complex and challenging. It is complex because of the array and number of chronic illnesses facing older adults, only expected to increase with longevity. Caring for older adults will be,
and continue to be, the core business of health care institutions. This hybrid-model course includes online learning and provides students the time to go online to complete assignments. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education®) (see www.aacn.nche.edu/Education/bacessen.htm).

NUR 432 Leadership and Role Development for the Registered Nurse (3)
This course focuses on the development of the professional nurse as leader. Emphasis is placed on exploring various leadership roles and management theories as they influence nursing practice. Emphasis is on gaining self-awareness and using critical thinking skills. The political, economic, legal, and ethical aspects of nursing as they affect the professional nurse are discussed. Components of a professional practice environment are considered. The role of the nurse practicing in an ever-changing health care system is examined. This course addresses relevant criteria of the American Association of Colleges of Nursing – The Essentials of Baccalaureate Education for Professional Nursing Practice.

NUR 438 Quality and Safety in Healthcare (3)
This course provides opportunity for the student to examine and critique aspects of the healthcare system that serve as a foundation for the provision of safe and quality-based patient centered care. The focus is on the role of the nurse and how nursing can impact quality outcomes through interdisciplinary collaboration, increased emphasis on evidence-based practice, quality and safety improvement, and the use of the advancing technology of informatics. This course addresses relevant criteria of the American Association of Colleges of Nursing – The Essentials of Baccalaureate Education for Professional Nursing Practice. Essentials. Please see www.aacn.nche.edu to review this document.

NUR 445 Population Health Nursing (4) (Field Experience)
This service learning course is designed to assist nursing students in integrating and applying nursing and public health theory to population health with a focus on community/population-as-partner. Students develop beginning level skills in community assessment, epidemiological investigation, population-focused care, and primary prevention for populations. Students analyze sociocultural, political, economic, and environmental factors that influence population and global health. The clinical/field experience provides students opportunities to deliver population-focused care identifying determinants of health, prioritizing primary health prevention, actively identifying and reaching out to those who might benefit from a service, and using available resources to assure best overall improvement in the health of the population. 

Note: This is a global awareness and cultural understanding CORE course. It fulfills the community service requirement of the college.

PHI 248 Healthcare Ethics (3) Online
This course examines current controversies and ethical problems that arise in the healthcare setting. Frameworks for making justified moral decisions are explored, and case studies are presented for practice in the application of moral theory.

SOC 214 Sociology of Healthcare (3) Online
This course provides an introduction to the sociology of health, illness, and healthcare in the United States. Students will examine how health, disease, and medical care are socially created and defined, and how social contexts influence these definitions. Some of the topics to be covered include healthcare reform, social sources of wellness, and a sociological analysis of the health care system and its practitioners. Throughout the course, students will be encouraged to consider the diverse ways in which sex, race, ethnicity, social class and more broadly, power, affect health, illness, longevity, and healthcare.
# APPENDIX III

QCC A.S. IN NURSING AND ELMS RN-BS DEGREE EQUIVALENT COURSEWORK

<table>
<thead>
<tr>
<th>Course Number at QCC</th>
<th>Course Description</th>
<th>Credits</th>
<th>Equivalent Elms Course</th>
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<td>BIO 111</td>
<td>Anatomy &amp; Physiology I</td>
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<td>BIO 215 Anatomy and Physiology I</td>
</tr>
<tr>
<td>ENG 101</td>
<td>English Composition &amp; Literature I</td>
<td>3</td>
<td>ENG 101 Rhetoric</td>
</tr>
<tr>
<td>BIO 112</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
<td>BIO 216 Anatomy and Physiology II</td>
</tr>
<tr>
<td>NUR 104</td>
<td>Fundamentals of Nursing</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>NUR 103</td>
<td>Current Concepts in Nursing &amp; Health Care I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>PSY 101 General Psychology</td>
</tr>
<tr>
<td>BIO 232</td>
<td>Medical Microbiology</td>
<td>4</td>
<td>BIO 221 Microbiology</td>
</tr>
<tr>
<td>NUR 105</td>
<td>Medical Surgical Nursing I / Maternal Newborn</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>PSY 121</td>
<td>Survey of Life Span Development: Conception to Death</td>
<td>3</td>
<td>SWK 204 Human Behavior / Social Environment</td>
</tr>
<tr>
<td>ENG 102</td>
<td>English Composition &amp; Literature II</td>
<td>3</td>
<td>One course in Literature Used as elective</td>
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<tr>
<td>History Elective</td>
<td></td>
<td>3</td>
<td>One course in history</td>
</tr>
<tr>
<td>NUR 201</td>
<td>Medical Surgical Nursing II / Pediatric</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>SOC 101 OR SOC 111</td>
<td>Introductory Sociology (Principles) OR Social Problems &amp; Social Change</td>
<td>3</td>
<td>One course in each of two social science disciplines. Used as elective (Choose one.)</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td></td>
<td>3</td>
<td>One course in fine or performing arts Used as elective</td>
</tr>
<tr>
<td>NUR 202</td>
<td>Advanced Medical Surgical Nursing III / Mental Health</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>NUR 203</td>
<td>Current Concepts in Nursing &amp; Health Care II</td>
<td>2</td>
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<tr>
<td>IDS 215</td>
<td>Bioethics</td>
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<td>PHI 248 Healthcare Ethics</td>
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</table>

71 Credits

*THE QCC COURSEWORK APPLIES TO DAY AND EVENING A.S. DEGREE PROGRAMS IN NURSING AT QCC.*
APPENDIX IV

ELMS COLLEGE – SCHOOL OF NURSING
RN-BS CURRICULUM ASSESSMENT GUIDE (QCC SITE)

Student Name__________________________________________

Address______________________________________________

Date___________________________________________________

RN Program____________________________________________

I. Critical Thinking/Communication
(3) English____________________________________________
(3) Professional Comm. in Nursing__________________________
(3) Research in Nursing___________________________________

II. Global Awareness/Cultural Understanding
(4) Population Health Nursing____________________________
(2) Elective (opt.)________________________________________

III. Spiritual Well-being
(3) Religion_____________________________________________
(0) Service Learning (Field exp. N445)_______________________

IV. Humanities
(3) Literature___________________________________________
(3) History_____________________________________________
(3) Fine/Performing Arts_______________________________
(3) Health Care Ethics____________________________________

V. Natural Science/Mathematics/Technology
(4) A&P I_____________________________________________
(4) A&P II____________________________________________
(4) Microbiology________________________________________
(3) Statistics____________________________________________

VI. Capstone Course
(3) Leadership-Role Development__________________________

Advanced Standing Credits for Prior Nursing Knowledge
(34) Posted – January (N-480)__________________________

Transfer Credit (Max. 78); Elms Credits (Min. 42); LEAF Credits (Max. 30) 6/2014