

**THE UNIVERSITY OF TEXAS AT TYLER  
COLLEGE OF NURSING AND HEALTH SCIENCES**

**NURS 5353  
Family Nurse Practitioner  
Primary Care II**

**Course Syllabus**

**Fall 2015**

**Faculty:  
Dr. Gini Holter, DNP, APRN, FNP-BC**

## **Welcome**

Welcome to **NURS 5366 – FNP Primary Care II**. Faculty teaching in this course include Dr. Gini Holter, DNP, APRN, FNP-BC and Ms. Angie Corley, MSN, APRN, FNP-C. We look forward to meeting with you in class sessions as well as in our virtual classroom.

Please refer back to the information contained in this Syllabus any time you have a question regarding the basic course information. You can access a printable version of course material by clicking the Printable Version link. You will need to download a free [Adobe Reader](#) to view PDFs.

### **Course Instructors:**

**Dr. Gini Holter, DNP, APRN, FNP-BC**

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**Work Phone:** 903.566.7024

**Cell Phone (and text):** 214-417-6524

**Office Location:** BRB-1130

**Office Hours:** By appointment

**NURS 5353****Family Nurse Practitioner Primary Care II (Total Credits: 3 hours; 120 Clinical Hours)****Course Description**

In this course we will study nursing role components critical to primary health care. Facilitators for and barriers to the implementation of primary health care will be identified. Clinical practice involves collaboration and implementation of primary health care role in selected health care settings. (Prerequisites: N5350, N5352, N5354, N5334, N511, N522, & N5364)

**Overview**

While this course continues to build on previous knowledge and practice of care of individuals and families, the focus of the course is the role components critical to primary health care, especially women's health and psychiatry/mental health. The evolution of the role of the nurse practitioner in primary health care is explored at the local, state, national, and international levels. Models of nurse practitioner practice are examined. Role components critical to primary health care and to the role of the nurse practitioner in primary health care are analyzed. Facilitators for and barriers to the implementation of primary care are explored. Students will work closely with a clinical preceptors and nursing faculty to gain experience in developing the nursing role components critical to primary health care. Such experience involves and facilitates collaboration and the implementation of the primary health care role in selected health care settings. In the belief that graduate education acknowledges and facilitates individual diversification, faculty also provide the opportunity to individualize outcomes based on the perspective of the individual learner.

**Objectives**

Upon completing this course, the learner will have demonstrated the ability to:

1. Assess, plan, manage, evaluate, and revise the care of individuals and families in primary health care settings, referring clients to other health care providers and/or community resources as appropriate.
2. Practice the NP role using nurse practitioner protocols that contain both an evaluation/diagnostic protocol and a plan/management protocol.
3. Conceptualize the role of the nurse practitioner in primary health care.
4. Analyze the evolution of primary health care and the role of the nurse practitioner in primary health care.
5. Explore the influence of the image of nurses on the acceptance of primary health care practitioners.
6. Develop a plan for independent or collaborative practice.
7. Analyze the factors in a selected health care setting that facilitate and hinder implementation of primary health care.
8. Explore the relationship of the role components critical to primary health care, such as power, negotiation, collaboration, advocacy, change, ethics, quality assurance, economics, certification/credentialing, conflict, competence, and professionalism, to role-behavior prescriptions, descriptions, and expectations of the nurse practitioner.
9. Using research findings, evaluate the effectiveness of the nurse in primary health care from the perspectives of nurse practitioners, the public, physicians, and legislators.

## Required Resources

Author	Title	Edition	Publisher	Required or Recommended
Dunphy, L. et. al	Primary Care: the art and science of advanced practice nursing	4 <sup>th</sup> ed.	F.A Davis Company	Required
Web book	<a href="http://www.amazon.com/Managing-Contraception-Mimi-Zieman-ebook/dp/B008L26A1W#reader_B008L26A1W">http://www.amazon.com/Managing-Contraception-Mimi-Zieman-ebook/dp/B008L26A1W#reader_B008L26A1W</a>			Required
Fischbach, F. & Dunning, M.	A manual of laboratory and diagnostic tests	8 <sup>th</sup> ed.	Philadelphia: Lippincott 9780781771948	Additional resource
Gilbert	2014-2015 Sanford Guide to Antimicrobial Therapy (spiral edition)	43-44 Spiral Edition	978-1930808751	Additional resource
Habif, et. al	Skin Diseases: diagnosis and treatment	3 <sup>rd</sup> ed.	978-00323077002	Additional resource
Toy, E.	Case Files Family Medicine	3 <sup>rd</sup> ed.	9780071753951	Additional resource
APA (2009)	Publication Manual	6 <sup>th</sup> ed.	978-14338-05615	Additional resource
Web book	<a href="http://www.amazon.com/gp/product/B004I5BTYE/ref=kinw_myk_ro_title">http://www.amazon.com/gp/product/B004I5BTYE/ref=kinw_myk_ro_title</a>			Required
Web book	<a href="http://www.amazon.com/Facts-Adolescent-Health-Nursing-Professionals-ebook/dp/B00KU2IU14/ref=sr_1_5?s=digital-text&amp;ie=UTF8&amp;qid=1425662150&amp;sr=1-5&amp;keywords=Adolescent+health+care">http://www.amazon.com/Facts-Adolescent-Health-Nursing-Professionals-ebook/dp/B00KU2IU14/ref=sr_1_5?s=digital-text&amp;ie=UTF8&amp;qid=1425662150&amp;sr=1-5&amp;keywords=Adolescent+health+care</a>			Required

### Required Applications:

Students are required to subscribe to the following applications:

**Dermatology for Primary Care** – Send \$149 check made out to UT Tyler to:

Lindsey Heaton  
c/o Braithwaite School of Nursing  
3900 University Blvd  
Tyler, TX 75799

**Up to Date** – Send \$35 check made out to UT Tyler to

Lindsey Heaton  
c/o Braithwaite School of Nursing  
3900 University Blvd.  
Tyler, TX 75799

**PLEASE SEND SEPARATE CHECKS FOR EACH APPLICATION.**

### Other Resources:

[Texas Board of Nursing](#)  
[Advanced Practice Information](#)

## **Student Satisfaction Assessment Tool Completion**

The University of Texas at Tyler is proud to participate in the Culture of Assessment and the Culture of Evidence. In order to meet the requirements for our Accrediting Organization, the School of Nursing requires each student to complete the Student Satisfaction Assessment tool.

Completion of the following three evaluation tools is mandatory:

1. UT Tyler asks you to complete a voluntary evaluation of both the faculty and the course. These evaluations are used to make improvements and adjustments in the overall online learning forums for the course. An end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to improve continually the quality and relevance of this course.
2. Evaluation of Preceptors by the student.
3. Evaluation of each Clinical Site by the student.

## Grading Criteria

A=	Excellent	90-100
B=	Above Average	80-89
C=	Average	70-79
D=	Below Average	60-69
F=	Unsatisfactory	59 or below

**A minimum grade of “B” is required to pass NURS 5353.**

## Grading Elements

<b>Exams</b>	<b>50%</b>
Exam 1	10%
Exam 2	10%
Exam 3	10%
Exam 4	10%
Exam 5	10%
<b>Patient Case Studies</b>	<b>25%</b>
GYN Case Study	12.5%
Mental Health Case Study	12.5%
<b>Assignments</b>	<b>25%</b>
Poster Submissions	15%
Poster Discussions	10%
<b>Pass/Fail assignments</b>	
Dermatology Modules (2)	
Clinical Objectives	
Clinical Schedule	
Clinical Performance Evaluation (2)	
Communication Logs (2)	
Clinical Practice Hours (120 Minimum)	
Attendance/Participation/Professionalism	

\*\*All pass/fail assignments must be submitted by the dates indicated or 5% of final grade will be deducted.

\*\*Final grade will not be assigned until all pass/fail assignments are submitted.

**Late papers or assignments** may be accepted and approved for lateness on an individual basis only if the student notifies the appropriate faculty, via email, at least 24 hours before the assignment is DUE. Unless prior faculty notification and negotiation of an extended deadline, ten percent will be deducted per day if submitted late. Assignment will not be accepted if submitted more than 3 days late and assigned grade will be 0 (zero).

Remember, sending faculty the e-mail does not guarantee the receipt of an extension for the assignment.

## Exams

There are five exams scheduled in NURS 5353 (see course schedule). The module objectives will guide the selection of items for the exams. Emphasis is on application and synthesis of knowledge. Exams consist of 50 questions and you will have 75 minutes to complete the exam. Questions may include multiple choice, matching, fill in the blank, true/false, and possibly essay questions.

Absolute integrity is expected from each student in all aspects of the course. Cheating on exams will not be tolerated. Students may be dismissed for violation of academic integrity.

Exams are not open-book. No notes, books, papers or aids are to be used during the test.

Students are to work individually and submit the test within the allotted time frame.

All persons involved in Academic Dishonesty will be disciplined in accordance with University Regulations and Procedures. You are responsible to read and follow the student guidelines on academic integrity.

After all students have taken the exam, the students will be given the opportunity to challenge questions on the exam. Instructors will provide additional information/instructions regarding exam challenges at the time of the exam.

Grades will be posted on Blackboard, but should not be considered the official grade for the course.

Opportunities to review exams will be provided to students on request in writing within 2 weeks of the administration of the exam. After that time period, the exam may no longer be reviewed.

If you are unable to take the exam on the posted date, notify the course facilitator ASAP. An alternate exam may be given at the discretion of the course facilitator, which may be comprised of essay questions.

## Assignments

All assignments and projects will be submitted through the assignments link (see course schedule). Use the following process to prepare and submit assignments:

- Prepare your assignment using Microsoft Word.
- Name your assignment with the following convention: First initial, Last name, Assignment title, Course Number (ex. VHolterGYNcasestudyNURS5353)
- Click on "View/Complete Assignment" in the modules overview area or project area
- Number 1-shows the assignment instructions
- Number 2-is where you add your comments and attach your completed assignment
- Number 3-when all attached files (your completed assignment files) are uploaded, click submit
- When assignments are received, we will open them in Microsoft Word for grading. This will enable us to make comments, ask questions, etc. We will then return your assignment through the Student Grade book area. To see comments about your assignment, click on your grade.
- If you need more instructions on how to submit files through the assignment link in the modules, please read the Blackboard Student Manual located in the Tools area.

**Case Studies** are due on the dates given in the schedule. Each student will submit a clinical Case Study for one patient with a GYN exam/complaint, and one patient with a mental health complaint. The clinical case study must be based on an actual patient whom you cared for during your clinical experience this semester in collaboration with an approved preceptor.

- All written assignments are to be completed in Microsoft Word, using the appropriate template and submitted by the due date.
- All written assignments should be submitted through the assignment links.
- Late assignments will receive point reductions (see Grades and Grading within this Syllabus).
- Any fabrication of the clinical case study is grounds for academic misconduct. Faculty may request the student to validate patient information documented in the clinical case study.

**SafeAssign** is a feature provided by Blackboard that is designed to detect plagiarism or non-original student work. Your instructor may set up this feature so that when you submit papers, they are automatically sent through **SafeAssign** to check your work against a comprehensive database of source material including previous students' work and other papers and materials found on the web. An originality report will be generated that indicates the percentage of non-original material (text that matches existing sources) found in your paper. The purpose of using **SafeAssign** in your course is to ensure you are writing original papers and to encourage you and all students to properly attribute all sources used.

Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the **Handbook of Operating Procedures**, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

All student assignments should be posted for evaluation using the assignment icon in Blackboard.

**Students will participate in discussion boards for each module** via assigned Learning Teams, as noted in the course schedule, throughout the semester. Discussion board responses will be worth 10% of your grade and will be graded using the rubric provided in the course forms.

Learning Teams may elect a leader and co-leader for each discussion question to make assignments and post the final answer in the Discussion Board once consensus is reached within the group. (EVERY team member is responsible for giving input into the final product that will be posted in the Discussion Board link for the assigned module.) Team Members will evaluate each team member's participation (including their own) at the close of the semester. This evaluation will be averaged with the grade from the faculty to determine the student's final participation grade.

Each Learning Team must read other Learning Teams' responses in the discussion board and respond to each peer Learning Team's post as specified in the module instructions. The responses must be more than "I agree" or "Nice job." Learning Teams may respectfully disagree with a peer Learning Teams and offer a citation to support disagreement, make a comment and add an additional resource (citation), or ask a question, citing a reference.

Responses to the discussion board questions are due as noted on the course schedule.

All late assignments may be assessed a 5 points per day penalty (including week-ends) when the assignment is not posted on the assignment icon by the due date and specified time.

If you realize that you are unable to meet the assignment due date, contact your instructor as soon as possible. It is at the instructors discretion about decisions to work out an alternate due date with you to complete the course/assignment expectations.

All assignments are due by the specified time (Central Standard Time) listed in the course calendar. Submit assignments via the assignment icon on Blackboard.



Instructors reserve the right to create alternative assignments in cases of missed assignments. Students may also receive point deductions for the missed clinical days and/or assignments.

### **Class Attendance, Participation, and Professionalism**

Graduate students at The University of Texas at Tyler are held to a high standard of professionalism. The UT Tyler student represents not only themselves, but the University as well. Professionalism issues include, but are not limited to the following:

- Timely attendance to class or clinical activities (tardiness)
- Appropriate dress and behavior in class and clinical activities (includes turning off cell phones and pagers, and appropriate grooming and attire both in the classroom, and in the clinical area)
- Leaving class or clinical area to answer phone or make calls
- Adherence to the academic honesty policy of UT TYLER and course syllabus
- Repeated absences or tardiness to class or clinical activities
- Failure to notify the faculty or preceptor about changes in the preceptor agreement
- Tardiness to the clinical site
- Failure to adhere to the clinical dress policy.
- As adult learners, graduate students are responsible to attend all classes. Students who have emergency situations should contact the course facilitator and assigned clinical faculty as soon as possible. Students are expected to arrive on time to class and to their clinical sites. In addition, students are expected to dress in professional attire and wear a white lab coat with the UT TYLER patch **on the upper left chest**. Since class attendance is mandatory, missing class may result in lowering the course grade.
- Clinical decision-making and diagnostic reasoning must be mastered by the nurse practitioner. The expectation is that students will demonstrate appropriate professional interaction and discussion of clinical experiences, as well as information from reading/studying didactic information. Lack of student discussion and/or class participation may result lowering the course grade.
- Reading of professional materials (books, journals, etc.) is an integral aspect of role development as a nurse practitioner. It is recommended that students spend a minimum of 1 hour daily reading materials related to assigned readings, clinical topics, and professional issues associated with the NP role and competencies

### **Optional Opportunity for Clinical Hours: Medical Missions**

Students who participate in medical missions, such as Refuge International (<http://www.refugeinternational.com/>) may be able to earn clinical credit for those experiences. Students requesting clinical hours for medical missions must obtain approval from the clinical Instructor PRIOR to claiming hours for the experience. A maximum of 24 hours may be awarded for medical mission experiences. A summary of experience of your clinical experience must be turned in to you clinical instructor to obtain credit, and hours/encounters must still be logged in Typhon.

## **Communication**

### **Preceptors**

Clarity in communication is absolutely critical to the professional role, especially for the advanced practice nurse. Thus, clarity in communication in charting, presenting the case to the preceptors for consultation and/or collaboration, is desirable. Communicate clearly with preceptors about your objectives, learning needs, and clinical hours. Preceptors provide feedback to the student and the faculty about the students' clinical performance.

## **Faculty**

Regular communication with the clinical faculty is required to review clinical activities, develop on-going objectives, and evaluate clinical progress. Failure to fulfill the scheduled communication requirements will result in course failure.

## **Blackboard**

Students are to check the discussion board of Blackboard email daily for announcements and new information. Students may post questions in the designated areas to other students or the course faculty.

## **Clinical Performance and Clinical Requirements**

### **Clinical Performance Evaluation**

Students must satisfactorily complete the clinical performance component of evaluation. Clinical performance requires application of key concepts in providing care to individuals and families as evidenced by documentation in the Clinical Performance Evaluation Form (CPE) by Faculty and Preceptors. A minimum of 3 satisfactory CPE's must be completed to provide evidence of satisfactory performance. (A minimum of 1 CPE from faculty and 2 CPEs from preceptors.) Depending on the faculty recommendations, additional CPEs may be required.

Under all circumstances for all students, 1 satisfactory CPE (direct or indirect) must be completed by the faculty, and 2 satisfactory CPEs must be completed by preceptors (One Mid-term and one Final CPE).

In order to pass the CPE, students must perform each clinical activity listed in the CPE at a minimum of "level 3", AND an overall average of 3.5 for this course.

Course faculty will complete at least 1 direct (onsite) or 1 indirect (via technology) Clinical Performance Evaluation per semester. These evaluations may be performed either at Hiway 80 Homeless Clinic, at the student's clinical site, at another site arranged by the faculty or via technology venues, as agreed upon by the student and the clinical instructor.

Additional evaluations may be scheduled at the discretion of the faculty, should the student require additional observation and evaluation.

Students should notify clinical faculty immediately (by phone and e-mail) of any suspected or known changes in their clinical schedule.

Clinical experiences should be focused on care of patients with primary care health needs. Primary care settings provide opportunity for comprehensive and continuous care.

A maximum of 50% of clinical experiences may involve episodic client visits. A minimum of 50% of clinical experiences must involve comprehensive client visits requiring long term management.

The clinical component of the course must be passed in order to pass the course. Only when the clinical component is passed, will the student be awarded a course grade on the scored evaluation items listed above. Failing to complete the clinical component satisfactorily results in an "F" in the course.

## Clinical Requirements

Nurse Practitioner students are to wear their **Name Badges** whenever they are in the clinical setting.

## Clinical Objectives

- Students should have a minimum 3 written clinical objectives for each clinical site that should be given to the preceptor before starting clinical hours, and should be uploaded to Blackboard via the assignment link.
- Multiple submissions via the assignment link are allowed.
- Clinical objectives should be based on the CPE criteria, course content and/or module objectives, and the student's individual learning needs.

## Required Clinical Hours

A minimum of 120 clinical hours is required for satisfactory completion of this course and a total of 675 clinical hours for the entire program. The breakdown of clinical hours for the program is as follows:

Advanced Health Assessment	20 hours
Diagnostics, Methods, Procedures	30 Hours
Primary Care I	120 hours
<b>Primary Care II</b>	<b>120 Hours</b>
<b>Women's Health</b>	<b>60 Hours</b>
<b>Mental Health</b>	<b>60 Hours</b>
Primary Care III	145 Hours
FNP Practicum I	120 Hours
FNP Practicum II	120 Hours

One half of all hours for the program must be completed with a Nurse Practitioner preceptor. The remainder of your clinical hours may be completed with a physician (MD, DO), Certified Nurse Midwife, or a Physician Assistant.

120 hours is the minimum amount of clinical hours for this course. You can do more clinical hours, however hours cannot be "banked" for use in future courses. For example if you complete 150 hours during this course, you will be allowed to count only 120 hours toward the total 675 hours. The reason for this is that each course is independent and the hours calculated are based on the ratio of didactic to clinical time.

You must have approval from your clinical faculty for any clinical setting and preceptor you will be working with, prior to starting any clinical hours.

Please use the facility agreement and preceptor forms that can be found at the NP website under Student Resources.

There is a link to these forms on Blackboard for your convenience.

Forms must include all information in order to be processed.

You are expected to log your hours in Typhon throughout the semester.

Complete the Summary of Clinical Hours form that is located under "Clinical Documents" on Blackboard at the end of each semester.

Experiences available to the student will depend on the clinical site and preceptor.

The focus of this course is women's health care in primary care and mental health care in primary care. These hours can be done in a Family Practice Clinic or in specialty clinics.

Faculty reserves the right to assign additional clinical hours if the student fails to achieve an adequate clinical performance. Because course faculty responsibilities are to guide, direct, and evaluate student learning in this course and in the program, the faculty will not hesitate to assign additional clinical hours when indicated. This provision is certainly not designed to be punitive, but to assure students the baseline competency necessary for continuing in the program.

### **Clinical Site Approval**

Arrangements for students to perform clinical activities at hospitals and other agencies must be made between the agency and the College of Nursing and Health Sciences **PRIOR** to a student being able to arrange clinical hours at the site.

Preceptor agreement, in writing, **MUST** be in place **PRIOR** to your performing any clinical activities at a site. It is the student's responsibility to initiate and follow up on this in a timely manner. This requirement must be met, even for only one day at any particular site.

Each student will complete one Preceptor Data Sheet and Letter of Agreement (PDF) for **EACH** clinical site.

### **Clinical Preceptors**

This course requires 120 clinical hours in addition to the didactic content. Students are required to find their own preceptors. Arrangements for students to perform clinical activities at any clinic, hospital or other site must be made between the agency and the College of Nursing prior to any student participation in clinical hours at the site.

Students must check to see if the selected site is has an approved facility agreement. The list of approved facilities is located on Blackboard under "Course Documents/Clinical Forms".

If the site does not have a facility agreement, the student is responsible for initiating one. Complete the Facility Agreement online form for review and approval by faculty.

Students must also submit an online Preceptor Agreement Form (See clinical forms folder on Blackboard) for each clinical preceptor. This requirement must be met, for every preceptor.

Forward this form to Lindsey Heaton at lheaton@uttyler.edu in the Graduate Office of Advanced Practice.

**NOTE:** The form must be completed and SIGNED by the preceptor before you begin clinical hours.

Ms. Heaton will notify you via e-mail when the preceptor and/or facility is approved so that you may start your clinical hours. You will not receive any credit for any clinical hours done prior to approval.

If a facility agreement is not on file, it may take some time to get this accomplished, so start this process as early as possible. This information is provided to help you plan your clinical experiences, so that you are not waiting for approval.

Your clinical instructor must approve your preceptors and your clinical schedule prior to beginning any clinical hours. Students are strongly encouraged to begin making contacts with potential preceptors now, in order to begin your clinical hours once you have actually started the course.

Clinical rotations must be approved by your clinical faculty. Students will not receive credit for clinical hours obtained without approval.

Students are responsible for negotiating clinical time with qualified preceptors. When discussing course requirements and preceptor responsibilities please refer to the Preceptor Handbook and consult with faculty.

A schedule of proposed clinical hours for each semester must be submitted to your clinical faculty at the beginning of the semester (see specific date on the course schedule). Clinical schedules should be submitted using the Clinical Schedule Template provided. This is also located under the "Course Documents/Clinical Forms" folder. Completed clinical schedules should be submitted via the Assignment link provided in Blackboard. Failure to submit your clinical schedule will be considered a failure of the assignment.

Revisions of your clinical schedule should be submitted to clinical faculty as soon as changes are known via the link in blackboard. If changes are related to a site visit, contact your clinical faculty ASAP by phone or email.

In order to be eligible preceptors for the Family Nurse Practitioner Program, the following criteria must be met:

- Advanced Practice Nurses/physician assistants must have practiced for at least one year
- Advanced Practice Nurses/physician assistants must be licensed by the state in which they are practicing.
- Physicians must be licensed by the state in which they are practicing and have at least one-year of experience.
- All preceptors must be certified by the appropriate certifying body

### **TYPHON Clinical Hours Tracking System:**

Each student will provide an accurate and complete listing of all patients cared for during the course. Typhon requires demographic data and diagnoses for each patient. Enter patient data accurately and completely into Typhon. In addition, all clinical hours completed should be logged into Typhon.

Entries should be posted within one week of the clinical experience. Typhon will be evaluated by your instructors at mid-term and at the end of the course. Fabrication of entries is academic misconduct. Each student should keep an electronic record and a hardcopy printout of your clinical logs.

These logs may be requested by the Board of Nursing if you move to another state and request approval as an APRN there. It is the responsibility of the student to keep these logs.

## UT Tyler Student Resource for Hybrid & Online Courses

Please refer to the following link for a centralized listing of resources for important university policies and technical information.

<http://lms-media.uttyler.edu/fileman/OID/Resource/index.html>

**Students are responsible for having an updated, working computer with reliable internet access and a current software package. The computer must be equipped with a camera/microphone (built-in or external) and speakers. A headset may be helpful for listening to lectures and participating in online clinical section meetings.**

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### IMPORTANT UNIVERSITY DATES

- August 24, 2015 – CLASSES BEGIN; Late registration and schedule changes.
- September 4, 2015 – 11th class day (Census Date)
- September 7, 2015 – Labor Day Holiday
- September 16, 2015 - 20th class day
- October 26, 2015 – Last day to withdraw from classes
- November 26-27 – Thanksgiving Holiday
- December 8-12 – Final Exams