

Table of Contents

The University	1
Vision, Purpose, Mission and Values.....	1
Structure of the University.....	1
Accreditation.....	2
History.....	2
Facilities and Locations.....	3
Special Collections.....	4
Compliance with Federal Policies.....	5
ADA Policy.....	5
Non-Discrimination Policy.....	5
FERPA Notification.....	5
Release of Directory Information.....	6
Catalog Policies and Student Responsibilities	7
Academic Policies	7
Classification.....	7
Course Load.....	7
Lower and Upper College Courses.....	7
Grading System and Practice.....	8
Available Grades.....	8
Additional Grading Notations.....	8
Incomplete/Change of Grade.....	9
Auditing of Courses	9
Independent Study.....	9
College-Level Learning Credit.....	10
Undergraduate Academic Honors.....	10
Dean’s List	10
Scholastic Honors.....	10
Academic Standing.....	11
Good Academic Standing.....	11
Academic Caution/Probation/Ineligible to Enroll.....	11
Graduation Requirements.....	11
Credit Hours and GPA Required for Graduation.....	11
Academic Residency.....	12
Board of Trustees.....	13
Administrative Officers.....	13
Administrative Faculty.....	14
School of Nursing	15
Overview.....	15
Accreditation	15
Mission.....	15
Program Goals.....	15

Academic Program	15
Philosophy.....	16
Environment.....	16
Health.....	16
Nursing.....	16
Education.....	16
Conceptual Model.....	16-17
Student Learning Outcomes.....	18-19
Pre-requisite General Education Requirements.....	20
Nursing Program of Study.....	20
Credit Clock Hour Equivalency.....	21
Course Descriptions	21-26
General Information	26
SON Admission	26
Admission Requirements.....	27
Other Admission Considerations.....	27
Admission Requirements for International Students.....	27
College of Arts and Sciences Transfers.....	28
Transfer Credits.....	28
Pre-enrollment Requirements	29
Graduation Requirements.....	29
Candidacy for Graduation.....	29
Financial Information	30
Tuition and Fees.....	30
Withdrawals and Refunds.....	31
The Withdrawal Date.....	31
Distribution of Unearned Aid.....	31
General Policies.....	31
Overpayment.....	32
Financial Assistance.....	32
Scholarships	32
Other Financial Policies.....	33
Financial and Educational Records	34
Technology Resources	34
My Baker.....	34
Moodle.....	34
Email.....	34
Taskstream.....	35
Collins Library	35
Health Sciences Library.....	35
Tutorial Lab.....	36
Learning Resource Lab.....	36

Human Patient Simulator Lab.....	36
ATI	36
Academic Policies	36
Student Responsibility.....	36
Grade Computation.....	36
Grading Scale.....	37
Satisfactory Academic Performance.....	37
Withdrawal from Courses.....	37
Withdrawal from Program	38
When Withdrawal Date is Determined.....	38
Dismissal.....	38
Readmission Following Dismissal.....	38
Procedure for Readmission.....	38
Academic Performance Policies and Procedures	39
Academic Concerns	39
Grade Appeal	39
Test Review.....	39
Written Assignments.....	39
Submitting Assignments	39
Late Assignments.....	40
ATI Policy.....	40
Progression Requirements.....	41
Code of Ethics Policy.....	42-43
Grievance Procedure.....	44
Clinical Policies	44
BLS Certification.....	44
Immunizations.....	45
Health Insurance.....	45
Competency for Drug Administration	45
Professional Dress Code and Behavior Guidelines.....	46
Professional Conduct.....	47
Unprofessional Conduct.....	47
Drug and Alcohol Testing.....	48
Confidentiality	49
Fourth Level Leadership and Capstone Clinical Assignments.....	49
Participation in Clinical Experiences.....	49
Submitting Clinical Assignments.....	49
Student Liability	49
Student Injuries and Incidents.....	50
Student Services	50
Academic Advising.....	50
Orientation.....	50

Baker Identification Cards.....	50
ADA policy.....	50
Health, Counseling (EAP)	51
Career Development.....	51
Student Responsibilities.....	51
Attendance	51
Tardiness.....	52
Classroom Conduct.....	52
Use of Electronic Media.....	52
Social Media Policy.....	53
Employment.....	53
NCLEX/KSBN Application Procedure.....	54
Campus Information.....	54
Keys and Valuables.....	54
Lockers and Messages.....	54
Campus Security.....	55
Parking.....	55
Firearms and Weapons Policy	55
Tobacco-Free Campus Policy.....	55
Drug-Free Campus Policy.....	55
School Cancellation.....	55
Crisis Situations.....	56
Disaster Situations.....	56
Student Participation Opportunities.....	57
Student Senate Organization.....	57
Student Representation on BUSN Committees	57
National Student Nurses Association (NSNA)/Kansas Association of Nursing Students (KANS)	57
Trinity Lutheran Committee.....	57
Ambassador Program.....	57
Tutorial Scholars.....	57
Pinning Committee.....	57
Baker Buddies.....	58
Nurses for Cultural Awareness.....	58
Nurses Christian Fellowship.....	58
Religious Services.....	58
ETA Kappa Chapter-At-Large/Sigma Theta Tau.....	58
Directory.....	59
University Officers for the SON.....	59
Administrative Faculty.....	59
Staff.....	59
Faculty.....	60-61

2013-2014 Academic Calendar..... 62-63
Appendix A ATI Testing Plan.....64
Appendix B Directions for ATI.....65

Location

Baker University
P.O. Box 65
Baldwin City, Kansas 66606-0065
1-800-873-4282

Baker University School of Nursing
1500 SW 10th
Topeka, Kansas 66604
Pozez Education Center
1505 SW 8th Avenue
www.bakeru.edu
1-888-866-4242 or 785-354-5850

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THE UNIVERSITY

Vision, Purpose, Mission and Values

Vision and Purpose

Baker University is a premier private university with a tradition of academic excellence and student engagement in a respectful, inviting, values-based learning community. The faculty provides creative, student-focused learning experiences challenging students to analyze issues with depth and clarity. Students fully engage in their learning; connect with peers, faculty and staff; and develop lifelong relationships with diverse groups of people. Graduates realize their potential to become confident, competent contributors to society.

Mission

Baker University is committed to assuring student learning and developing confident, competent and responsible contributors to society.

Values

In the tradition of our United Methodist heritage, Baker University values:

- **Student learning and academic excellence.** We provide quality-learning environments promoting intellectual, professional and personal development resulting in lifelong learning.
- **Critical thinking, inquiry and freedom of expression.** We challenge all participants to think critically using open inquiry and freedom of expression.
- **Integrating learning with faith and values.** We expect all participants to be open to questions of faith and values as part of intellectual inquiry in the United Methodist tradition. In particular, we expect personal and professional responsibility that is based on high standards of ethical conduct.
- **Connections.** We promote a community of belonging and Baker family connections, which result in lifelong associations.
- **Inclusiveness.** We embrace diversity of community, thought and expression.
- **Service to the community.** We address the civic, social, health and environmental needs of our global community.

Structure of the University

In keeping with its mission to serve both recent high school graduates and the lifelong learning needs of adults, Baker University is comprised of the College of Arts and Sciences, the School of Professional and Graduate Studies, the School of Nursing, and the School of Education.

The College of Arts and Sciences (CAS), at the Baldwin City campus, has its own educational goals and offers the wide selection in courses of study usually associated with a superior undergraduate liberal arts education. It offers the Bachelor of Arts (B.A.), Bachelor of Music Education (B.M.E.), and Bachelor of Science (B.S.) degree programs.

The School of Nursing (SON), located at Stormont-Vail HealthCare in Topeka, offers a program of study leading to the Bachelor of Science in Nursing (BSN) for those seeking initial preparation and for registered nurses (RN) wanting to obtain a higher degree.

The School of Professional and Graduate Studies (SPGS), with its educational goals directed to the needs of adult students, offers educational programs in Overland Park, Topeka, Wichita, and other locations in Kansas and Missouri. It offers the Associate of Arts in Business (A.A.B.), Bachelor of Business Administration (B.B.A.), Bachelor of Arts in Business Leadership (B.B.L.), Bachelor of Science in Management (B.S.M.), Master of Business Administration (M.B.A.), Master of Liberal Arts (M.L.A.), and Master of Science in Management (M.S.M.) degree programs.

The School of Education (SOE) offers over 20 undergraduate licensure programs and five graduate education programs. SOE undergraduate programs are located at the main campus in Baldwin City where students receive a B.A. or B.S. degree with majors in education and their content area of concentration. Non-traditional students who have previously earned a degree may obtain licensure in their content area. SOE graduate degree programs can be found in Overland Park, Topeka, Wichita, and other Kansas and Missouri locations. Graduate degree programs offered include the Master of Arts in Education (M.A.Ed.), Master of Science in Special Education (M.S.S.E.), Master of Science in School Leadership (M.S.S.L.), and Doctorate of Education (Ed.D.) in Educational Leadership. The GSOE also offers a Master of Science in Teaching (M.S.T.) for alternative licensure in either pre K-12 or secondary education depending on content area.

Accreditation

Baker University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312-263-0456, www.ncahlc.org) for degree programs in arts, sciences, and professional curricula at the Associate, Bachelor, Master, and Doctorate levels. Its accreditation has been continuous since first granted in 1913 with the most recent re-affirmation of accreditation status in 2012. Baker University is also a member of and approved by the University Senate of the United Methodist Church.

Baker University School of Education is accredited by the Kansas State Department of Education and the National Council for the Accreditation of Teacher Education. The B.S.N. program is accredited by the Commission on Collegiate Nursing Education and approved by the Kansas State Board of Nursing. The majors of accounting, business, and international business offered by the Department of Business and Economics in the College of Arts and Sciences at Baker University are fully accredited at the national level by the Association of Collegiate Business Schools and Programs (ACBSP). The ACBSP accreditation is limited to degree programs offered on the Baldwin City campus. The music programs—the Bachelor of Arts in Music and Bachelor of Music Education—are accredited by the National Association of Schools of Music.

The University is a member of numerous professional organizations in higher education including the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the National Association of Intercollegiate Athletics, the Kansas Independent College Association, and others.

History

Chartered on February 12, 1858, three years prior to establishment of Kansas' statehood, Baker University is the state's oldest university. It is named for a distinguished scholar and bishop, Osmon Cleander Baker, who presided over the first conference convened in this new region by the Methodist Episcopal Church.

Instruction began in November 1858. It was at first preparatory only, but expanded after four years to include collegiate courses. In 1866, the University awarded its first bachelor's degrees. For most of its first quarter-century it struggled for survival in the face of almost overwhelming odds. But new leadership drew Baker out of its depression to begin an era of expansion in the 1880s. Continued growth and achievements of alumni, including two Rhodes Scholars in the class of 1907, brought the institution widespread recognition.

In 1930, Baker broadened its geographic responsibility and reaches through a merger with Missouri Wesleyan College of Cameron, Missouri, and maintains that institution's heritage as well.

Weathering the strains of the Great Depression and World War II, Baker has maintained a record of unbroken service for over 150 years. Its rich academic tradition includes four Rhodes Scholars and a Pulitzer Prize winner. Following World War II, the University embarked upon a

program of expansion of its physical facilities. During the past decades, Baker has renovated its older structures and continued to increase its endowment through the establishment of endowed chairs and professorships and expanded student scholarship funds.

New programs to serve the changing needs of new student groups have been introduced throughout the University's history. In 1975 Baker expanded horizons by developing a Master of Liberal Arts degree program for adult students in Kansas City. In 1988 this program was incorporated into the School of Professional and Graduate Studies, which offers graduate and undergraduate degree programs for adult students.

In August 1991, the School of Nursing was established in the Pozez Education Center at Stormont-Vail HealthCare. The school provides professional nursing education to meet the growing needs of northeast Kansas, the state and nation.

In 2005, the School of Education was formed with undergraduate programs provided on the Baldwin City campus and graduate programs provided on the Overland Park campus. The School of Education offers the University's only doctoral program, Doctorate of Education (Ed.D.) in Educational Leadership.

Facilities and Locations

The Baldwin City campus of Baker University is home to the College of Arts and Sciences and the School of Education undergraduate programs. Baldwin City, Kansas, a beautiful small community of tree-line streets and rich tradition, is about 40 miles southwest of Kansas City and 40 miles southeast of Topeka. The historic campus is only a few blocks south of the old Santa Fe Trail, now followed by U.S. Highway 56. It is easily accessible from north or south by U.S. 59 and from east or west by U.S. 56.

The School of Professional and Graduate Studies and School of Education graduate program administrative offices are located in Overland Park, Kansas at 8001 College Boulevard. These offices house the School's administrative functions. Classes are offered in the evenings at various locations convenient to working professionals including Overland Park, North Kansas City, Lee's Summit, Topeka, Wichita, and Kansas City, Missouri, as well as other locations. Classes may be arranged in corporate sites and other more rural areas to serve the educational needs of adult learners in the service region.

The School of Nursing is located in the Pozez Education Center on the corner of SW 8th Avenue and Horne on the campus of Stormont-Vail HealthCare, Topeka, Kansas. This modern facility provides administrative offices, large modern classrooms, fully equipped clinical training labs and a computer lab. On the lower level, the Stauffer Health Sciences Library provides full library services, computers, individual study areas and is a strong learning resource for both students and faculty.

Special Collections

Baker University's Special Collections are the results of the historic and generous support of graduates and friends with a diversity of interests. The collections range from artifacts and paintings to illuminated manuscripts and published works of scholarship. They are special assets of the University, available to enrich students' learning.

The Elsie Nuzman Allen Art Collection is named for a graduate of 1891 who had a lifelong interest in the promotion of the arts. She was the wife of the well-known Henry Justin Allen, Kansas journalist and political figure, who was governor and an United States Senator.

The Museum Complex on campus includes the Old Castle, Baker's first home, and the old post office of Palmyra, the adjacent town preceding Baldwin that served as a station on the fabled Santa Fe Trail. This museum complex offers many insights into the life of the early Kansas

settlers as well as examples of the craftsmanship of Native Americans and is open by appointment only during the academic year. Special group tours may also be arranged.

The Quayle Collection was assembled by bishop and former Baker University student, professor, and president William A. Quayle, and given to the University upon his death in 1925. The Quayle collection contains illuminated manuscripts, early printed Bibles and early editions of the major translations of the Bible into English, and other works exhibiting the history of printing and the book arts.

The lower level of the Spencer Wing houses the Kansas Area Archives of the United Methodist Church and the Baker University Archives. The histories of Baker and the Methodist Church in Kansas are intertwined. Baker was founded by the Methodists during the Territorial period of Kansas history, and the archives contain manuscripts, diaries, photographs, records, and other documentation of the history of Kansas, the Civil War, and Baldwin City, as well as of Baker and the Methodist Church.

Clarice L. Osborne Memorial Chapel was built in 1864 as the Methodist Chapel of Sproxton, a small village in Leicestershire, England. It was served by several Methodist clergy and Mr. Alf Roberts, a lay minister and father of Lady Margaret Thatcher, former Prime Minister of England. Closed for lack of attendance, the Chapel stood unused until the summer of 1995, when it was dismantled stone-by-stone and reassembled on its present site. The Chapel, of Victorian Gothic architecture and constructed of ironstone, honors the wife of Mr. R.R. Osborne whose generosity made possible this historic and beautiful structure. The Osborne Chapel hosts University worship, weddings, and other religious activities and provides offices for the Minister to the University.

Ivan L. Boyd Woods, a 35-acre area two miles north of Baldwin, is used by biology classes and independent study students to investigate ecological phenomena common to woodland areas. The area is particularly valuable for studying patterns of succession, ecotone, and woodland species of plants and animals.

Baker Wetlands Research and Natural Area is a 573-acre area 11 miles northwest of Baldwin in the Wakarusa River floodplain. The area contains 45 acres of native wetland prairie. The remaining acreage has been restored as wetlands through a variety of federal, state, and local grants. The area was acquired by Baker University from the federal government in 1968 and is used for education and research on a variety of ecological phenomena and for preservation of the native wetland prairie. The area was identified as a National Natural Landmark by the National Park Service in 1969 and a Natural and Scientific Area by the state of Kansas in 1987. The Baker Wetlands contain one of the highest levels of biodiversity in the state.

Ethics and Compliance Policies

Prohibited Harassment Policy

The University is committed to creating a culture of respect and providing an environment that values diversity and emphasizes the dignity and worth of every individual.

Accommodation Notice

Baker University is committed to providing “reasonable accommodations” in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. Students must provide appropriate documentation of the disability, which should include appropriate diagnostic testing and a verification form prepared by a licensed medical practitioner who is not related to the student

Notice of Nondiscrimination

It is the policy of Baker University to afford equal opportunity for all persons. As such, the University will not discriminate based on an individual’s race, color, national origin, religion, sex, disability, age, veteran status, sexual orientation, marital status, or other status protected by law, in admission to or employment in its education programs or activities.

For the full text of the Prohibited Harassment Policy, Accommodation Notice, and Notice of Nondiscrimination, visit www.bakerU.edu/compliance. You may file an anonymous and confidential report of suspected improper conduct online at www.bakerU.edu/ethicsreporting or by calling 866-879-0422.

Jeanne Clery Act

Baker University publishes an Annual Security Report in Compliance with the federal Clery Act. The University creates yearly reports with postings on the University website. The University will provide a paper copy of the reports upon request.

2013 Violence Against Women: Clery Act Amendments

Baker University supports the 2013 Violence Against Women: Clery Act Amendments with policies pertaining to relationship violence, stalking and sexual misconduct. Additional information can be found on the Baker website.

FERPA Notification

Baker University maintains compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. FERPA defines educational requirements, which are designed to protect the privacy of students concerning their records maintained by Baker University.

FERPA accords students certain rights with respect to their education records. They are:

- The right to inspect and review their records
- The right to request the amendment of their education records to ensure that they are not inaccurate, misleading, or otherwise in violation of privacy or other rights
- The right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U. S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Complaints may be addressed to:
Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

All requests to release, inspect, or review education records or to petition to amend education records should be made in writing to:

Ms. Ruth Miller
University Registrar
Baker University
P.O. Box 65
Baldwin City, KS 66006-0065

Education records may be disclosed without prior written consent to school officials having a legitimate educational interest. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee (such as a disciplinary or grievance board), or a student engaged in a teaching assistantship learning experience. A school official has a legitimate educational interest if the official needs to review an education record in order to perform a task that is his or her professional responsibility, related to a student's education, related to the discipline of a student, or necessary for supportive service to the student. Determination of legitimate educational interest will be made by the University Registrar. Education records may also be disclosed without prior written consent of students in order to comply with a judicial order or subpoena, and to various federal, state, and local authorities as outlined in the FERPA and Patriot Act statutes.

Release of Directory Information

Baker University hereby gives notice that it has designated the following categories of personally identifiable information as "Directory Information" under the Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended). This information can be released without the prior consent of students as permitted by law. Under the terms of FERPA, Baker University defines "Directory Information" as follows:

- Name
- Permanent address and telephone number
- Baker email address
- Dates of attendance
- Enrollment status
- Class level
- Major area(s) of study
- Academic honors and awards
- Degree(s) conferred (including dates)
- Date of birth
- Height and weight of athletes

In order to request that your "Directory Information" not be made available to the public (including friends, family, and current or potential employers), a signed form must be submitted to the Office of the Registrar. All inquiries regarding this policy should be directed to the University Registrar (785-594-4530 or records@bakeru.edu).

CATALOG POLICIES AND STUDENT RESPONSIBILITIES

It is the responsibility of each student to be aware of and to meet the catalog requirements for graduation and to adhere to all other rules, regulations, and deadlines published in this catalog and in the Student Handbook's for the college/schools.

Students are expected to meet the graduation requirements of the catalog in effect when they first enroll at Baker; however, continuously enrolled students may elect to meet in their entirety the graduation requirements of any subsequent catalog published during their enrollment. If five years or more have elapsed since a CAS/USOE student's last enrollment at Baker, the student will be required to meet all graduation requirements of the catalog in effect at the time of readmission. All readmitted SON students are subject to the graduation requirements in effect at the time of readmission. Readmitted SPGS/GSOE students are subject to graduation requirements as outlined in the readmission policy section of the catalog.

While academic advisors assist students in interpreting requirements and policies and making plans, final responsibility for meeting requirements and adhering to policies belongs to each student.

ACADEMIC POLICIES

CLASSIFICATION

Undergraduate degree-seeking students are classified according to the following criteria.

Freshman: 0 - 29 credit hours earned

Sophomore: 30 - 63 credit hours earned

Junior: 64 - 97 credit hours earned

Senior: 98 or more credit hours earned

COURSE LOAD

For students in the CAS/USOE/SON, the minimum full-time student load is twelve credit hours per semester. The normal course load is fifteen or sixteen credit hours. Typically, students should limit enrollment to a maximum of eighteen hours. Newly admitted freshmen should not enroll in more than eighteen credit hours. Other students who choose to enroll in more than eighteen hours must pay additional tuition (as outlined in the Tuition and Fees section of the catalog). Students who want to enroll in 21 or more hours must have administrative consent.

For students in the SPGS/GSOE, all active, continuously enrolled degree seeking students in cohort programs are considered full-time for the purposes of enrollment verification. All active, continuously enrolled open enrollment students have enrollment status calculated on the basis of total hours of enrollment in a Baker University defined parent term (fall, spring, summer) as follows: 12 hours and above is full-time, 6-11 hours is at least half-time, 1-5 hours is less than half-time. BBA/BSM/BBL students may request permission to take overload coursework in another Baker program (as outlined in the Course Overload section of the catalog).

LOWER AND UPPER COLLEGE COURSES

Course numbers below 100 do not count toward minimum hours needed for graduation. Undergraduate lower-college courses are numbered 100-299 or 1000-2999. Generally, lower-college courses are intended to serve freshmen and sophomores. Undergraduate upper-college courses are numbered 300-499 or 3000-4999. Generally, upper-college courses are intended to serve juniors and seniors. CAS/USOE freshmen and sophomores who have satisfied the prerequisites or equivalents and have consulted with their academic advisors may enroll in upper-college courses.

Graduate-level courses are numbered 500-899 or 5000-8999. Doctoral-level courses are numbered 9000-9999.

GRADING SYSTEM AND PRACTICE

The following grades are used at the Graduate School of Education, School of Nursing and the School of Professional and Graduate Studies:

AVAILABLE GRADES

Letter Quality Grade Points	Letter Quality Grade Points	Letter Quality Grade Points
A 4.00	C 2.00	F 0.00
B 3.00	D 1.00	WF 0.00

The following grades are used at the College of Arts and Sciences and the Undergraduate School of Education:

Letter Quality Grade Points	Letter Quality Grade Points	Letter Quality Grade Points
A 4.00	B- 2.67	D+ 1.33
A- 3.67	C+ 2.33	D 1.00
B+ 3.33	C 2.00	D- 0.67
B 3.00	C- 1.67	F 0.00

ADDITIONAL GRADING NOTATION

P - Pass (represents work at the level of “C” or above)
portfolio only)

DIST – Distinguished (GSOE)

I - Incomplete (only a temporary grade)
portfolio only)

PROF – Proficient (GSOE)

AU – Audit

() Indicates a repeated course

W – Withdraw

* Indicates a grade change

The “WP” (withdrawn passing) and “WF” (withdrawn failing) grades are assessed by faculty for SPGS/GSOE/SON-RN students who withdraw after completion of 50% of a course. The “WF” grade is punitive (zero associated quality points).

All credits awarded by Baker University are in semester hour units. The CAS/USOE uses the plus/minus grades identified above.

The grade point average (GPA) is computed as follows and includes only those courses taken on a letter grade basis and “WF”. The credits for each course are multiplied by the quality points earned for each grade received. The GPA is calculated by dividing the sum of the quality points by the total number of credits attempted. The resulting cumulative or semester GPA ranges from 0 to 4.0.

In computing the cumulative grade point average, all courses are included except: credit hours transferred; those with course numbers below the 100-level; and those in which a grade of “P”, “NC”, “I”, “W,” or “WP” was earned. For retaken courses, each attempt will appear on the transcript. Regardless of the number of times a course is retaken, its credit hours are counted only once toward the completion of the degree. Only the grade earned in the last retaken attempt counts toward the cumulative GPA.

In the CAS/USOE, a limited number of courses are offered only on a Pass/No Credit (P/NC)

basis, where Pass = A, B, or C and No Credit = D or F. Students must earn a grade of C or better to receive credit for P/NC classes. Grades of D or F result in NC. In the CAS/USOE, P/NC courses are restricted to CS 141, MA 090, MA 091, internship courses, interterm experiential learning courses, and co-curricular courses. In the SON, all clinical courses are P/NC. In the SPGS/GSOE/SON-RN, an administrative code of NC is assigned when extenuating circumstances make it impossible for a student to complete a course as determined by the appropriate administrator. (See school catalog for more details.)

A passing grade for master-level students is a C or better. However, a student in a master-level program may only complete one course with a grade of C to be eligible for graduation. A student in the Ed.D. program may have no grades below a B.

CAS/USOE students will receive both a midterm and a final grade for all courses although only the final course grade will appear on the academic transcript. Midterm grades are provided for informational purposes so that students are aware of their performance in a given course as of the midpoint in the semester. In addition, they are used to determine if a student should be placed on academic caution. Midterm grades or academic caution status are not recorded on a student's transcript. Only final grades and any applicable academic probation or ineligibility status designations are recorded on the transcript.

INCOMPLETE/ CHANGE OF GRADE

A grade of Incomplete "I" may be given to a student by an instructor indicating that all required course work was not completed because of emergency situations which were beyond the control of the student at the time and could not have been foreseen or planned for in advance. Students receiving an incomplete grade must make arrangements with the instructor to complete all course work within the timeframe established by the college/school as follows:

- CAS/USOE: Four weeks into the next regular semester (i.e., fall or spring)
- SON: Six weeks after the last day of class
- SPGS/GSOE/SON-RN: Two weeks following the ending course date

Failure to complete requirements within the specified time period will result in a grade of F for the course. In cases of extreme hardship, the student may petition in writing to the university registrar (prior to the expiration of the arranged time period) for an extension. In no case will total time allowed for removal of the grade of Incomplete be extended for more than an additional two weeks. For CAS/USOE/SON, grade changes will not be accepted more than six months after the end of the term in which the grade was awarded. For SPGS/GSOE/SON-RN, grade changes will not be accepted more than sixty days after the end of a course. Change of grade requests must be based on adequate cause and be approved by the academic dean or assistant dean of the college or school.

AUDITING OF COURSES

All students who audit courses are expected to meet the audited course's attendance requirements, but are not obligated to complete course assignments or meet requirements necessary for obtaining a grade. No credit hours are awarded and no grades are earned in audited courses.

Full-time students in CAS/USOE/SON may choose to audit up to six credit hours (not counted in the minimum twelve-hour full-time course load) in a given semester. No additional fee is charged to full-time students for auditing a course. Part-time students are charged a reduced fee and should refer to the tuition and fees section of the catalog for their college/school.

INDEPENDENT STUDY

Qualified degree-seeking students can seek a limited number of independent studies. Only in exceptional circumstance can catalog courses be taken on an independent study basis. Courses cannot be retaken on an independent study basis. Students enrolled in the MLA program who

have completed 24 credit hours may plan an independent study project to complete a three credit elective.

Typically, a CAS/USOE/SON student must have a cumulative GPA of 3.00 or better and a SPGS/GSOE student must have a cumulative GPA of 3.50 or better to enroll in an independent study course. Generally, independent studies range from 1-3 credit hours.

Depending on the program of study, students interested in pursuing an independent study should contact a designated academic administrator, supervising professor, and/or academic advisor to discuss the independent study and seek appropriate approvals. For a non-catalog course independent study, the student in consultation with the supervising professor is responsible for outlining the purpose, objectives, procedure and methods, evaluation criteria, and list of resources. Requirements may vary by program or school. Once the independent study is approved, enrollment must be completed before the registration deadline and arrangements made for tuition to be paid.

COLLEGE-LEVEL LEARNING CREDIT

CAS/USOE/SON accept College-Level Examination Program (CLEP) scores from the Computer-based testing equal to or exceeding 50 in the following areas: English, Humanities, Math, Natural Science, and Social Science. The Advanced Placement Tests (AP) are accepted with a score of 3 or better. The number of credit hours granted toward the required amount needed to graduate is determined on an individual basis. Students who have successfully completed courses in the International Baccalaureate Program (IB) may receive credit for scores of 4 and above. A fee is charged for granting college-level learning credit from all these sources. Consult the fee schedule for your college/school.

The SPGS defines assessed credits as those not earned at a regionally accredited college. Assessed credits may be those earned through a variety of learning experiences. Students are referred to the SPGS/GSOE catalog for further information.

UNDERGRADUATE ACADEMIC HONORS

DEAN'S LIST

At the conclusion of each semester at CAS/USOE/SON all full-time degree-seeking students earning a GPA of 3.5 or higher in at least twelve hours of coursework (excluding remedial courses) are placed on the Dean's List for that semester. This designation is recorded on the student's permanent transcript.

SCHOLASTIC HONORS

The determination of scholastic honors is made during the last semester prior to graduation and does not include grades from the final semester for CAS/USOE/SON.

At CAS/USOE, degree candidates who will have completed a minimum of 60 semester hours (exclusive of P/NC hours) of full-time resident study by the time of their graduation are considered for scholastic honors.

At SON, degree candidates who have successfully completed a minimum of three semesters of full-time study are considered for scholastic honors.

At SPGS/SON-RN, undergraduate degree candidates who have completed all requirements or are within their final course toward the degree are considered for scholastic honors.

Transfer course work is not included in the GPA calculation and, therefore, does not apply toward the determination of scholastic honors. The cumulative grade point average required for scholastic honors is designated as follows:

	<u>Summa Cum Laude</u>	<u>Magna Cum Laude</u>	<u>Cum Laude</u>
CAS/USOE/SON	3.90 – 4.00	3.75 – 3.89	3.50 – 3.74
SPGS	3.95 – 4.00	3.85 – 3.94	3.70 – 3.84

ACADEMIC STANDING

To remain in good academic standing, all undergraduate and graduate students are expected to meet the academic performance standards published in the catalog of their college/school. Students who do not meet these academic standards will be placed on academic probation or become ineligible to enroll.

GOOD ACADEMIC STANDING

To be in good academic standing, a student must be making satisfactory progress toward earning the degree and meeting the prescribed GPA grade, or progression standards as defined by the college/school.

ACADEMIC CAUTION/ PROBATION/ INELIGIBLE TO CONTINUE

Academic caution is used at mid-term for students in the CAS/USOE/SON as an official warning and notification that prescribed GPA, grade, or progression standards as defined by the college/school are not being met. Students who fail to meet the standards will either be placed on academic probation or declared ineligible to continue.

Academic probation is a warning status to alert students when their G.P.A and/or grades have fallen below the academic performance standards as defined by the college/school.

The status ‘academically ineligible to continue is reserved for a student who may not continue enrollment at Baker University.

GRADUATION REQUIREMENTS

CREDIT HOURS AND GPA REQUIRED FOR GRADUATION

The minimum number of credit hours and minimum grade point average required for graduation with each Baker degree at each college/school are outlined in the table below.

School or College	Minimum Credit Hours	Minimum GPA
CAS Bachelor	128	2.00
SOE Bachelor	128	2.00
SON Bachelor	128	2.00
SPGS Associate	60	2.50
SPGS Bachelor	124	2.50
SPGS Master	36-43	3.00
SOE Master (MAED,MST)	36-42	3.00
SOE Master (MSSE, MSSL)	33-37	3.25
SOE Doctorate	59	3.50

For CAS and USOE, at least 39 credit hours must be taken in upper-college courses (numbered 300 and above). At CAS, no more than 50 credit hours in a single discipline may be applied toward the total hours required for graduation. Students should refer to the catalog of

their specific college/school for further graduation requirements associated with their respective degrees.

ACADEMIC RESIDENCE

At CAS/USOE: In order to obtain an undergraduate degree, the following residency criteria must be met:

- A minimum of 31 credit hours of course work must be completed in residence at the Baldwin City campus,
- At least 27 of the total credit hours completed must be at the upper-college level (numbered 300 or higher), and
- With the exception of students enrolled in an approved study abroad experience during their final 31 hours toward the degree, the final 31 hours of course work applied toward the degree must be completed in residence at the Baldwin City campus. Up to four credit hours of transfer work may be applied toward meeting the residency requirement without making special appeal. These transfer hours require prior approval through the Office of the Registrar. Upper-level course work toward the major requires approval by the major department.
- CAS provides a Professional Exception to the residency requirement for Baker students who pursue professional programs at other institutions. For more information see the Pre-Professional Programs section of the catalog.

Any student who wishes to be granted an exception to this policy must petition the Academic Standards and Enrollment Management Committee.

At SON: In order to obtain the B.S.N. degree from SON, a minimum of 30 credit hours must be completed in residence or online for the RNs.

At SPGS/GSOE: To obtain an Associate degree a minimum of 36 credit hours must be completed in residence. To obtain a Bachelor degree a minimum of 41 credit hours must be completed in residence. This residence requirement may vary depending on the core/major course requirements. To obtain an SPGS Master and SOE Doctoral degree all required credit hours must be completed in residence. MLA and GSOE programs allow up to six graduate level transfer credits. (See school catalog for more details) A maximum timeframe of six years has been designated for completion of all graduate program requirements at SPGS or SOE.

Full payment of tuition and fees and approval of the respective faculty are required of all graduate candidates from the college/school.

BOARD OF TRUSTEES

In 1858 the founders of Baker University deemed the University to be governed by an overseeing body of no more than thirty-two members elected by the annual conference of the United Methodist Church to serve a four-year term. Members meet three times annually—October, February, and May—to approve University programs, budgets and faculty promotions. The Board of Trustees, made up of civic, professional and spiritual leaders, and remaining the highest governing body of the University.

EXECUTIVE OFFICERS

PATRICIA N. LONG	President
SUSAN LINDAHL	Executive Vice President for Administrative Services/ Chief Operating Officer
BRIAN POSLER	Executive Vice President for Academic Affairs/ Dean of the College of Arts and Sciences

SENIOR ADMINISTRATION

KATHLEEN HARR	Vice President and Dean of the School of Nursing
PEGGY A. HARRIS	Vice President and Dean of the School of Education
ANDY JETT	Chief Information Officer
LYN LAKIN	Vice President of University Advancement
BRIAN MESSER.....	Vice president and Dean of the School of Professional and Graduate Studies
JERRY L. WEAKLEY	Vice President of Endowment and Planned Giving
D. RAND ZIEGLER.....	Vice President for Institutional and Faculty Development

ADMINISTRATIVE FACULTY

KATHLEEN HARR, 1997

Vice President and Dean of the School of Nursing
 Professor of Nursing
 B.S.N. Incarnate Word College, 1976
 M.S.N. University of Texas Health Science Center, San Antonio, 1978
 D.N.Sc. University of San Diego, 1991

MARTHA HARRIS, 1998

Assistant Dean for Academic Affairs
 Professor of Business & Economics
 B.S. Baker University, 1979
 M.B.A. University of Kansas, 1985
 C.P.A. Terminal Degree, 1986

PEGGY A. HARRIS, 1986

Vice President and Dean of the School of Education
 Professor of Education
 B.S. University of Missouri, 1971
 M.S. Southwest Missouri State University, 1974
 Ph.D. University of Kansas, 1998

JEAN JOHNSON, 1987

Director of Institutional Research
Professor of Mathematics
B.S. Allegheny College, 1978
M.S. Iowa State University, 1981
Ph.D. Iowa State University, 1984

SUSAN J. LINDAHL, 2008

Executive Vice President for Administrative
Services/Chief Operating Officer
B.S. University of Kansas, 1974
M.A. University of Kansas, 1991
Ph.D. Walden University, 2008

PATRICIA N. LONG, 2006

President of the University
B.A. Southwest Baptist University, 1973
M.S.E. Central Missouri State University, 1978
Ed. D. University of Kansas, 1993

BRIAN POSLER, 2012

Executive Vice President for Academic Affairs/
Dean of the College of Arts and Sciences
B.A. Cornell College, 1992
M.A. Rice University, 1995
Ph.D. Rice University, 1997

JUDITH A. SMRHA, 1995

Assistant Dean for Student Engagement and Success
Associate Professor of Business and Economics
B.A. Mills College, 1987
M.A. Johns Hopkins University, 1991
Ph. D. Johns Hopkins University, 1996

D. RAND ZIEGLER, 1981

Vice President for Institutional and Faculty Development
Professor of Psychology
B.A. Dickinson College, 1976
M.A. West Virginia University, 1979
Ph.D. West Virginia University, 1983

SCHOOL OF NURSING (BUSN OR SON) GENERAL INFORMATION

OVERVIEW

Throughout Baker University's history, new programs have been introduced to serve the changing needs of new student groups. In August of 1991, the School of Nursing (SON) was established in the Pozez Education Center at Stormont-Vail HealthCare in Topeka, Kansas, to provide much needed nursing education for the students in Baker's service region. The SON offers an academic program leading to a baccalaureate (four-year) degree in nursing (B.S.N.). The generic baccalaureate degree program in nursing is four full-time semesters of upper-division study after the completion of the prerequisite general education requirements. Students may enter the nursing program during the fall or spring semester.

ACCREDITATION

In addition to Baker University's accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools and Kansas State Board of Education, the B.S.N. program is approved by the Kansas State Board of Nursing (KSBN) and accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Washington, D.C. 20036-1120, 202-887-6791, www.aacn.nche.edu.

MISSION

BUSN is committed to assuring student learning for the practice of professional nursing and developing compassionate, confident, competent providers/managers of care and contributors to society.

PROGRAM GOALS

The SON strives to:

1. Offer a nursing curriculum that builds upon a strong foundation in liberal arts, sciences and standards of professional nursing practice.
2. Provide an environment of learning through a partnership between students and faculty, dedicated to academic excellence, freedom of expression and community service.
3. Retain a well-qualified faculty who are committed to excellence in teaching and participation in scholarship, service, professional development and nursing practice.
4. Facilitate a constructive, productive and energizing work atmosphere environment where open, constructive communication, decision-making, flexibility and self-growth are valued.
5. Support opportunities for faculty and students to use current technology and learning resources in a variety of settings.

ACADEMIC PROGRAM PHILOSOPHY

PERSON

The person is a dynamic composite of physiological, psychological, sociocultural, spiritual and developmental dimensions, possessing different values, life experiences, beliefs, attitudes and global views. Each person is a unique and holistic system, yet has in common with others a range of characteristics and responses. Each person has unique worth and value, as well as the inherent right to make informed and autonomous decisions regarding personal health care needs. As a dynamic entity, each person is open to influences of the environment allowing for ongoing change, growth, adaptation and capacity to enhance self-care. Persons are part of families, populations, communities and global societies.

ENVIRONMENT

The environment is dynamic and multidimensional, including external and internal elements that influence health care patterns. The environment includes factors that may enhance or stress the individual's well being.

HEALTH

Health is a dynamic state of being that is culturally defined and moves along a continuum. It is influenced by the interaction of individual characteristics and environmental factors throughout the lifespan.

NURSING

Nursing is a professional practice that encompasses health promotion, maintenance and restoration; disease and injury prevention; and care of the dying, through the application of evidence based knowledge and skills. Nurses use clinical reasoning to guide individuals toward responsible self-care and to assist them to reach and maintain the highest possible level of wellness or experience a dignified death. Professional nursing integrates scholarship, information management, critical clinical judgment, and caring and professional values. Nurses address the holistic needs of individuals, families, populations, communities and global societies consistent with their cultural values and lifestyles. As a provider, designer/manager, and coordinator of care, the professional nurse uses basic organizational and systems leadership to ensure quality care and patient safety. Practicing in both autonomous and collaborative roles, the nurse is accountable for current standards of nursing practice. Nurses demonstrate commitment to the profession, life long learning, and service.

EDUCATION

Education consists of integrative strategies for learning and is refined through continuous quality improvement to ensure academic excellence. Nursing education at the baccalaureate level is designed to help students achieve learning outcomes for entry into professional nursing practice. Nursing education is supported by liberal education in arts and sciences, professional standards of practice, and nursing theory. The curriculum builds upon previous knowledge and moves from foundational to complex concepts. Faculty design educational opportunities that coordinate classroom and clinical learning. Clinical learning opportunities are offered in a variety of settings, moving from closely supervised experiences to increasingly independent practice. Faculty serve as role models, mentors, partners and facilitators of learning in a caring environment. Students are accountable, self-directed and responsible for their own learning.

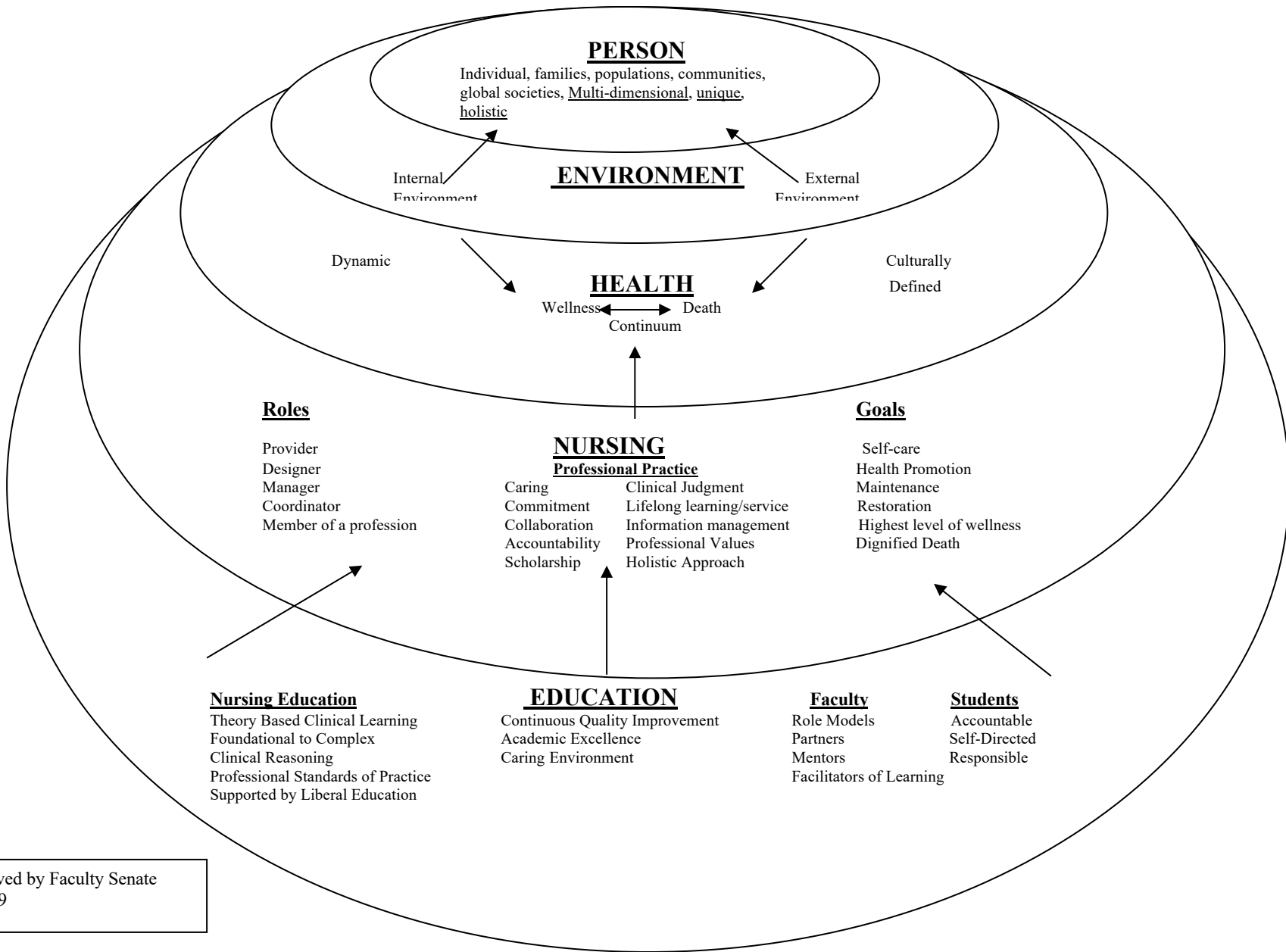
CONCEPTUAL MODEL

The graduate of BUSN is the product of liberal arts and nursing education designed to develop critical abilities to function in the nursing profession and as a citizen of a global society. The student brings to the nursing experience the abilities of communication, life-long learning, scholarship, critical thinking, service and valuing the worth of others. Through the processes of teaching, learning, and faculty role modeling inherent in professional education, the nursing scholar moves from simple to complex concepts, practices, and settings, developing outcome abilities.

The theoretical framework supporting the nursing philosophy at Baker University (BU) is eclectic in nature, recognizing the contribution to the profession by many scholars and theorists. The primary theories used to build the BUSN model include Dorthea Orem (self-care), Madeline Leininger (cultural care, diversity, universality), and Betty Neuman (systems, wellness).

Nursing builds upon existing abilities to develop the caring component of valuing and ethical decision making. Professional nursing includes the comprehensive roles of the nurse and goal-oriented therapeutic interventions, which impact self-care competencies at varying levels of wellness. Nursing supports ongoing change, growth, adaptation, and capacity to enhance self-care competencies. Health is a multi-faceted concept affected by sociocultural, spiritual, developmental, psychological, and physiological variables and is directly influenced by nursing. Health and care patterns are affected by the dynamic, multidimensional internal and external environments.

The concept of person is unique, holistic, dynamic and open to the influences of nursing, health and environment. Persons may seek nursing services as individuals, families, communities and global societies. (See model next page)



Approved by Faculty Senate
5-21-09

STUDENT LEARNING OUTCOMES

The nursing program prepares confident, competent and responsible professional nurses who are able to:

- 1. Practice professional nursing incorporating the roles of provider of care, designer/manager/coordinator of care, and member of a profession.**
 - Level 3: Demonstrate increasing independence in enacting the roles of the professional nurse with increasingly complex patients.
 - Level 2: Implement the roles of a professional nurse in specialty settings.
 - Level 1: Implement the roles of the professional nurse for beginning practice.

- 2. Conduct comprehensive and focused assessments using a holistic approach to make complex critical clinical judgments.**
 - Level 3: Synthesize assessment data to make increasingly complex critical clinical judgments.
 - Level 2: Implement comprehensive assessment as a baseline for making accurate critical clinical judgments for specified populations.
 - Level 1: Apply theory-based assessment to make beginning clinical judgments.

- 3. Demonstrate evidence-based practice by integrating evidence, critical clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.**
 - Level 3: Evaluate the evidence for providing safe care for increasingly complex patients, incorporating patient preferences and critical clinical judgment.
 - Level 2: Apply scientific principles to safely perform evidence-based, patient-centered care in specialty settings.
 - Level 1: Identify scientific principles as a basis for providing safe, evidence-based, patient-centered care.

- 4. Communicate and collaborate effectively with individuals, families, populations, communities, and the interdisciplinary team across the health care continuum.**
 - Level 3: Apply effective communication and collaborative techniques with individuals, families, populations, communities, and the interdisciplinary team in a variety of settings.
 - Level 2: Employ effective communication and collaborative techniques with individuals, families, and the interdisciplinary team in specialty settings.
 - Level 1: Demonstrate effective communication and collaborative techniques with individuals and the interdisciplinary team.

- 5. Integrate leadership principles and processes to ensure safe, quality outcomes of patient care across the health care continuum.**
 - Level 3: Demonstrate leadership principles in the delivery of safe, quality outcomes of patient care for increasingly complex patients.
 - Level 2: Demonstrate basic leadership principles for the delivery of safe, quality outcomes of patient care in specialty settings.
 - Level 1: Identify basic leadership principles in the delivery of safe patient care.

6. Portray professional values when providing competent, compassionate, culturally sensitive, and individualized care across the health care continuum.

- Level 3: Apply professional values in providing compassionate, culturally sensitive, individualized care for increasingly complex patients.
- Level 2: Demonstrate professional values in providing compassionate, culturally sensitive, individualized care in specialty settings.
- Level 1: Identify professional values as a basis for providing competent, compassionate, culturally sensitive, individualized care.

7. Display accountability for legal, moral, and ethical considerations within current standards of professional practice.

- Level 3: Integrate accountability for legal, moral, and ethical aspects to current standards of practice.
- Level 2: Accept accountability for legal, moral, and ethical aspects of current standards of practice.
- Level 1: Adhere to current standards of practice and related legal, moral, and ethical guidelines.

8. Integrate personal goals for lifelong learning and for involvement in professional and community service.

- Level 3: Revise personal goals needed for lifelong learning and involvement in professional and community service.
- Level 2: Develop personal goals to expand skills needed for lifelong learning and involvement in professional and community service.
- Level 1: Identify personal goals for lifelong learning and involvement in professional and community service.

9. Manage patient care technologies and information management systems when delivering care across the health care continuum.

- Level 3: Expand the use of patient care technologies and information management systems when delivering care in a variety of settings.
- Level 2: Demonstrate knowledge and skills using patient care technology and information management systems when delivering care in specialty settings.
- Level 1: Use basic, specified patient care technologies and information management systems when delivering care.

10. Provide effective health promotion and disease/injury prevention care to diverse individuals, families, populations, and communities across the health care continuum.

- Level 3: Demonstrate skills to effectively promote health and prevent disease and injury with increasingly complex patients.
- Level 2: Implement effective health promotion and disease/injury prevention care in specialty settings.
- Level 1: Identify principles of health promotion and disease/injury prevention.

Approved by Faculty Senate 10/5/09

PRE-REQUISITE GENERAL EDUCATION REQUIREMENTS

These courses are offered on the Baldwin City campus or may be transferred from a two- or four-year regionally accredited college or university.

1. Oral Communication3 credit hours
 2. English Composition3 credit hours
 3. Critical Writing (ex: rhetoric, applied logic, argumentative writing)..... 3 credit hours
 4. Ethics 3 credit hours
 5. Humanities or Fine Arts, to include: 12 credit hours
 No more than six hours in any one of the following disciplines: Art, Music, Literature, Philosophy, Religion, History, Theatre, and Foreign Language. Sign Language.
 6. Social Sciences, to include:9 credit hours
 General Psychology, Developmental Psychology (Lifespan or approved course), Principles of Sociology or Cultural Anthropology
 7. College Algebra*3 credit hours
 8. Statistics.....3 credit hours
 9. Sciences*, to include:.....19 credit hours
 Anatomy and Physiology with Lab, Microbiology with Lab, Chemistry with Lab, Nutrition (General Biology with Lab or other sciences are not required but may be counted toward the nineteen semester hours in science)
 10. Electives are required to total 64 prerequisite semester credit hours.
- TOTAL..... 64 credit hours**

*A lab component is required for anatomy/physiology, chemistry and microbiology. These courses plus College Algebra must have been successfully completed within the past ten years or current knowledge demonstrated by successfully completing a standardized test over the content or by repeating the course(s). Requests for exceptions to this policy may be addressed to the chair of the Student Affairs Committee.

NURSING PROGRAM OF STUDY

JUNIOR

FIRST LEVEL:	THEORY	CLINICAL
*NU 302 Pathophysiology.....	3.5	
NU 315 Concepts of Health and Nursing	3	
NU 325/NU 325L Fundamental of Nursing.....	3	3
NU 330 Health Assessment across the Lifespan.....	3	

Semester Total = 15.5

*To be accepted as a transfer class the class must be a 300 level or above.

SECOND LEVEL:	THEORY	CLINICAL
NU 360 Pharmacology	3	
NU 375/NU 375L Nursing of Childbearing Families.....	3	1.5
NU 385/NU 385L Nursing of Adults I.....	3	1.5
NU 393/NU 393L Nursing of Persons with Mental Health Alterations.....	3	1.5

Semester Total = 16.5

SENIOR

THIRD LEVEL:	THEORY	CLINICAL
NU 405 Nursing Research.....	3	
NU 425/NU 425L Nursing of Children.....	3	1.5
NU 435/NU 435L Nursing of Adults II.....	3	1.5
NU 445/NU 445L Nursing of Elders.....	2	1
Semester Total = 15		

FOURTH LEVEL:	THEORY	CLINICAL
NU 411 Healthcare Issues and Ethics.....	3	
NU 455 Nursing of Communities.....	2.5	
NU 476 Leadership and Management in Professional Nursing	3	
NU 485 Nursing of Adults III	3	
NU 492L Professional Nursing Practicum		5.5
Semester Total = 17		

TOTAL NURSING CREDITS..... 64

CREDIT/CLOCK HOUR EQUIVALENCY

Consistent with best practices in higher education, Baker University readily subscribes to the federal definition of the “credit hour” endorsed by the Higher Learning Commission. Driven by intended learning outcomes and verified by evidence of student achievement, the “credit hour” is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom “or direct faculty” instruction and a minimum of two hours of out-of-class student work per week for the duration of the course enrollment period. If the course meets less than the traditional 15-week semester, the total time commitment for the class must be equivalent to the time required for a 15-week course.

COURSE DESCRIPTIONS**FIRST LEVEL COURSES****NU 302 Pathophysiology (3.5 credits)**

This course examines alterations in physiological functions and adaptations that occur throughout the healthcare continuum by building on basic anatomy and physiology knowledge. Understanding the pathophysiology of common disease processes is an important component in conducting theory-based assessments to make beginning clinical judgments. Health promotion/disease prevention behaviors are integrated into discussions of risk factors for diseases. An emphasis is placed on genetic and genomic influences on health. Prerequisite: Admission to the nursing program. Pre- or co-requisite: NU 325.

NU 315 Concepts of Health and Nursing (3 credits)

This course provides an introduction to the nursing profession and supports students in establishing a foundation for beginning professional role development. Nursing theories and concepts provide a basis upon which students develop a professional value system and provide a foundation for future course work. Students are introduced to clinical reasoning as a problem-solving method for identifying holistic needs of patients in areas of health promotion and maintenance. Introduction to community health nursing, cultural awareness, evidenced based practice, family health, and mental health issues are presented. Prerequisite: Admission to the nursing program. Pre- or co-requisite: NU 325.

NU 325 Fundamentals of Nursing (3 credits)

This course provides the foundation for beginning nursing practice to provide safe, compassionate, culturally sensitive, individualized care to patients. Scientific principles and research findings are identified as a basis to make beginning clinical judgments based on current standards of practice. Emphasis is placed on evidence-based interventions, disease and injury prevention, effective communication, collaboration, basic leadership principles, and accountability. Medical terminology and math for nursing are integrated throughout the course. Prerequisite: Admission to the nursing program. Co-requisite: NU 325L.

NU 325L Fundamentals of Nursing Clinical (3 credits)

This course provides opportunities to apply theory-based assessments to make beginning clinical judgments necessary to provide safe, evidence-based, compassionate, culturally sensitive, individualized care to patients. Students are introduced to beginning Community concepts with a focus on vulnerable populations. Initial experiences take place in the nursing lab where students develop competence in beginning level skills. During subsequent experiences, students identify basic leadership principles when caring for patients in acute, extended, long term, outpatient, and community-based settings to explore varied roles of the professional nurse. Students are introduced to beginning community concepts with a focus on vulnerable populations. Clinical experiences include a beginning understanding and application of appropriate and safe use of patient care technologies and information management systems when delivering care.

Prerequisite: Admission to the nursing program. Co-requisite: NU 325. **P/NC**

NU 330 Health Assessment Across the Lifespan (3 credits)

This course provides students with theory-based assessment as the foundation to make beginning clinical judgments. Emphasis is placed on the interview process and recognition of expected findings for history and physical examination of each system. Developmental and cultural variations related to health assessment are included. Health promotion and disease and injury prevention are integrated throughout the lifespan. The lab session provides the student with skills needed to perform and document a systematic health assessment of a well client. The student practices history taking and physical exam skills. The course culminates with performance and documentation of a head-to-toe assessment. Prerequisite: Admission to the nursing program. Pre- or co-requisite: NU 325

SECOND LEVEL COURSES**NU 360 Pharmacology (3 credits)**

This course provides students with a knowledge base of various drug classifications and their nursing implications. Resources, including pharmacogenetics and technology, are emphasized to enhance student's ability to provide safe, therapeutic, evidence-based care in clinical settings.

Prerequisite: NU 302 or permission of instructor.

NU 375 Nursing of Childbearing Families (3 credits)

This course explores the health and nursing care of childbearing families. Emphasis is placed on evidence-based practice as it relates to culturally sensitive, individualized care of families from preconception through the prenatal, antepartum, intrapartum, postpartum and early neonatal periods. Research findings and scientific principles are used as the basis for making accurate critical clinical judgments in specialty settings. Additional areas of focus include the role of the nurse as it pertains to standards of care, genetics/genomics, patient/family education, health promotion, and patient safety.

Prerequisite: Completion of Level One courses; Pre- or co-requisite: NU 360; co-requisite: NU 375L.

NU 375L Nursing of Childbearing Families Clinical (1.5 credits)

This course focuses on the application of evidenced based practice in the provision of safe care to families during the childbearing continuum from preconception through the prenatal and birth process, postpartum and neonatal period. Clinical experiences focus on the role of the nurse in care of the childbearing family in acute hospital settings, community health settings, and perinatology clinics. Clinical experiences include understanding and application of appropriate and safe use of patient care technology and information management systems when delivering care in specialty settings.

Prerequisite: Completion of Level One courses. Co-requisite: NU 375. **P/NC**

NU 385 Nursing of Adults I (3 credits)

This course provides opportunities to apply knowledge necessary for provision of safe care of adults experiencing focused health issues, surgery and certain inherent life transitions. The values of compassionate, culturally sensitive, individualized care to patients are emphasized. Scientific principles and research findings are used as a basis for making accurate critical clinical judgments. Emphasis is placed on the nursing role in health promotion, disease and injury prevention in the adult patient and families in specialty settings. Prerequisite: Completion of Level One courses; completion of or concurrently with NU 360. Co-requisite: NU 385L.

NU 385L Nursing of Adults I Clinical (1.5 credits)

This course provides opportunities to apply knowledge and basic leadership principles necessary for provision of safe, culturally sensitive, holistic care to patients and families. Research findings are used as a basis to implement comprehensive assessment as a baseline for making critical clinical judgments to provide safe, evidence-based, compassionate, patient-centered care. Emphasis is placed on the nursing role in care of the surgical patient in specialty settings. Clinical experiences include understanding and application of effective communication and collaborative techniques and appropriate and safe use of patient care technologies and information management systems.

Prerequisite: Completion of Level One courses. Co-requisite: NU 385. **P/NC**

NU 393 Nursing of Persons with Mental Health Alterations Clinical (3 credits)

This course emphasizes effective interpersonal and communication skills needed by students to assume the care provider role in mental health nursing. The course incorporates learning about specific mental illnesses, pharmacology, and therapeutic treatments relevant to individuals with mental disorders. The student utilizes research findings, principles of safety, cultural awareness, legal and ethical considerations to assess, plan, implement, and evaluate interventions and outcomes designed to restore and maintain clients' mental health. Prerequisite: Completion of Level One courses; Pre- or Co-requisite: NU 360. Co-requisite: NU 393L.

NU 393L Nursing of Persons with Mental Health Alterations (1.5 credits)

This course provides students with clinical experiences in which to practice and hone effective communication skills, and observe a variety of mental health settings and roles of the professional mental health nurse. Students examine interventions that promote recovery and are ethically sound, individualized, and culturally sensitive. Prerequisite: Completion of Level One courses. Co-requisite: NU 393. **P/NC**

THIRD LEVEL COURSES**NU 405 Nursing Research (3 credits)**

This course provides an introduction to the field of nursing research including relevant terminology, processes and techniques. Evidence-based practice is presented alongside concepts central to nursing research. Effective techniques for a literature search are emphasized. A major focus of the course is to develop the analytic skills needed to read research reports. An introduction to quantitative and qualitative research methods is presented, along with information on measurement, hypothesis

testing, sampling, and study design. Data collection and data analysis are also included, introducing students to SPSS software for data analysis. Ethical implications of research involving human subjects are discussed. Prerequisites: Completion of Levels One and Two courses or permission of instructor.

NU 425 Nursing of Children (3 credits)

This course explores the health and nursing care necessary for provision of safe care of pediatric patients in the maintenance of health and for those experiencing complex acute or chronic illnesses. Principles of child development, cultural sensitivity, family centered care, genetics/genomics, and research findings are used as a basis for synthesizing assessment data in making age specific critical clinical judgments. Emphasis is placed on health promotion, disease and injury prevention, and palliative care in the pediatric patient and families in acute and community based settings.

Prerequisites: Completion of Levels One and Two courses. Co-requisite: NU 425L.

NU 425L Nursing of Children Clinical (1.5 credits)

This course provides opportunities to enact the roles of the professional nurse with pediatric patients and their families in a variety of settings. Evidence is evaluated as a basis for synthesizing assessment data to make critical clinical judgments, incorporating developmental characteristics, safety considerations, and needs of children with various socio-economic and cultural backgrounds. Ethical, legal, and moral aspects of care are explored and effective communication techniques appropriate to the developmental stage and cultural needs of the family are addressed. Clinical experiences will expand on understanding and application of appropriate and safe use of technology and information management systems in the more complex neonatal intensive care. Prerequisites: Completion of Levels One and Two courses. Co- requisite: NU 425. **P/NC**

NU 435 Nursing of Adults II (3 credits)

This course provides opportunities to apply knowledge and evaluate the evidence necessary for providing safe, evidence-based care of adults experiencing increasingly complex chronic illnesses. The values of compassionate, culturally sensitive, individualized care to patients are emphasized. Scientific principles and research findings are used as a basis for synthesizing assessment data to make increasingly complex critical clinical judgments. Emphasis is placed on health promotion, disease and injury prevention for adults and families in acute and community-based settings.

Prerequisites: Completion of Levels One and Two courses. Co-requisite: NU 435L.

NU 435L Nursing of Adults II Clinical (1.5 credits)

This course provides opportunities for demonstrating leadership principles and increased independence when enacting the roles of the professional nurse with increasingly complex patients and their families. Research findings are used as a basis for synthesizing assessment data to make critical clinical judgments in providing safe, evidence-based, competent care in hospital and community based settings. Effective communication and collaborative techniques are applied with individuals, families, populations, communities, and the interdisciplinary team in a variety of settings. Clinical experiences will expand on understanding and application of appropriate and safe use of technologies and information management systems. Prerequisites: Completion of Level One and Level Two courses. Co- requisite: NU 435. **P/NC**

NU 445 Nursing of Elders (2 credits)

This course provides opportunities to apply knowledge necessary for safe, evidence-based care of elders in the maintenance of health and for those experiencing complex chronic illnesses. The values of compassionate, culturally sensitive, individualized care to elders are emphasized. Scientific principles and research findings are the basis for synthesizing assessment data to make increasingly complex critical clinical judgments. Emphasis is placed on health promotion, disease and palliative

care for the elder and their families in community settings and health care facilities. The framework for this course is based on the core competencies for gerontological nursing.

Prerequisites: Completion of Levels One and Two courses. Co-requisite: NU 445L.

NU 445L Nursing of Elders Clinical (1 credit)

This course provides opportunities to enact the roles of the professional nurse with elders in the maintenance of health and for those experiencing complex chronic illnesses. Evidence-based practice is used as a basis for synthesizing assessment data to make increasingly critical clinical judgments in providing safe, culturally sensitive, competent care in community settings and health care facilities. Emphasis is placed on advocacy and working with multidisciplinary teams. Prerequisites: Completion of Levels One and Two courses. Co-requisite: NU 445. **P/NC**

FOURTH LEVEL COURSES

NU 411 Healthcare Issues and Ethics (3 credits)

This seminar, required of all Baker University School of Nursing seniors, is designed to provide an opportunity for students to apply the knowledge and academic skills acquired in their previous liberal arts and nursing education to health related ethical issues resulting from scientific or technological developments. Students will present written and oral persuasive argumentation in defense of a stance on a controversial health-related topic. This course will be taken by senior level students.

NU455 Nursing of Communities (2.5 credits)

This course explores nursing practice as it addresses the needs of individuals, families, and groups in the community, as well as the conditions that influence the health of populations and global communities. Students will develop an understanding of how community-based nursing is influenced by systems for healthcare delivery, policies and political advocacy, transitional care/case management, and vulnerable populations. Students will have the opportunity to explore and apply concepts from community assessment, epidemiology, public health promotion, disease and injury prevention, environmental health, and disaster management to make complex critical clinical judgments. Prerequisites: Completion of Level One, Two and Three courses. Pre- or co-requisite: NU 492L.

NU 476 Leadership and Management in Professional Nursing (3 credits)

This course assists the student in transitioning from student to professional nurse role. Content is based on theories, principles, and skills needed to integrate effective leadership processes that ensure quality patient outcomes and systems improvement. Management skills, including conflict resolution, effective communication, team roles, interdisciplinary collaboration and resource utilization are explored as they affect individuals, families, populations, and communities across the health care continuum. Learning activities are designed to explore team roles, enhance critical thinking skills, expand global awareness, ensure accountability and patient safety, and improve critical clinical judgment. Prerequisites: Completion of Level One, Two and Three courses. Pre- or co-requisite: NU 492L.

NU 485 Nursing of Adults III (3 credits)

This course facilitates student understanding to conduct comprehensive and focused assessments necessary for provision of safe, competent, evidence-based care of adults experiencing complex critical illnesses. The values of compassionate, culturally sensitive, individualized care to patients are emphasized. Scientific principles and research findings are used as a basis for using a holistic approach to make complex critical clinical judgments. Emphasis is placed on disease/injury prevention and complex interventions in the adult patient and families in critical care and emergency settings. The foundations of critical care nursing are addressed, including client and family responses

and ethical, legal and genomic issues. The course encompasses modules and evidence-based practice from the American Association of Critical Care Nurses (AACCN). Pre- or co-requisite: NU 492L.

NU 492L Professional Nursing Practicum Clinical (5.5 credits)

This course examines the clinical application of principles of professional nursing practice, incorporating the roles of provider of care, designer/manager/coordinator of care, and member of a profession in acute care and community settings across the health care continuum. This course includes opportunities for the student to conduct comprehensive and focused assessments using a holistic approach in provision of evidence-based care; make complex critical judgments for persons with complex health alterations; collaborate with communities-as-clients; and integrate leadership principles to transition to the role of the professional nurse. Experiences are designed to assist the student to portray professional values, display accountability and explore opportunities for involvement in lifelong learning and in professional and community service. Clinical experiences will include management of patient care technologies and information management systems when delivering care across the health care continuum. Prerequisites: Completion of Level One, Two and Three courses. Pre- or co-requisite: NU 455, NU 475 or NU 476, NU 485. **P/NC**

NU 499 Independent Study (1-3 credits)

Independent studies are available in limited number to qualified degree-seeking students. Generally, students wishing to enroll in an independent study course should have a GPA of 3.0 or above. Students interested in pursuing an independent study course must contact the program manager to discuss the focus of the course. The dean and the faculty member to whom the course is assigned must approve independent study projects. The approval process assures compliance with the degree plans, academic credibility and GPA. A statement must be prepared by the student, in collaboration with the faculty, providing title, objectives, procedure and methods, evaluation criteria and list of resources. Only in exceptional circumstances can catalog courses be taken on an independent study basis. Courses cannot be retaking as an independent study course. Theory-related courses will be assigned a letter grade, and clinically focuses courses will be assigned a P/NC. Once the independent study is approved, registration must be completed before the registration deadline, and tuition must be paid along with other fees.

GENERAL INFORMATION

SON ADMISSION

Admission to the SON is based on academic history, prerequisite cumulative GPA, math and science prerequisite GPA, number of prerequisite courses complete, other degrees conferred and an interview with faculty. The SON seeks students who exhibit appropriate communication skills, caring attributes, personal integrity, accountability, and the ability to make ethical decisions and think critically. Eligibility for admission is determined without regard to race, nationality, creed, color, national origin, religion, age, disability, gender, or sexual orientation.

To be considered for admission, students must submit:

1. An official transcript of the high school record or GED certificate.
2. Official transcripts for all college work completed.
3. An online application

Applications should be on file prior to December 1 for consideration for the fall semester and prior to August 1 for the spring semester. It is the responsibility of the student to ensure that his or her file is complete.

ADMISSION REQUIREMENTS

1. Graduation from a state-approved high school or the equivalent.
2. Completion of a minimum of 64 credit hours of required prerequisite coursework from accredited colleges and/or universities. All prerequisite course work must be completed prior to the student beginning the nursing program. Students are accepted conditionally pending successful completion of program prerequisites.
3. An overall prerequisite cumulative GPA of a least 2.70 on a 4.0 grade point scale. Only required prerequisite courses are considered in calculating the GPA for admission. **All program prerequisites must be completed with a grade of a “C” or higher.** Pass/Fail grades will not be accepted unless it can be confirmed by the university that a pass is equivalent to a “C” or greater.

OTHER ADMISSION CONSIDERATIONS

1. The SON reserves the right to admit students conditionally. A conditional admission will be individually determined.
2. All students are required to have a background check prior to starting school.
3. **Transfer students** from other nursing programs must meet all entry requirements, may be asked to provide a letter explaining the need to transfer, and will be admitted on a space available basis.
4. **Licensed Practical Nurse (LPN)** students must meet all entry requirements. Since twelve credit hours from the technical college will be accepted in transfer, LPN students do not need to take nutrition, developmental psychology and NU 325/NU325L: Fundamentals of Nursing.
5. **International students** must meet the admission requirements identified in this catalog/handbook.

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

Applicants for the BSN degree program who are residents of a foreign country must meet the admission requirements as set forth in the current catalog and student handbook.

Baker University School of Nursing (BUSN), Stormont-Vail campus (SVHC) requirements for international student admission.

Application: Complete the online application for admission to the nursing program. All applicants who plan to attend BUSN with an F or J visa must supply a foreign address at the time of application.

Official Transcripts: Submit official transcripts for all high school and university-level studies. Transcripts from institutions outside the United States must be reviewed by the Educational Credential Evaluators (ECE) (www.ece.org), or another evaluator approved by the University. The transcript evaluation fee may vary depending on the type of evaluation required. The applicant is responsible for paying the fee. Transcripts from the United States institutions do not require review by ECE and are reviewed by BUSN.

Proof of English Proficiency: All international student applicants with the exception of native speakers of English, must present evidence of proficiency in the English language prior to admission. An official TOEFL score is considered acceptable evidence of English proficiency when the following minimum score expectation is met:

- 600 on the Paper-Based Test,
- 250 on the Computer-Based Test, or
- 100 on the Internet-Based Test

(minimum score of 25 on writing, speaking, reading and listening tests)
International student applicants who have taken prerequisite coursework or earned a degree at a United States institution do not need to present evidence of English proficiency.

Confidential Financial Statement and Supporting Documents: The applicant must submit official documentation showing sufficient liquid assets to pay for at least one year of tuition, fees, and living expenses. Please contact the registrar at the main campus in Baldwin City, Kansas to determine what documentation is required to prove adequate financial resources.

Application Review: Once all required documents are submitted the applicant will be notified whether or not they are selected for an interview. Applicants who receive an interview will be notified of the admission decision in early October or March. If the applicant is admitted, the I-20 document will be mailed to the applicant with the admission letter. The I-20 form will be used to obtain a valid U.S. visa for study at BUSN.

Check-In: Prior to the start of the semester, all international students must present themselves in person with their original passport and visa to check in with the student admissions coordinator at BUSN. Failure to do so may result in termination of the applicant's SEVIS I-20 record and rescinding of admission to BUSN.

Throughout the course of study the student admissions coordinator needs to be notified when a non-resident international student drops below full-time enrollment, changes degree plans, postpones studies for any length of time, resumes study after a postponement, changes of foreign or U.S. address, or changes the projected date of graduation.

Baker University School of Nursing (BUSN), Stormont-Vail campus (SVHC) requirements for permanent resident student admission.

Proof of Residency: A permanent resident of the United States must provide a photocopy of the Permanent Resident Card. If permanent resident status has been granted by The Department of Homeland Security but the card has not been received by an applicant, an I-551 stamp on the applicant's passport or I-94 Departure Record suffices as temporary proof of permanent residency.

COLLEGE OF ARTS AND SCIENCES TRANSFERS

Students from CAS will be eligible for priority admission to the SON if they meet the following criteria in addition to meeting admission requirements as stated in the current SON catalog at the time of application:

1. Meet the residency requirements of 40 or more hours from the CAS.
2. Have at least twelve semester hours of science credit, including anatomy and physiology, from the CAS.
3. Have an overall prerequisite cumulative GPA of at least 3.00. Applicants who do not meet criteria for priority admission will be considered for admission with all other applicants.

TRANSFER CREDITS

The following Baker University policies apply to transfer credits:

1. Up to twelve semester hours of technical courses taken at other accredited institutions will transfer.
2. Transfer grade points are not included in the calculation of the Baker University GPA
3. Transfer courses in which a "D" or "F" was earned are not accepted for credit at Baker University SON.

PRE-ENROLLMENT REQUIREMENTS

Once accepted for the nursing program, it is the student's responsibility to ensure that the following are submitted to the Student Admissions Coordinator at the SON prior to enrollment:

1. Completed background check.
2. Health requirements:
 - a. Report of a physical examination.
 - b. TB blood testing will be completed at the SON before clinical experiences begin.
 - c. A positive rubella titer
 - d. Documentation of Hepatitis B vaccination series (3 immunizations; 2 must be completed prior to enrollment.)
 - e. Current Tdap (tetanus, diphtheria and pertussis) immunization.
 - f. Documented Varicella 2-step vaccination or serologic evidence of immunity.
3. Proof of Basic Life Support (BLS) certification for health care professionals ("Professional Rescuer" from the Red Cross or "Health Care Provider" from the American Heart Association). *This proof must be re-submitted before expiration.*
4. Proof of health insurance. *This proof must be re-submitted annually.*

NOTE: Final prerequisite transcript must be on file by September 1st or February 1st or the student will be dismissed from the program.

Students are also required to have a smart device (Iphone, Ipad, Ipod, Blackberry or Android) and laptop computer with updated software)

GRADUATION REQUIREMENTS

For the BSN degree a minimum of 128 credit hours in courses labeled 100 and above is required for graduation with a grade of "C" or higher for all required courses. A minimum of 30 credit hours in upper division nursing courses must be completed at the SON.

CANDIDACY FOR GRADUATION

Students must file an "Intent to Graduate Form" accompanied by the graduation fee during enrollment for their final semester in order to become a candidate for graduation. The fee must be paid and the form filed whether or not the student plans to participate in commencement.

FINANCIAL INFORMATION

TUITION AND FEES

TUITION

Full-time (12-18 semester hours).....	\$ 8,242.00
Part-time and Summer (1-11 nursing and non-nursing hours)	\$ 550.00

STUDENT ACTIVITY FEE

Full-time (12-18 semester hours)	\$ 45.00/semester
Less than full-time (1-11 semester hours)	\$ 25.00/semester

OTHER REQUIRED FEES

Assessment Technologies Institute Testing/Education Plan.....	\$ 281.25 1 st level
.....	\$ 198.00 2 nd level
.....	\$ 132.00 3 rd level
.....	\$ 122.00 4 th level
Taskstream.....	\$ 69.00
National Student Nurses Association membership.....	\$ 60.00
(Paid first semester only, students may opt out during orientation)	
Educational Resources fee at enrollment	\$ 150.00/semester
Educational Resources fee at enrollment (Part-time students).....	\$ 75.00/semester

GRADUATION FEES

(For students graduating end of semester)

Baker University Graduation Fee	\$ 75.00
(includes cap and gown; paid at enrollment)	
NCLEX (processing fee)	\$ 200.00
Kansas State Board of Nursing (application fee).....	\$ 75.00
Finger Print/Background Check	\$ 79.00
Baker University Nursing Pin (optional)	\$ TBA
Graduation Announcements.....	\$ TBA
Pinning Invitations	\$ TBA
Transcript Fee (paid at enrollment).....	\$ 10.00
ATI Virtual Online Review (may be required).....	\$ 300.00

MISCELLANEOUS FEES

Advanced Standing Credit (added to transcript).....	\$ 40.00/credit hour
Credit by Exam (added to transcript).....	\$ 40.00/credit hour
Late Registration Fee	\$ 20.00
Nursing Transfer Placement Review (payable to SVHC)	\$ 100.00
Interest charged on late payments	1.02% per month

In addition, costs for nursing supplies and uniforms will be approximately \$400.00 the first semester.

All fees are subject to yearly change without notice.

WITHDRAWALS AND REFUNDS

Federal regulations require the use of the Return of Title IV Funds Policy to be used for all students receiving any type of federal aid when calculating the aid a student can retain after withdrawing. This policy relates to Federal Pell and SEOG Grants, as well as Federal Perkins, Direct, and Direct Parent PLUS Loans. At Baker University, the tuition refund policy will be used for state, Foundation, and outside aid sources.

These regulations govern the return of aid disbursed for a student who completely withdraws from a term or payment period. During the first 60% of the period/semester, a student “earns” aid in direct proportion to the length of time he or she remains enrolled. The percentage of time that the student remained enrolled determines the percentage of disburseable aid for that period that the student earned. A student who remains enrolled beyond the 60% point earns all aid for the period.

Students planning to withdraw need to start with the student admissions coordinator to request a Withdrawal From. Institutional charges and financial aid will be adjusted once the withdrawal date has been determined. For students receiving federal aid, the refund must first be repaid to the Title IV programs, state grants, and Foundation funds in accordance with existing regulations in effect on the date of withdrawal and with respect to various types of aid. It is possible that the student who withdraws will still have an outstanding balance due to the University.

THE WITHDRAWAL DATE IS DETERMINED AS FOLLOWS:

Official Withdrawals - the latter date of when the student began the institution’s official withdrawal process OR officially notified the institution of intent to withdraw;

Unofficial Withdrawals - the last date the student participated in an academic activity.

If the student has to leave without notification because of circumstances beyond the student’s control, the institution may determine a withdrawal date related to those circumstances. The institution always has the option to use the student’s last day of attendance at a documented academically related activity.

The percentage of the period that the student remained enrolled is calculated based on number of days the student was enrolled. Divide the number of days enrolled by the total days in the enrollment period. Calendar days are used including weekends, but breaks of at least five days are excluded from both the numerator and the denominator.

DISTRIBUTION OF UNEARNED AID

If a student has not earned all of the federal aid received to date at the point of withdrawal, funds will be repaid in the following order: Federal Direct Unsubsidized Stafford Loan, Federal Direct Subsidized Stafford Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal SEOG Grant, State grant and scholarship funds, institutional aid, outside scholarships.

GENERAL POLICIES

1. Notifications of withdrawal or cancellation must be in writing and addressed to the Office of the Registrar.
2. Requests for any balance remaining on account must be in writing and addressed to the Business Office.
3. Appeals need to be addressed to the Director of Financial Aid.

OVERPAYMENT

In the event a student has received funds for living expenses and an overpayment of federal grant funds occurs, Baker University will notify the student of the overpayment. It is the student's responsibility to return the overpayment to the proper federal grant program. Students who fail to repay overpayments will not be eligible for additional financial aid funds at any institution until the overpayment has been satisfied.

Examples of the application of the refund policy are available to students upon request by contacting the Office of Financial Aid.

FINANCIAL ASSISTANCE

Students who require financial assistance are counseled individually to help meet their needs. All persons requesting grants, scholarships, etc. are required to complete and submit a Free Application for Federal Student Aid (FAFSA) for a need analysis at www.fafsa.gov.

Types of assistance available include the following: Federal Pell Grant, Federal Supplemental Education Opportunity Grant (SEOG), Kansas Comprehensive Grant (KCG), Stormont-Vail Foundation Scholarship, outside scholarships from non-university sources, and low interest rate federal loans based on eligibility.

Loans that are available include the Federal Direct Loan (subsidized and unsubsidized), the Federal Perkins Loan, and Federal Direct Parent Loans for Dependent Students (PLUS).

Pell Grants, SEOG Grants, Kansas Comprehensive Grants, Subsidized Direct Loans, Perkins Loans, and Stormont-Vail Foundation Scholarships are all based upon documented financial need of the applicant and the availability of funds (either federal, state, or local).

SCHOLARSHIPS

Stormont-Vail Foundation Scholarships vary in amounts and are made possible through the generosity of individuals, trusts, and foundations that support Baker's nursing program. The scholarships are available to full-time students seeking a Bachelor of Science in Nursing Degree and are awarded on a yearly basis.

Students may apply for the following scholarships offered through the Stormont-Vail Foundation by completing a scholarship application obtainable through the Baker University Financial Aid Office:

- Avis Van Lew Nursing Scholarship
- Blanche Bryden Scholarship
- Christ/Wolff Nursing Scholarship
- Christ Hospital School of Nursing Alumni Scholarship
- Dr. Charles S. and Doris F. Joss Nursing Scholarship
- Emery A. Dains Scholarship
- Gault-Hussey Nursing Scholarship
- Kohl's Family Scholarship
- Learning for Life
- Marjorie Groll Nursing Scholarship
- Schane/Winans Scholarship
- Security Benefit Group Scholarship
- Stormont-Vail Auxiliary Scholarship
- Women's Club Nursing Scholarship

The Nancy Brower Hanni Scholarship was established in 1999 with a gift from Mrs. Hallie Luthey Harris and Mrs. Isabel Luthey Gangel, who felt compelled to recognize Mrs. Hanni's compassion and dedication to the nursing profession. The recipient of the scholarship must be a senior student enrolled full-time in the Baker University School of Nursing program with a minimum cumulative grade point average of 3.00. Preference will be given to students interested in careers in adult or pediatric critical care, adult medical, telemetry or cardiology. Contact the Baker University Financial Aid Office for more information.

Kansas Nursing Scholarships, administered by the Kansas State Board of Regents, pay students \$3,500 per year and are jointly funded by the state and a medical provider. For each year the student receives the scholarship, he or she must provide one year of full-time employment to the medical provider that sponsors the scholarship. This is a particularly attractive scholarship for students who wish to work in Kansas following graduation. Eligible Baker University School of Nursing students starting the program in the **fall** semester may choose to take advantage of the Kansas Nursing Scholarship:

- 3.0 GPA
- Full-time student status at Baker University School of Nursing
- Complete and submit the Free Application for Federal Student Aid (FAFSA) to the federal processor by March 15.
- The Kansas Board of Regents must receive the completed Kansas Nursing Scholarship application with the \$12 fee by May 15. Due to the competitive nature of this scholarship funding, applicants are encouraged to submit the application and fee to the Board of Regents in March in order to improve the chance of receiving a scholarship.

OTHER FINANCIAL POLICIES

1. For current year tuition and fees information, contact the student admissions coordinator at 785-354-5850.
2. Enrollment in the School of Nursing is contingent upon the following criteria:
 - a. Students must not owe in excess of \$50 from a previous term; OR
 - b. Students must have sufficient financial aid to cover all charges; OR
 - c. Students must have secured long-term financing to cover all charges at the University; OR
 - d. Students must have arranged for a deferred Baker University financing plan or a combination of deferred plan and financial aid that will cover all charges due to the University; OR
 - e. Students must pay in full two weeks prior to the first day of class.
3. Grant and scholarship funds from all sources credit first to tuition and fees, unless the specific aid is targeted to other educational costs.
4. Transcripts are not released until all accounts are paid in full and all loan obligations are current.
5. There will be a service charge at the rate of 1% per month on all unpaid accounts. Accounts secured and paid as agreed are not subject to this charge.
6. Students with unpaid accounts will not receive diplomas or transcripts until all amounts are paid in full.
7. Failure to pay accounts due on a timely basis or after sufficient notice constitutes grounds for termination of services from the University.

FINANCIAL AND EDUCATIONAL RECORDS

Financial records are maintained in the Baker University Financial Aid office for three years in accordance with Federal Department of Education regulations regarding maintenance of financial aid records. Educational records are maintained by Baker University Office of the Registrar in compliance with American Association of Colligate Registrar and Admission Officers (AACRAO) guidelines.

TECHNOLOGY RESOURCES

An introduction to electronic resources will be provided during orientation.

BU ONLINE ACCESS: 'MY BAKER' PORTAL

Create/Access 'MY BAKER' (portal) account (<http://my.bakeru.edu>)

All students need to create an account on the MyBaker portal site before they can access MoodleRooms, pre-enroll, or view other functions. To access and create your 'My Baker' account, go to <http://www.bakeru.edu/portal-help>. Your username for the mortal must be your **full** email address. Once an account is created, students may login at <http://my.bakeru.edu> and view information such as grades, schedule, online registration, as well as recover their password without needing to contact anyone on staff. However, help is available through the BU Help Desk at 1-800-873-4282 ex. 4544 or email helpdesk@bakeru.edu.

Students who need to make an address change, phone number or name change can do so in the portal and must notify the admissions coordinator at 785-354-5850 as soon as possible.

MOODLEROOMS

Students access MoodleRooms as a learning management system (LMS) to enhance electronic communication of their course syllabi, class assignments, links to websites, and other learning activities. Students must also access 'Baker's Anatomy' (RN BAKER BULLENTIN BOARD), the community volunteer activities, school cancellations, policy updates and student financial aid information. Once an account is created, log into:

1. <https://my.bakeru.edu>; Choose Student Portal Homepage
2. Log into your portal account with your username and password.
3. Click on MoodleRooms to access your course(s)

If you need assistance, contact 1-800-973-4282 X 4544 and ask for Dee Schneck or email helpdesk@bakeru.edu.

EMAIL COMMUNICATION

Each student has a BU email account. Students can expect to receive most correspondence items from the University by email, including correspondence from faculty and financial aid. **Students are required to log on to their email account daily and must check for school and course wide messages. This will be the ONLY email address provided to faculty and staff for contacting students.**

The Baker University email system provides a variety of storage, sharing and collaboration tools. Students will have this email address for life if they care to use it after graduation. With this system, all student email will take the form of ----FirstnameMiddleinitialLastname@stu.bakeru.edu

To access Baker email:

1. Go to <https://www.bakeru.edu>; click on "Email", then "School of Nursing"
2. Enter UserID (your Baker email address)
3. Enter your password, then click on logon: the password will be given to student during enrollment (initials + birthdate); students should then change their password.

TASKSTREAM

Taskstream is a portfolio required by BUSN. You will need to log on at <https://taskstream.com> and create an account. You will receive an enrollment code during orientation. Students access Taskstream to create and maintain an academic and professional portfolio to demonstrate evidence of completion of required assignments attainment of program outcomes.

LIBRARY SERVICES

Baker University Collins Library (Baldwin City Campus)

Each SON student is issued a Baker University library PIN that all allows access through the student portal. Baker University Collins Library provides 24/7 access to databases, print, and electronic resources via the library website (also available at www.bakeru.edu > Library) to nursing resources that include a variety of databases such as Cumulative Index to Nursing & Allied Health Literature (CINAHL), Medline Plus, ProQuest and Joanna Briggs Institute. Through the Collins Library link students also have access to many other databases, internet search sites, and tutorials.

Stauffer Health Sciences Library (Stormont-Vail HealthCare Campus)

The Stauffer Health Sciences Library offers medical, nursing, allied health, and consumer health databases and materials in print and electronic format. Students may request needed materials by submitting a request on the Baker Library website or by calling the library at 785-354-5800 or via email at: HSLibEmail@stormontvail.org. If the student is physically on the Stormont-Vail HealthCare Campus, requests for materials can be made directly to the library staff.

Library Hours

Library hours are 7:00 a.m. to 5:00 p.m., Monday – Friday. After-hours access is available with the Student's Baker ID. After-hours access procedures will be explained during library orientation.

Circulation Policies

1. Books, audiovisuals may be borrowed for a two-week period.
2. Journals may be borrowed and returned by close of the next library business day.
3. Reserve and reference materials are available for in-library use only.
4. Interlibrary loan services are available for material not accessible via Stauffer Health Sciences Library or Collins Library.
5. Library materials are subject to recall at any time.

Each student is responsible for the library material checked out in his/her name. Lost material must be replaced or paid for by the borrower. *Overdue materials:* Students will be notified when materials are overdue. *Return of materials:* All borrowed materials must be returned to the Library by the end of each semester. *Lost items:* Students will be charged for replacement of and processing charges for any lost item. Lost charges must be paid by the end of each semester.

Study Rooms

In addition to tables and individual study carrels, rooms are available for small group work. Students are encouraged to check with the library staff regarding availability and reservations. If a room is reserved, library staff may allow others to access if the room is not occupied within 15 minutes of the reserved start time.

Wireless Computer Access

Wireless computer access is available throughout the Pozez Education Center. The system functions like wireless access in hotels, coffee shops, etc.

Computers/Printers

Computers are accessible throughout the library on a first-come, first-serve basis with access to the Internet, Word, Excel, Power Point and SPSS (statistical program). Students may use library printers for one copy of handouts and papers. The copy machine should be used to make additional copies for class. The color printer may only be used to generate color pictures/documents (one copy of each) for class presentations or posters. The color printer should not be used to make additional copies as handouts for a presentation. Black and white copies are the better option.

TUTORIAL LAB

Tutorial assistance is available in the BUSN tutorial lab. The tutorial lab is open by appointment for individual or group assistance. Help is available for general study/test taking skills, math, writing skills, and general nursing content. Arrangements can be made through the tutorial lab coordinator. Exams can be made up in the tutorial lab by signing up on the weekly schedule on the door of the lab. **Students must sign up for make-up exams no later than 10:30 a.m. on the day they plan to take exam.**

LEARNING RESOURCE LAB

The learning resource lab is open by appointment for assistance/practice with technical nursing skills. Students can self-refer or be required by faculty to set appointments. Arrangements can be made through the clinical learning lab coordinator. Skills blitz sessions may be offered during enrollment week to provide students an opportunity to practice nursing skills before clinical experiences begin for the semester.

HUMAN PATIENT SIMULATOR LAB

Each semester as part of clinical experiences, students will practice assessment skills and nursing interventions on state-of-the art human patient simulators. This experience offers real-life scenarios where students use critical thinking skills and learn through practical experiences to improve patient care. The human patient simulators are located in the hospital, 2nd floor above the surgical suites, and can be accessed by the elevator located at the west end of the surgical waiting room.

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI)

The BUSN provides a complete diagnostic testing and coaching package to promote student success in the program and on the NCLEX licensure exam. This package, consisting of testing and remediation, helps students identify strengths and weaknesses in their mastery of nursing content and provides a means of addressing weaknesses as they progress throughout the nursing program. It assists students from their first semester of nursing education and concludes with the Comprehensive Predictor exam taken prior to graduation. Detailed information about the package is provided upon entrance to the program. **See Appendix A for testing and login information**

ACADEMIC POLICIES

STUDENT RESPONSIBILITY

It is the responsibility of each student to be aware of academic policies in the University section of this catalog/handbook. The policies in this section are specific to BUSN.

GRADE COMPUTATION

Partial percentages of scores within a course are carried until the final semester grade is computed. At that time scores will be rounded to the nearest whole number, which will determine the grade (for example: 92.42 = 92; 92.45 = 93).

GRADING SCALE

The following BUSN grading scale accompanies each student's transcript:

93 – 100	A	4.0
85 – 92	B	3.0
77 – 84	C	2.0
69 – 76	D	1.0
68 or below	F	0

SATISFACTORY ACADEMIC PERFORMANCE

A student is eligible to participate in financial aid programs funded or underwritten by the federal government if s/he is making "satisfactory progress" toward completion of his/her educational objective (degree). Baker University's criteria for "satisfactory academic progress" are established in accordance with federal guidelines.

As a measure of quantitative progress, full-time students (those enrolled in at least twelve hours) are expected to have earned, as a minimum, the number of hours of credit associated with the pertinent number of semesters of college enrollment indicated in the table below. Part-time students (those taking fewer than twelve credit hours) are expected to make the same proportional progress as full-time students.

Number of Semesters of Full-Time College Enrollment	Total Number of Credits Earned
1	10
2	21
3	33
4	46
5	60
6	74
7	88
8	102
9	116
10	128

As a measure of qualitative progress, students must maintain a cumulative nursing GPA of 2.0 or above to continue their enrollment at Baker University.

WITHDRAWAL FROM COURSES

Students may drop theory courses from their schedules up until the "Drop Deadline" indicated on the SON Calendar. Courses dropped during this period do not appear on transcripts. Courses may also be dropped up until the "Withdrawal Deadline" indicated on the calendar. **Please note an earlier withdrawal deadline for 4th level students.** Courses dropped during this withdrawal period are posted on students' transcripts along with a designation of "W." Courses may not be dropped after the "Withdrawal Deadline" listed on the calendar.

Withdrawal from either a clinical or a theory course will result in withdrawal from the related course. A student may voluntarily withdraw or be required to withdraw by the faculty from a nursing course or courses only one semester of the program. Reenrollment in courses will be on a space available basis. A second withdrawal for any reason in a subsequent semester will result in dismissal

from the program at the end of the semester. Students dismissed from the program have the opportunity to reapply as outlined in the Readmission Policy.

Students requesting to withdraw from an individual course must do so in writing. Change of Enrollment forms are available at the School of Nursing office. These forms must be signed by the course faculty member and the student's faculty advisor.

WITHDRAWAL FROM PROGRAM

A student who finds it necessary to withdraw permanently from the nursing program must submit written notification. Withdrawal request forms are available from the student admissions coordinator and must be signed by the student admissions coordinator and assistant dean. The last date the student attended class is the date used to determine if any tuition refund is due.

THE WITHDRAWAL DATE IS DETERMINED AS FOLLOWS:

Official withdrawals - the latter date of when the student began the official withdrawal process OR officially notifies the institution of intent to withdraw;

Unofficial withdrawals - the midpoint of the period for a student who leaves without notifying the institution.

DISMISSAL

The Dean, in consultation with faculty, has the authority to dismiss a student without notice or refuse re-admission of a student if circumstances of legal, health, social, academic, or professional nature justify such action.

READMISSION FOLLOWING DISMISSAL

A student who has been enrolled in the School of Nursing and has withdrawn or been dismissed for poor academic performance, may apply for readmission providing he/she has a cumulative nursing GPA of at least a 2.0, including most recent semester in which course(s) was taken.

PROCEDURE FOR READMISSION

1. In the semester preceding requested enrollment:
 - a. Submit to the Student Affairs Committee, a written request for readmission, which shall include:
 - i. a written plan for improvement which reflects the previous reason for failure or withdrawal.
 - ii. a plan for successful progression
 - iii. letter from the involved faculty member(s)
 - b. Participate in a readmission interview, if requested.
2. The student will be notified of the committee's decision within 10 academic days of receiving the written request.
3. Students will be readmitted on a space available basis.

ACADEMIC PERFORMANCE POLICIES AND PROCEDURES

ACADEMIC CONCERNS

A student who has a concern about a course, grade, or faculty member must **approach the faculty member to discuss the issue before meeting with the assistant dean**. It is expected that the issue will be resolved at this level. When either party believes the issue has not been satisfactorily resolved, a note regarding the discussion should be drafted and signed by both parties on the Academic Concern form, which can be obtained from the faculty member or the students admissions coordinator. The student or faculty member may then forward the form to the assistant dean for further review and resolution of the concern.

GRADE APPEAL

Test/assignment grade in a course

If a student believes there has been an error in computation or transcription of a grade, or does not agree with the grade, the student must meet with the instructor within five academic days after the grade is posted to discuss the grade. If the student does not believe the matter is resolved, the following procedure may be followed:

1. The student must write a letter identifying the rationale for changing the grade to the instructor within three academic days after meeting with the instructor.
2. The instructor must respond to the student in writing within three academic days after receiving the student letter. If the student and instructor are not able to resolve the grade in question, the student may confer with the assistant dean for further guidance.
3. A student has the right of appeal as specified in the "Grievance Procedure."

Course Grade Notification

If a student believes there is a discrepancy between the official BU course grade notification and the grade the student understood or calculated he/she received, the student should notify the faculty. The instructor will review the grade and notify the student admissions coordinator and student of his/her findings. The student admissions coordinator will initiate an official grade change if warranted or will notify instructor of the discrepancy. If the matter is not resolved, the student may confer with the assistant dean for further guidance.

TEST REVIEW

Students are provided the opportunity to review graded tests/quizzes after they are taken; however, they may not review them again prior to the final exam. Students may also review tests individually with the instructor within a reasonable time frame after the test has been given but will not be able to review all tests/quizzes before midterm or final exams.

WRITTEN ASSIGNMENTS

The format from the *American Psychological Association Concise Rules of APA Style, 2010 (APA)* (6th Edition) shall be used for all written assignments. If using online APA formatting, the student is still responsible for checking accuracy.

SUBMITTING ASSIGNMENTS

Assignments should be submitted directly to the individual faculty member electronically or placed in the designated box in the BUSN office. A staff member will place it in the faculty mailbox. It is the student's responsibility to use the time date stamp machine when submitting papers through the office. Students who submit a paper by mail should do so by certified mail. **A copy of each paper submitted should be retained by the student for his/her own files.** Students will follow instructor preference to receive credit for assignments sent electronically. **It is the student's**

responsibility to follow up to ensure that the assignment has been received by the instructor in the designated format.

LATE ASSIGNMENTS

Written assignments are due on the assigned day and time. If the student cannot attend class on the date the assignment is due, the assignment must be e-mailed, uploaded through Moodle or faxed unless other arrangements have been made with the faculty. Students will follow instructor preference when sending paper electronically. The student who submits a paper later than the assigned date and time will be assessed a 10% penalty of the total paper's value for each school day that the paper is past due. After the third school day, a grade of "0" will be assigned. This score will be calculated as part of the final course grade according to the percentage assigned. No final course grade will be calculated until all required course work has been completed. If the paper is not submitted by the Friday prior to final exams by 4:30pm, the outcomes of the course cannot be met, resulting in a course grade of "F". For clinical assignments, all written work must be submitted no later than the Monday following the student's last clinical day in order to pass the clinical course rotation.

ATI POLICY

1. ATI proctored assessment tests will be administered each semester. Each test is worth 5% of the total associated course grade (exception Fundamentals, see course syllabus). The Pharmacology ATI assessment test is associated with the Elders course.
 - a. Students scoring at Proficiency Level 3 will receive the full 5%
 - b. Students scoring at Proficiency Level 2 will receive 4.65%
 - c. Students scoring at Proficiency Level 1 will receive 3%
 - d. Students scoring below Proficiency Level 1 will receive 0%
2. Students must pass proctored assessment tests scheduled for all levels at Proficiency Level 2 or greater.
 - a. Students who score below Proficiency Level 2 on a proctored assessment test must take the non-proctored online practice assessment until they reach 90%. Students are responsible for submitting documentation of their online assessment test results to the faculty member (see individual course syllabi for due dates). Students' not achieving or not submitting test results **will not be able to enroll the following semester.**
NOTE: Students repeating a course will be required to retake the associated ATI exam.
3. Level 4 students – Eligibility to take the NCLEX exam
 - a. Students will be authorized to take the NCLEX exam early if they successfully complete all fourth level courses, with the exception of Capstone, achieve a score equivalent to a 95% predicted probability of passing NCLEX (individual score of 73.3% or higher) on the proctored ATI Comprehensive Predictor exam, AND have a nursing GPA of 2.85 or above through third level. The authorization to test form will be sent to the KSBN on the Monday after taking the ATI Predictor exam.
 - b. Students who score at least a 92% predicted probability of passing NCLEX (70.7%) but less than 73.3% on the Comprehensive Predictor exam AND have a GPA of 2.85 or above are required to remediate by completing relevant on-line non-proctored practice tests and score at least 90%. After completing this remediation, the student will retake the proctored ATI predictor exam. Students scoring 73.3% or higher on the retake will receive authorization to test. Students scoring below 73.3% on the ATI Predictor retake exam will be required to take the online Virtual ATI review course at the student's expense
 - c. Students who score below a 92% predicted probability of passing NCLEX (below 70.7%) on the ATI Comprehensive Predictor exam AND/OR have a nursing GPA below 2.85

will be required to take a Virtual ATI (VATI) Review Course at the student's expense. Students must complete the predictor exam through the VATI prior to receiving authorization to test through KSBN.

- d. All students who are not eligible for early authorization to test should begin remediation and/or the VATI Review as soon as possible after completing the Comprehensive Predictor to allow time to complete the remediation and /or review process prior to graduation.

PROGRESSION REQUIREMENTS

1. Once students are admitted to BUSN, they must take all nursing courses at BUSN in the sequence they are offered in the curriculum. Students seeking to take courses out of prescribed sequence must meet with the program manager prior to enrollment.
2. Students must earn the grade of 2.0 "C" or higher or a "Pass" (P) for all courses required for completion of the Baccalaureate Degree in Nursing. A grade of "D", "F", or "No Credit" (NC), in any required course is not acceptable.
 - a. If a junior student (1st and 2nd Level) receives a grade of "D" or "F" in theory or a "no credit" (NC) in clinical, both courses must be repeated. The student may not progress to the next level and will have to retake the theory and clinical courses the next semester. However, permission to retake the courses is contingent upon there being a space available beyond that required by students who are not repeating the course.
 - b. If a 3rd level student receives a grade of "D" in theory or an "NC" in clinical, both courses must be repeated. The student may not progress to the next level and will have to retake theory and clinical courses the next semester. However, permission to retake the courses is contingent upon there being a space available beyond that required by students who are not repeating the course. Senior students who receive an "F" in a theory course will be dismissed from the program.
 - c. If a 4th level student receives a grade of "D" in a theory course, the course must be repeated. If a 4th level student is not able to meet all the outcomes of NU 492L: Professional Nursing Practicum by the end of the semester, an "I" (Incomplete) will be given and the student will be required to repeat the clinical portion associated with those outcomes. (Fourth level theory courses will not need to be repeated if a grade of "C" or higher is achieved.) Senior students who receive an "F" in a theory course will be dismissed from the program.
 - d. For any level student, a second "D", "F" or "NC" in any concurrent or subsequent nursing course (clinical or theory) in the program will result in dismissal from the program.
 - e. See policy for progression requirements related to ATI testing.
 - f. For any first level student admitted conditionally, a "D", "F", "NC", or a withdrawal for academic reasons in any first level course (clinical or theory) will result in dismissal from the program.
 - g. Whenever a course is retaken, the original earned grade, quality points and credit hours are all disregarded in computing the student's cumulative GPA; however, the first-attempt grade continues to appear on the student's transcript. The second attempt grade, quality points and credit hours are substituted into the cumulative GPA, even if the retake grade is lower than the grade earned on the first attempt. Students repeating a course will pay full tuition for that course.
3. BUSN faculty members, in consultation with the dean/assistant dean, may withdraw a student due to unsafe clinical practice or behavior jeopardizing professional practice as determined by the faculty at any time during the semester. Unsafe clinical practice or unprofessional conduct (see p. 35 & 36) will result in an "NC" for the course. The student will be withdrawn from all remaining clinical and related theory courses for the semester and may be dismissed from the

program. Unsafe clinical practice or unprofessional conduct in fourth level clinical experiences will result in dismissal from the program.

4. A student may voluntarily withdraw or be required to withdraw by the faculty from a nursing course or courses only one semester of the program. **Reenrollment in courses will be on a space available basis.** A withdrawal for any reason in a subsequent semester will result in dismissal from the program. (Students dismissed from the program have the opportunity to reapply as outlined in the Readmission policy)
5. Clinical competency must be demonstrated in the skills lab prior to enrollment in a clinical course for any student:
 - a. who is not successful in completing at least one clinical course the previous semester.
 - b. who is not enrolled in a clinical course for the previous semester.
 - c. who is transferring into BUSN from another nursing program.

It is the responsibility of the student to make arrangements and complete this requirement as outlined in the clinical competency letter.

CODE OF ETHICS POLICY

Academic Integrity

BUSN takes pride in the high level of integrity exhibited by nursing students *and* expects students to

1. Do their own work and research unless collaboration on an assignment is authorized by the instructor,
2. Give acknowledgement in the use of materials and sources.
3. Take examinations without the assistance of others or aids not allowed in the testing procedure.
4. Refuse to provide copies of assignments/clinical preps or to share specific information about quizzes and exams with other nursing students.
5. Report knowledge of any academic misconduct by other students.
6. Complete a training module, test, and sign a form agreeing to abide by the Code of Ethics policy.

Students should participate directly in the process of learning rather than substitute others' labor and experience. BUSN adheres to a **zero tolerance** of all forms of academic misconduct, *which may include dismissal from the program.*

Academic Misconduct

Academic misconduct includes but is not confined to:

1. plagiarism.
2. cheating on quizzes or exams.
3. seeking or providing test content information.
4. sharing or copying clinical or classroom assignments.
5. turning in counterfeit reports, tests, and papers.
6. stealing of tests and other academic material.
7. falsifying academic or clinical records or documents.
8. turning in the same work to more than one class without approval from the instructors involved.

Standards and Definitions

Plagiarism includes presenting as one's own efforts the work of someone else without proper acknowledgement of that source. Exact copying is to be enclosed in quotation marks with an appropriate indication of its origin. Paraphrasing includes synthesis of ideas expressed in the student's own words. The failure to acknowledge unique, unusual, or new ideas or facts not the product of the student's own investigation or creativity is plagiarism. When in doubt on a particular matter, it is the student's responsibility to seek guidance from the instructor of the course.

Cheating includes the use of aids or assistance not allowed in the quiz or testing procedure. Using notes, charts, books, and electronic devices not specifically allowed by the examiner during a test or examination constitutes cheating. Visually or verbally receiving or giving information about or during the test not specifically allowed by the examiner is a form of assistance designated as cheating.

Counterfeit work includes work turned in as one's own that was created, researched, or produced by someone else. Turning in a report of another's research, submitting joint projects as if they were solely one's own or having produced such work for another are all forms of counterfeit work that are unacceptable.

Theft, use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course constitutes academic misconduct.

Falsification of data or creation of false data by students in theory, research, or clinical activities/assignments is considered academic misconduct.

Reporting Academic Misconduct—any student who has knowledge of academic misconduct in the classroom or clinical settings has a responsibility to notify a faculty member or the assistant dean.

Unauthorized reuse of work or the turning in of the same work to more than one class without approval from instructors involved constitutes academic misconduct.

Falsification of academic records by knowingly and improperly changing grades on transcripts, grade sheets, class work reports, tests, and projects constitutes academic misconduct.

Consequences of Academic Misconduct

Consequences of academic misconduct may include, but are not limited to, resubmission or modification of an assignment, no credit for the assignment or test, administrative withdrawal from the course, failure to pass the course, or dismissal from the program. The consequences of academic misconduct related to a specific course will be determined by the faculty member in consultation with the assistant dean.

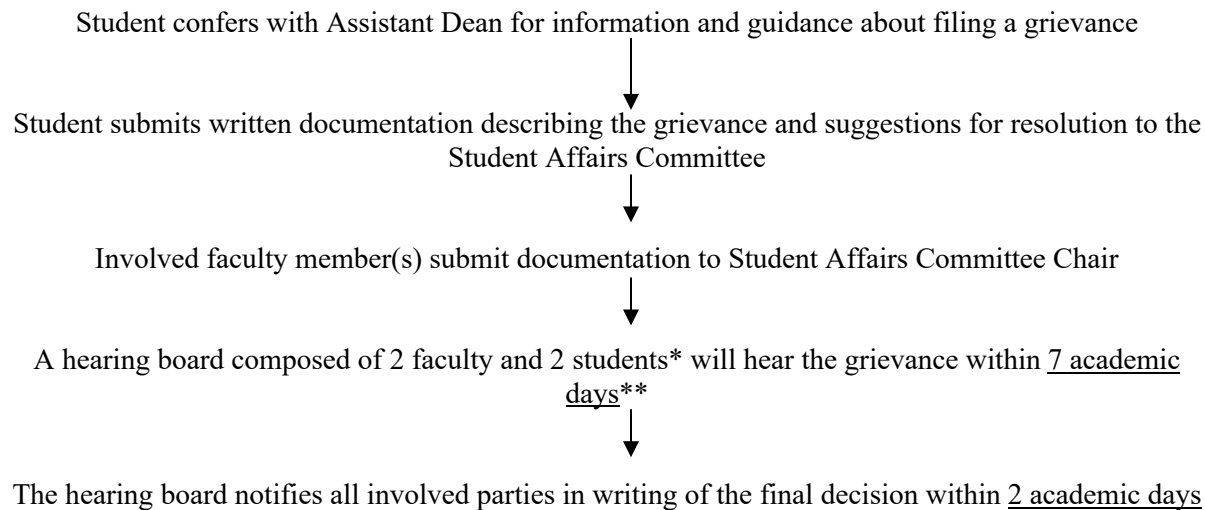
Rights of Students

1. Students have the right to differing and contrary opinion without fear of reprisal or unfair treatment in the students' academic work.
2. A student charged with academic misconduct is innocent unless judged guilty through due process, which includes notification of the academic misconduct charge and the opportunity to be heard and to present a response to the charge.
3. A student has the right of appeal as specified in the "Grievance Procedure" in this document.

GRIEVANCE PROCEDURE

It is expected that grievances will be submitted to the Student Affairs Committee within **three days for academic issues** and **10 days for non-academic** concerns. The following steps must be taken to institute a grievance.

Hearing



* The hearing board will consist of two faculty from student affairs committee and two student senators selected by the student affairs committee chair. The composition of the hearing board shall reflect a reasonable attempt to avoid bias or conflict. Findings of the hearing board shall require agreement of three of its members. When fewer than three members agree no action shall be taken.

** For petitions filed over winter or summer break, hearings will be held as soon as possible, but the absence of potential hearing board members may delay hearings until the start of the following semester.

Students, faculty, and hearing board members will make an effort to resolve grievances prior to the start of the semester. If the grievance affects progression and is not resolved before enrollment the following semester, the student will re-enroll in the course for which the grievance was filed. If the grievance is then resolved in the student's favor, accommodations will be made for the student to progress to the next semester/level.

If the final decision of the hearing board is not acceptable to the involved parties, he/she may provide a written final appeal to the dean within 10 calendar days. After reviewing all information, the dean will notify the student and any involved faculty of the final decision within 10 calendar days. The dean's decision formally ends the grievance process.

CLINICAL POLICIES

BLS CERTIFICATION

Proof of current Basic Life Support (BLS) for the health professional certification is required prior to beginning clinical nursing courses. The required BLS class must be "Health Care Provider" offered by the American Heart Association or the "Professional Rescuer" from the American Red Cross.

Each student is required to maintain a current BLS certification throughout their program of study. BLS certification is to be done during the student's personal time (not during clinical or class). If a student is not BLS certified, s/he will not be allowed to participate in clinical. Refer to attendance policy regarding clinical make-up.

IMMUNIZATIONS

Before classes begin, the student admissions coordinator at BUSN must receive a completed report of a physical examination, Varicella 2-step vaccine or evidence of immunity, a positive rubella titer, **documentation of a minimum of two of the three Hepatitis B vaccination series**, and current Tdap (tetanus, diphtheria, pertussis) **before students may attend clinical experiences**. The 3rd Hep B vaccination must be completed in six months to continue in clinical experiences. The TB blood test will be completed at the SON before clinical experiences begin.

In addition, flu immunization will be required annually and will be administered through the school.

HEALTH INSURANCE

Proof of health insurance **must be submitted annually** to the student admissions coordinator.

COMPETENCY FOR DRUG ADMINISTRATION

Competency and safety in medication administration is critical for all nursing students. Students will be tested for competency for drug administration in each level. Calculators provided by the school will be used for all Competency for Drug Administration Tests.

BUSN Drug administration competency for level one students is integrated throughout NU 325: Foundations of Therapeutic Nursing Interventions. Mastery of drug calculations is a prerequisite to administering medications in the clinical setting and a mandatory skill for successful completion of NU 325L: *Fundamentals of Nursing* clinical.

1. Students must successfully complete the first three math tests in NU 325 at 90% or above in order to pass medications in NU 325L.
2. All math tests below 90% must be retaken; four retakes are allowed for each test.
3. If the student is unsuccessful on any of the first three tests (including the four retakes allowed for each test), the student must withdraw from the clinical course. (See withdrawal policy).

A drug competency examination will be administered each semester during enrollment week for levels two, three and four. Students **must arrive on time and will not be admitted after the scheduled start time**.

1. The drug competency examination must be passed with 90% accuracy.
2. Examinations must be retaken by the end of the first week of the semester at which time successful completion (90%) is necessary to continue in clinical courses that semester.
 - a. A **total of 3 retakes** are allowed.
 - b. If the examination is not passed on the first attempt, it is the student's responsibility to review and/or seek tutoring. The student is responsible to schedule tutoring sessions and examination retakes with the tutoring coordinator.
 - c. The student may request an extension for this process in the event of unexpected extenuating circumstances beyond the student's control. The request must be made in writing to the program manager for review by the student affairs committee, where the final decision is made.
3. Students in 2nd or 3rd level who fail to achieve 90% or greater by the third retake on the Competency for Drug Administration exam must withdraw from the course scheduled for the first clinical rotation.

- a. The student will be required to seek remedial assistance and will have one additional opportunity to pass the Competency for Drug Administration exam by the end of the third week of the semester.
- b. Failure of this exam will necessitate withdrawal from all clinical courses for the semester. Future enrollment in these classes will be on a space available basis. (See withdrawal policy)
1. Students in the 4th level who fail to achieve 90% or greater by the third retake on the Competency for Drug Administration exam will not be able to attend any scheduled clinical experiences the first week following clinical orientation.
 - a. The student will be required to seek remedial assistance and will have one additional opportunity to pass the Competency for Drug Administration exam before the second week of clinical experiences.
 - b. Failure of this exam will necessitate withdrawal from NU492L for the semester. Future enrollment in NU492L will be on space available basis.

PROFESSIONAL DRESS CODE AND BEHAVIOR GUIDELINES

To protect and enhance the proper professional image, cleanliness, health, and welfare of patients, the following standards of personal appearance shall be adhered to by all nursing students and faculty.

Uniforms

1. All students must wear clean, neat, white uniforms or scrubs. Approved white polo shirt or white scrubs with BUSN emblem are permitted. White, navy or orange T-shirts, without lettering, may be worn under the uniform top.
2. The BUSN patch must be applied to the upper left arm of the uniform top and lab coat.
3. Skirt hemline will be no shorter than 2 inches above the top of the knee.
4. Slacks must meet the following requirements:
 - a. Length should not drag on the floor or be shorter than ankle length
 - b. Slacks should be loose fitting
 - c. No white jeans.
5. One piece split skirt dress or jumpsuit is not allowed due to infection control policies.
6. Uniform tops must be sufficient length to cover the waistband when bending or reaching.
7. Undergarments should not show through white uniform (white is best choice) and should be appropriate to professional dress. T-shirts are not to be worn as an outer garment.
8. White shoes are required.
 - a. Must be clean, polished, and soft-soled, with clean shoelaces.
 - b. No sandals or canvas tennis shoes are allowed.
9. Female students will wear nylon hose (white or flesh tone), white footlets or white socks.
 - a. No patterned hose
 - b. Knee high hose may be worn with slacks or scrubs
10. Male students will wear white socks.
11. Lab coat must be white and can be waist, hip or knee length.
12. The BUSN polo and khaki pants or shirt must be worn to all outside experiences and when visiting clinical units.

Jewelry

1. A watch with a second hand is required.
2. The BUSN photo ID badge with name, position and picture visible must be worn by all nursing students at all times in clinical areas. (Badges are issued by the Human Resource Department on 3 Vail).
3. The only jewelry that is allowed is a watch, wedding ring set, and small post earrings in the ear. **No other visible body piercing is allowed.**

Miscellaneous

1. Personal hygiene must receive careful attention. Because of the nature of the job and close contact with patients, **frangrances are not allowed.**
2. Fingernails must be short, clean, and manicured. Nail polish, if worn, should be clear or neutral with no chipped areas. **Artificial nails are not permitted.**
3. Hair must be clean, neatly styled. Long hair must be pulled back off the face in a ponytail or braid.
4. Beards, mustaches, and side burns must be kept neatly styled and well groomed.
5. **Tattoos must not be visible.**
6. Gum chewing in the patient care area is not allowed.
7. Food is permitted only in the cafeteria, coffee shop, or lounge areas.
8. Students are responsible for being familiar with and abiding by policies of the clinical setting where they are assigned.

PROFESSIONAL CONDUCT

Students are expected to adhere to standards of professional conduct which are based on the American Nurses' Association Code of Ethics for Nurses 2001:

1. 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.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.
4. 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.
5. 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.
6. The nurse participates in establishing, maintaining and improving health care 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.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. 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.

UNPROFESSIONAL CONDUCT

According to Kansas Nursing Practice Act, unprofessional conduct shall include failure to adhere to the applicable standard of care and a pattern of practice or other behaviors that demonstrate incapacity or incompetence to practice as a nursing student. Unprofessional conduct may result in dismissal from the program. Unprofessional conduct includes but is not limited to:

1. Performing acts beyond the authorized scope of the level of nursing.
2. Assuming duties and responsibilities within the practice of nursing without adequate preparation or maintaining competency.
3. Failing to take appropriate action or to follow policies and procedures in the practice situation designed to safeguard the patient.
4. Inaccurately recording, falsifying, or altering any record of a patient or agency.

5. Committing any act of verbal abuse, physical abuse, sexual abuse, sexual misconduct, or sexual exploitation of a patient.
6. Delegating any unlicensed individual to perform the functions of a licensed nurse contrary to the Kansas nurse practice act, or to the detriment of patient safety.
7. Violating the confidentiality of information or knowledge concerning any patient.
8. Willfully or negligently failing to take appropriate action to safeguard a patient or the public from incompetent practice performed by a registered or licensed practical nurse. "Appropriate action" may include reporting to the board of nursing.
9. Diverting drugs, supplies, or property of any patient or agency.
10. Leaving an assignment that has been accepted, without notifying the appropriate authority and allowing reasonable time for replacement.
11. Engaging in conduct that is likely to deceive, defraud, or harm the public.

DRUG/ALCOHOL TESTING POLICY

This policy will be applied and enforced fairly and evenly for all students without regard to race, religion, gender, disability, national origin, or age. All reasonable methods will be used to maintain the confidentiality of drug and alcohol testing results to protect individual rights.

Definitions for this policy are:

Drugs and "controlled substances that are not legally obtainable, or that are legally obtainable but have not been legally obtained", are considered to be illegal drugs. Examples include street drugs such as cocaine, heroin, marijuana, and phencyclidine and controlled substances such as amphetamine, methamphetamine, and barbiturates.

The term "controlled substance use" includes prescribed drugs not being used for prescribed purposes or in a prescribed manner.

Reasonable Cause Student Testing

Any student may be required to submit to a "for cause" urine drug test, blood alcohol test, or any other testing methodologies if an instructor has a reasonable suspicion that the student is under the influence of drugs or alcohol, has taken drugs while in clinical, or might have drugs in his/her system during the clinical experience. The reasonable suspicion for requiring a student to take a test shall be observed by the instructor and assistant dean if available, and shall be recorded on the form entitled Reasonable Cause Observation Checklist. The instructor is responsible for providing all documentation related to the incident. The following are examples of some instances where further investigation may occur:

1. Any student observed by an instructor to behave in a manner that indicates the student may be under the influence of alcohol or drugs during clinical experiences.
2. Any other occurrence in which an instructor has a reasonable basis to believe that a student is using drugs or is under the influence of drugs or alcohol during clinical experiences.
3. Physical evidence of drug use by the student or possession of drug paraphernalia.
4. Documented deterioration in the student's clinical performance that could be attributed to drug use.

Intervention

1. The student will be advised that there is reasonable basis to believe that he/she is under the influence of drugs or alcohol during clinical experience. The student will be counseled by the instructor and/or assistant dean and will be required to submit to a drug and /or alcohol test at Employee Health or the SVHC laboratory. The options are submitting to these tests or, if the

- student refuses to submit, possible withdrawal from the nursing program. The student must sign the Employee Consent/Refusal Form for Drug and Alcohol Testing (attachment B).
2. If the results of a drug or alcohol test are positive (at or above 0.4% blood alcohol level) the student may be dismissed from the program and referred to the Employee Assistance Program.

CONFIDENTIALITY

All patient information is confidential and shall not be disclosed. Students are not authorized to remove any patient information from the premises for either personal use or disclosure to another person or entity. Students may not remove proprietary information of any affiliating agency/institution from the premises or disclose it to another person or entity. Written work shall not contain any identifying data (i.e., name, initials, room number). Do not share your password with others. Do not discuss patient information outside the educational setting. Patient information shall only be shared for educational purposes. **Failure to preserve patient confidentiality will result in administrative dismissal from the program.**

FOURTH LEVEL CAPSTONE CLINICAL ASSIGNMENTS

Capstone Clinical Assignment

In order to be eligible for Capstone placement in other than medical-surgical units, students must attain:

1. Grade of "B" or above in:
 - a. All medical-surgical courses, including Fundamentals of Nursing
 - b. First two tests in Adult III
 - c. Preferred specialty area
2. Level 2 or higher on Fundamentals and preferred specialty ATI exams
3. Recommendation from fourth level faculty

PARTICIPATION IN CLINICAL EXPERIENCES

Students in the BUSN will be required to participate in clinical experiences at hospitals and other facilities in Topeka or nearby communities as a part of their program of study. Students are required to assume all liability for their own transportation to off-site clinical experiences. Students will not receive reimbursement for expenses. It is understood that these experiences are an integral and essential part of the program and that all students must participate in them as required. Students will be required to participate in day and evening clinical experiences as scheduled. Background checks will be required before students can begin the program. If a hospital or other facility denies permission to any student to work at or participate in required experiences on its premises or at an affiliating facility, that student may not be allowed to continue his/her program of study. For these situations, it is the student's responsibility to obtain and maintain permission of the clinical facilities utilized.

SUBMITTING CLINICAL ASSIGNMENTS

Students are required to submit clinical assignments on the due date, as specified in the syllabus or by the instructor. In order to pass the clinical course/rotation, **all written work must be submitted no later than the Monday following the students last clinical day.**

STUDENT LIABILITY

It is important for all students to understand that they are professionally liable for any services rendered as a nursing student. While they do have supervision, students are still personally liable for their actions in the performance of their duties.

1. Students enrolled in the nursing curriculum are not required to carry professional liability insurance, but may do so if they desire.
2. Professional liability insurance is available through the National Student Nurses Association (NSNA) at a very low cost, and each student is encouraged to consider enrollment in that program.

STUDENT INJURIES AND INCIDENTS

If a BUSN student sustains an injury during class or clinical rotations while on Stormont-Vail HealthCare grounds, an incident report must be completed. The student should call the SVHC Employee Health nurse for minor injuries and injuries that do not hinder mobility and to the Emergency Department for more serious injuries.

In the event of a needle stick or other contact with contaminated products, the student will contact the instructor and follow up with the SVHC Employee Health Nurse. (If after 4:30 p.m. or on the weekend, report to Health Connections [354-5225] located on the lower level of Pozez by the library.) If subsequent immunizations and/or blood work are recommended, it is the student's responsibility to follow through with the recommendation. Documentation of the clinical incident will be made by the instructor and submitted to the assistant dean. This report will be placed in the student's file in the accordance with Public Law 93-579. In the event of any injuries/incidents at a clinical facility other than SVHC, the policies of that institution will be followed.

STUDENT SERVICES

ACADEMIC ADVISING

Each student will be assigned a first level faculty advisor upon entering the nursing program. Each semester students will be assigned a new advisor. This advisor will be a faculty member from the level in which the student is currently enrolled. The advisor provides the student with assistance in academic program planning and matters pertaining to academic work and can also provide assistance with study habits and personal adjustment issues.

ORIENTATION

BUSN provides a carefully planned program during enrollment week to assist entering students with the transition to nursing school. Because the orientation is so important for future success in nursing school, **all incoming students are required to attend orientation.**

BAKER IDENTIFICATION CARDS

Baker University School of Nursing students will be given a Baker University identification card upon entering the program.

ADA POLICY

Students with disabilities are provided assistance in obtaining reasonable accommodations to meet their needs. In order to determine eligibility to receive accommodations and support services, BUSN requires specific information from the student and his or her healthcare provider. Students requesting accommodation should contact the Office of Student Academic Success at Baker University (Kathy.Wilson@bakeryu.edu or 785-594-8352) in a timely manner (usually prior to the start of classes or as soon as the disability becomes known) to request services and verify the need for assistance through appropriate supporting documentation.

HEALTH

All students must provide evidence of health insurance annually during enrollment. A voluntary health insurance plan is available for purchase through BU. Contact the student admissions coordinator at 785-354-5850 regarding health insurance information.

Health care is available for students based on a sliding scale fee at the Shawnee County Health Agency, located across the street from the school at 1615 SW 8th street. When the sliding scale is calculated, financial aid is not counted as income, and students may qualify to receive health care at or near 100% coverage. For appointments, please contact the Health Agency at 785-368-2000, ext. 5315.

COUNSELING (Employee Assistance Program [EAP])

The faculty believes that counseling and guidance are shared responsibilities that stem from a sincere interest in the student's general welfare and personal/professional growth. The assistant dean serves as a resource for students needing guidance for personal concerns. Students are encouraged to seek assistance for individual problems through the EAP. The EAP is a service that is available to all nursing students, their spouses and children through SVHC. New Directions Behavioral Health services the EAP.

This program is designed to assist employees and students in dealing with personal problems including financial difficulties, relationship problems, alcohol and other drug abuse, death and dying, sexual problems, eating disorders, single parenting, physical abuse, anxiety, stress, depression, and child/elder care resources.

EAP services include:

1. Up to 7 visits per calendar year
2. Private and confidential sessions
3. No charge to you or your insurance
4. Daytime and evening appointments
5. Licensed, professional counselors
6. Self-scheduling (identify yourself as BUSN student)
7. Child and Elder care resources

You may contact your EAP at New Directions Behavioral Health at 1-800-624-5544. Online resources are also available at www.ndbh.com; click on "EAP members" and enter the login code "SVHC."

CAREER DEVELOPMENT/JOB PLACEMENT

A "Job Opportunity" bulletin board is kept up to date in the BUSN student lounge to alert all students to job openings for student nurse tech as well as RN positions. Students will be notified of local career fairs and of visits to the school by recruiters. Students can seek information about job openings via the Internet and SVNET. Websites that can be useful for job searches include NSNA.com and AfterCollege.com.

STUDENT RESPONSIBILITIES

ATTENDANCE

In order for students to maintain quality academic performance within the program of study, attendance is imperative in both classroom and clinical settings. This includes scheduled orientation and the first week of class. To promote consistency and fairness for all students, the following attendance policy will be in effect for all classes:

1. If the student must miss a class, the school office or faculty must be notified **prior to class** and a message left for the instructor. If a given situation makes a call impossible prior to class, a message must be received as soon as possible.

2. Absence on the day of a test is strongly discouraged. The student who is absent on the day of a test **must contact the instructor on that day**. An alternate test may be administered and/or points/ percentage may be deducted if the student is absent on a test day. The student **will be required to take the missed test during the first available testing time** after returning to school unless alternate arrangements have been made with the instructor. Emergency situations which are beyond the control of the student at the time and could not have been foreseen or planned for in advance will be taken into consideration when the student can make contact. A sign-up sheet for students needing to make up tests will be posted on the tutorial lab door. **If the procedure is not followed, a ZERO may be recorded for the examination.** Repeated absences on test days may require a written verification of reason for absence and may jeopardize progression in the program
3. Attendance in theory is expected. The **attendance policy for theory courses will be defined in each individual course syllabus.**
4. **Clinical attendance is essential.** If an absence (or tardiness) is necessary, the student must notify the unit/agency to which he/she is assigned **before** the scheduled clinical starting time unless otherwise instructed by the faculty. The clinical instructor must also be notified by phone as per individual clinical guidelines. The actual time, length and nature of clinical make-up will be determined by achievement of stated clinical outcomes. This also applies to school cancellation due to weather. *It will be the student's responsibility to contact the instructor concerning all make-up, which must be completed before the end of the semester.* **Make-up cannot conflict with another school assignment.** If the student is unable to meet clinical outcomes due to absences, the student must withdraw from the clinical course and the corresponding theory course.

Clinical tardiness or leaving the clinical site early shall be counted as part of the absence time. *Absence from clinical orientation will also be counted as missed clinical time.*

TARDINESS

Promptness is required for class and clinical. The faculty conducting a class has the right to close the door at the beginning of class and may require the student who is late to wait until the next break in class before entering the classroom.

Habitual tardiness in clinical and/or theory may result in jeopardizing the student's status.

CLASSROOM CONDUCT POLICY

The interactive, non-traditional nature of this BUSN program may at times result in class sessions with a good deal of interaction and students at times assuming the role of teacher. The utmost personal respect among teachers and students should always be shown.

Food may be served only in designated areas in the Pozez Education Center. Food is not allowed in any classroom. Water is the only beverage that may be taken into the classroom, and must have a snap or screw on lid that will not spill if overturned. Failure to abide by the beverage policy will result in a no beverage rule.

USE OF ELECTRONIC MEDIA

All cell phones and other technological devices must be turned off in the classrooms unless the instructor asks students to look up course information. These devices may not be accessed for personal use during class times. Students must follow faculty and agency guidelines for use of cell phones, pagers, and other devices in the clinical setting.

SOCIAL MEDIA POLICY

Students are personally responsible for the content of any material/photos published or posted as part of their social network and other related activities. When students identify themselves as BUSN students, they must adhere to professional conduct and clearly indicate any views they express as their own and not those of BUSN.

Students may not use social media to harass, discriminate, or make disparaging or defamatory statements about BUSN, including faculty, staff, students, graduates, and clinical agency staff. Students may not disclose any information they are prohibited from disclosing under the BUSN confidentiality policy.

Social Media as related to patient care. Students:

1. Must promptly report any identified breach of confidentiality or privacy.
2. Are strictly prohibited from transmitting any patient-related images by way of any electronic media. In addition, students are restricted from transmitting any information that may be reasonably anticipated to violate patient rights of confidentiality or privacy.
3. May not take photos or videos of patients on personal devices, including cell phones.
4. Must not share, post or otherwise disseminate any information, including images, about a patient or information gained in the student-patient relationship with anyone.
5. Must maintain professional boundaries in the use of electronic media and may not have social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact does not permit the student to engage in personal relationships with the patient.

BUSN reminds students that many social media postings are visible to third parties and therefore the content of any such postings can have an impact on the reputation of the individual and the school of nursing. Any students whose social media activity adversely affects patients, BUSN faculty, staff, students, or graduates is subject to corrective action, up to and including withdrawal from the program.

EMPLOYMENT

Student employment commitments shall not interfere with attendance at BUSN classes or school responsibilities. **The student should exercise good judgment regarding the amount of time committed to outside employment. In the event of absenteeism, tardiness, or academic jeopardy, it will be strongly suggested that outside work activities be curtailed in order to maintain success in the nursing program.** Special adjustment of course scheduling requirements cannot be made to accommodate student work schedules.

When students are employed for compensation, they shall not wear the school name pin or school badge or use the BUSN computer documentation password. When students are assigned to clinical experiences at the facility at which they are employed, they will function in the role of a student under the direction of the nursing instructor.

After the first semester, students can be hired as patient care technicians at SVHC or other area health care facilities. **It is the student's responsibility to schedule orientation and working hours in a manner that does not interfere with class or clinical time.** If at all possible, students should schedule orientation times during school holidays. SVHC orientation is scheduled on Monday, Tuesday and Wednesday twice a month. Attendance at the Monday orientation is required, and the student will need to inform teachers in advance of the absence. The Tuesday and Wednesday of orientation are unit specific and may be completed as a self-study. However, **students must make arrangements with the director in the area they will be working BEFORE ORIENTATION is**

scheduled. It is expected that students will make arrangements so that they miss only a Monday of BUSN classes for SVHC orientation.

NCLEX AND KSBN APPLICATION PROCEDURE

NCLEX and Kansas State Board of Nursing applications will be completed at least 30 days prior to graduation. (Applications for other state boards may vary). Fees for NCLEX and KSBN applications are due at the time applications are completed. An applicant for a Kansas license is required to provide one completed fingerprint card in order to conduct background checks with the Kansas Bureau of Investigation and FBI. A fingerprint card must be obtained from the KSBN because it contains specific identifying information. Any specially trained law enforcement official can take fingerprints.

Students will be authorized to take the NCLEX early if they successfully complete all fourth level courses with the exception of capstone, a score equivalent to a 95% predicted probability of passing NCLEX or higher on the ATI Comprehensive Predictor, AND have a nursing GPA of 2.85 or higher through third level.

If an entering student has been convicted of a crime or has a reportable infraction(s), an appointment must be made with the assistant dean soon after starting the program to discuss the matter. Student application to write the NCLEX-RN will be completed by the students at the direction of the Graduate/Alumni Specialist approximately six weeks prior to the test. At that time any conviction of a crime or reportable infraction, other than a traffic violation, must be reported on the application. Please be advised that nursing licenses may be denied or disciplined by the Kansas State Board of Nursing (KSBN). Possible grounds for such action may include to have been guilty of a felony or to have been guilty of a misdemeanor involving an illegal drug offense unless the applicant establishes sufficient rehabilitation to warrant the public trust. In addition, no license shall be granted to a person with a felony conviction for a crime against persons. Also considered are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. All criminal history must be revealed to the KSBN **BEFORE** licensure is granted or denied. (See Kansas Nurse Practice Act Law and Administrative Regulations, section 65-1120).

CAMPUS INFORMATION

KEYS AND VALUABLES

The University is not responsible for lost articles either in the school or the clinical areas. Information regarding found articles can be received by calling SVHC Security Department at 785-354-6158.

LOCKERS

Lockers are available on a first come basis. Students are encouraged to use lockers and must provide their own locks. **Locks are to be removed at the end of each semester.** The school has the right to remove all locks remaining at the end of each semester.

The University is not responsible for lost articles either in the school or the clinical areas. Information regarding found articles can be received by calling SVHC Security Department at 785-354-6158.

TELEPHONE CALLS AND MESSAGES FOR STUDENTS

The BUSN will provide a system of communication whereby message and telephone calls will be received and delivered in a timely manner. It is the responsibility of the student to check his/her mailbox daily for messages. Only emergency messages will be hand delivered to the classrooms or

phoned to the clinical settings. Students may use the in-house telephones located in the Student Commons Area for outgoing calls. Students should limit their calls to not more than 10 minutes.

CAMPUS SECURITY

The Security Department of SVHC provides 24-hour protection for students on the campus. This includes random patrols of the entire campus, including all parking areas; prompt response to any emergency situation; investigation of any reported or suspected criminal activity; and parking/traffic control. **All incidents or potential incidents should be reported to the Security Department at 785-354-6158 immediately.** An annual campus security report is provided on the BU website for all current and prospective students.

PARKING

The student admissions coordinator will notify students of parking arrangements prior to orientation week. Students must comply with all policies of all affiliating agencies/institutions. The SVHC parking policy for students will be distributed during orientation. Students will be required to obtain a parking sticker from Security. Students will be subject to disciplinary procedures for noncompliance as designated by the involved agency/ institution. Students may lose parking privileges on SVHC Campus for repeated offenses. If employed through SVHC, students are required to park in assigned student parking when on campus as a student.

FIREARMS AND WEAPONS POLICY

SVHC prohibits the possession or use of firearms, explosives, or other weapons (any object or substance designed to inflict a wound, cause an injury, incapacitate, or create a reasonable fear of harm) or any facsimile on the health center campus.

Any person violating this policy may be reported to law enforcement agencies for legal action and subject to appropriate disciplinary action, which could include immediate removal from the premises and dismissal from the program.

TOBACCO-FREE CAMPUS POLICY

The entire SVHC Campus is smoke free. The objective of the smoke-free policy is to recognize the health, safety, and comfort benefits of smoke-free air and the special responsibility that SVHC has in maintaining a healthy and safe environment for its patients, employees, physicians, visitors, and nursing students. **There will be no smoking anywhere on the SVHC campus, including Pozez Education Center or outside its doors, and all parking lots or cars on campus.**

DRUG-FREE CAMPUS

According to Stormont-Vail Healthcare, the unlawful manufacture, distribution, dispensation, possession, or sale of a controlled substance, medication, illegal drug or alcohol on Stormont-Vail premises is absolutely prohibited. Any student found to be engaged in activities in violation of the law will be reported to SVHC security.

SCHOOL CANCELLATION

In the event of severe weather conditions:

1. The decision to close school is made by the dean or designee.
2. Information on school cancellation will be on Moodle through Baker's Anatomy, and students will receive an email.
3. Students are expected to exercise common sense regarding travel to class during severe weather.
4. Information on cancellation of classes will be posted on Topeka TV Stations: KSNT (07) and WIBW (13).

5. If an absence is due to weather conditions, the actual time, length, and nature of clinical make-up will be determined by each clinical faculty based on student's achievement of stated outcomes.

CRISIS SITUATIONS

If a crisis situation arises at SVHC, the BUSN will be alerted. If a crisis situation arises in the BUSN, security should be notified if possible at 6444 or 6158. If someone calls from a campus phone, security will be able to determine which phone that person is calling from if she/he is unable to speak. It will be important for everyone involved to remain calm. Everyone should be involved in identifying potential threats (i.e., extremely disgruntled students, family members of students/faculty with restraining orders, threats that are made to a BUSN student or faculty member, etc.) so the school is ready to deal with situations that arise. The dean, in collaboration with security, will alert students regarding possible evacuation of the school premises.

Reporting Obligation

If any student has direct knowledge that another person possesses a concealed handgun or other weapon on SVHC premises, he/she shall report this to Security immediately. Failure to report knowledge of the presence of any handgun or other weapon on SVHC premises may subject the individual to appropriate corrective action.

Safety

Students should be aware that the enforcement of this policy deals with confronting individuals carrying a handgun, or other weapon. Under no circumstances should any student take any unnecessary risks or compromise his/her safety in enforcing this policy. Local law enforcement should be contacted immediately if deemed necessary.

DISASTER SITUATIONS

Disaster threatening the campus

Students will follow fire and disaster policies that apply to individual clinical agencies. Fire and disaster policies of SVHC are reviewed during the orientation session annually. If an event occurs that requires evacuation or relocation from Pozez (i.e., fire, tornado, bomb threat, or other event that could potentially cause harm on the campus), the following will occur:

- If the event occurs Monday through Friday from 8 a.m.-4:30 p.m., the building supervisor or designee will notify BUSN of the event and give instructions about the course of action.
- If the event occurs during evening, night or weekend hours, the security department will be responsible to notify people in the Pozez building about the course of action
- If the school decides to cancel classes because of severe weather or other type of disaster involving the campus, students should follow the school cancellation policy.

Disaster involving the community:

- Students' first responsibility is to the school during class hours. If students are in a theory class at the time of notification of the disaster, they will remain in class until further notice. If students are attending clinical experiences, they will continue to work with instructor at assigned clinical area.
- If students are employed by SVHC, the medical center may notify the school to release employees for assistance in their respective units if the disaster continues for a prolonged time.

STUDENT PARTICIPATION OPPORTUNITIES

STUDENT SENATE ORGANIZATION

Upon admission to the school, all students automatically become members of the Student Senate Organization. Two representatives from each level are elected annually; a faculty sponsor is selected. The officers represent the entire student body as it conducts special projects as well as professional and recreational activities.

STUDENT REPRESENTATION ON BUSN COMMITTEES

One student will be selected to represent the student body on each of the following committees: Program Evaluation and Outcomes Assessment and Educational Programs and Curriculum. Two students per level will be selected to serve on the Academic Resources Committee. One student senator will serve on the Student Affairs Committee, another student senator will attend Faculty Senate meetings and give a student report.

NATIONAL STUDENT NURSES ASSOCIATION (NSNA) and KANSAS ASSOCIATION OF NURSING STUDENTS (KANS)

This is the students' national/state professional organization. All students become members upon entry into the program. It is recommended that all nursing students become active members of this professional organization. Officers and Representatives from each level are selected and a faculty member serves as an advisor for the BU organization.

TRINITY LUTHERAN COMMITTEE

Several students are selected from each level to meet with representatives from Trinity Lutheran Church once a semester. The purpose of this committee is to determine how Trinity can assist students and how BUSN can provide support for their members. Trinity Lutheran Church is located 3 blocks from BUSN and has provided lunches, snacks, graduation gifts, spiritual support, and more for our students. BUSN helps to manage a blood pressure clinic at the church and assists the church with fundraisers, Adopt a Family, and more.

AMBASSADOR PROGRAM

Students can apply to become an ambassador at the end of first level. The front office staff and first level faculty select students. Ambassadors are expected to represent the school in a professional manner. Orientation to ambassador responsibilities is provided at the beginning of second level. Ambassadors receive \$50 towards their educational resource fee for second, third, and fourth levels and are expected to participate in a minimum of four events each semester.

TUTORIAL SCHOLARS

Students can apply to become a Tutorial Scholar at the end of the first semester. The program manager will consult with first level faculty in the selection of 1 or 2 scholars. Tutorial scholars may assist individual students with learning needs, present lunch and learns on selected topics, assist with math review etcetera. Scholars will receive \$50 towards their educational fees for second, third and fourth levels and are expected to volunteer for eight hours or more each semester.

PINNING COMMITTEE

Several students are selected from each level to assist in the planning of the Pinning Ceremony each semester. This committee generally meets 2 times each semester. Students scheduled to graduate make decisions regarding food, music, flowers, awards, speakers, and budget. Students in lower levels learn the process and volunteer to assist with distributing programs and serving food and punch at the reception.

BAKER BUDDIES

Baker Buddies is a program that pairs upperclassmen with entering students to help ease the transition to nursing school. New students and Baker Buddies are reminded that allowing someone to copy work or copying someone's work is academic misconduct and may result in no credit for the assignment, failing the course, or dismissal from the program.

NURSES FOR CULTURAL AWARENESS

The Cultural Awareness Club welcomes all students with an interest in expanding or enhancing their cultural competency. The club allows explorations of various cultures, values, and belief systems. There are no dues, and meeting times and places TBA. Officers and level representatives are elected.

NURSES CHRISTIAN FELLOWSHIP

All students are invited to join Nurses Christian Fellowship, a non-denominational group affiliated with Inter-Varsity Christian Fellowship. There are no dues. The meeting times will be determined at the beginning of each semester to accommodate the needs of participants.

RELIGIOUS SERVICES

The hospital chapel is open 24 hours a day and those who wish to spend time in prayer and meditation are welcome. Nursing students may also participate in religious activities located on the campus in Baldwin City. Chapel services are held from 11 to Noon each Thursday.

ETA KAPPA CHAPTER-AT-LARGE/SIGMA THETA TAU

Eta Kappa Chapter-at-Large, a chapter of Sigma Theta Tau International Honor Society of Nursing, is a collaborative effort between BUSN, Washburn University School of Nursing, and Emporia State University Newman Division of Nursing. The purpose of Sigma Theta Tau International is to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Eligibility requirements include a cumulative GPA of 3.0 or higher, rank in the upper 35% of class, leadership skills, completion of at least one-half of the nursing curriculum, and faculty endorsement. Qualifying students will be invited to join in their final semester. Inductions take place twice a year.

DIRECTORY

UNIVERSITY OFFICERS FOR THE SCHOOL OF NURSING

Dr. Pat Long	President of the University
Dr. Kathleen L. Harr	Vice President/Dean and Professor, School of Nursing

ADMINISTRATIVE FACULTY

Dr. Carol Moore	Associate Dean Post-licensure program
Kay Osinski	Assistant Dean Pre-licensure program
Dr. Linda King	Assistant Dean Technology
Loanne Martin	Program Manager

STAFF

Cara Bonfiglio	Student Admissions Coordinator
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Mrs. Bonfiglio is responsible for ensuring that recruitment, admission, and registration processes are coordinated and carried out in conjunction with the Admissions, Financial Aid, and Records and Registration Offices at Baker University.

Karen Vicory	Administrative Assistant to the Dean/Office Coordinator
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Mrs. Vicory is responsible for providing administrative support for the dean and the administrative and teaching faculty, and coordinating the work of the SON office.

Peggy Geier	Graduate and Alumni Specialist
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Mrs. Geier is responsible for preparing students for graduation, and communicating with alumni.

Janet Creager	Student Admissions Coordinator
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Ms. Creager assists with RN recruitment.

BAKER SCHOOL OF NURSING FACULTY

Deb Agnew, 2009
Assistant Professor
MS-University of Kansas, 1997
BSN-Washburn University, 1984

Della Anderson, 2011
Instructor
MSN-University of Mary in Bismarck, 2010
MBA-University of Mary in Bismarck, 2011
BSN-University of Kansas, 1991

Diane Bottorff, 1999
Assistant Professor
MN-University of Kansas, 1986
BSN-University of Kansas, 1970

Marlene Eicher, 2008
Instructor
Learning Resource Lab Coordinator
MSN-Washburn University, 2011
BSN-Baker University School of Nursing 2005

Kathleen Harr, 1997
Vice President and Dean
DNSc.-University of San Diego, 1991
MSN-University of Texas Health Science
Center, 1978
BSN-Incarnate Word College, 1976

Tamara Heine, 2010
Assistant Professor
MSN-Nebraska Methodist College, 2008
BSN-Baker University School of Nursing, 1997

Linda King, 2003
Assistant Dean Technology
Assistant Professor
Ph.D-University of Kansas, 2010
MS(N)-University of Kansas, 2002
BSN-Pittsburg State University, 1998

Susan Larson, 2000
Assistant Professor
Ed.D-University of Kansas, in process
MS(N)-University of Kansas, 1996
BSN-University of Kansas, 1976

Cindy Light, 2003
Assistant Professor
MSN-University of Missouri, 2002
BSN-Emporia State University, 1999

Susan Ludwick, 2012
Assistant Professor
MSN-University of Wyoming, 1994
BSN-Wichita state University, 1991

Jeanne Mann, 2007
Assistant Professor
Ph.D-University of Kansas, 2010
MSN-Fort Hays State University, 2007
EdS-Fort Hays State University, 1994
MS-Fort Hays State University, 1992
BSN-Wichita State University, 1981

Loanne Martin, 1992
Program Manager
MS(N)-University of Minnesota, 1992
BS(N)-Bemidji State University, 1987

Carol Moore, 2013
Associate Dean Post-licensure program
Ph.D-Kansas State University, 1992
MSN-Wichita State University, 1980
BSN-Eastern Mennonite University, 1968

Ruth Ohm, 1998
Associate Professor
Ph.D-University of Kansas, 2005
MS(N)-University of Portland, 1993
BSN-University of Wyoming, 1989

Kay Osinski, 1991
Assistant Dean Pre-licensure program
MS(N)-Northern Illinois University, 1980
BSN-Central Missouri State University, 1974

Libby Rosen, 2007
Associate Professor
Ph.D-University of Kansas, 2009
BSN-Washburn University, 1994

Kathryn Schartz, 2013
 Assistant Professor
 MSN-University of Kansas, 1992
 BSN-Washburn University, 1983

Ranee Seastrom, 2012
 Instructor
 MSN-University of Phoenix, 2008
 BSN-Baker University School of Nursing, 2003

Barb Sollner, 2012
 Assistant Professor
 MSN-Nebraska Wesleyan, 2004
 BSN-Nebraska Wesleyan, 2001
 BS-Nebraska Wesleyan, 1986

FACULTY EMERITUS

Judy Ackeret, 1994-2012
 Assistant Professor
 MS(N)-University of Kansas, 1995
 BSN-University of Kansas, 1968

Sonja Feist, 1993-2006
 Assistant Professor
 MS(N)-University of Kansas, 1997
 MS(ED)-Pittsburg State University, 1975
 BS(N)-Loretto Heights College, 1961

Cleda Meyer, 1991-2006
 Deceased 2012
 Associate Professor
 Ph.D.-University of Kansas, 2002
 MN-Wichita State University, 1991
 BSN-Marymount College, 1987

Edith Elaine Shutt, 1991-2006
 Associate Professor
 MN-University of Kansas, 1988
 MEd-Kansas State University, 1978
 BSN-University of Kansas, 1967

Carol Trahan, 2001-2013
 Assistant Professor
 MN-University of Kansas, 1987
 MA-University of Missouri, 1980
 BSN-Marymount College, 1971

BAKER UNIVERSITY SCHOOL OF NURSING
ACADEMIC CALENDAR
Fall 2013- Spring 2014

FALL 2013

Enrollment	T	August 13
Orientation	T-Th	August 13-15
Fall classes begin	M	August 19
Labor Day Observance – no classes	M	September 2
Last day to drop classes	F	September 27
Fall Break	M-T	October 7-8
Mid-term	F	October 11
4 th level last day to withdraw from classes	F	October 18
Spring semester advising and pre-enrollment	M-F	Oct 28-Nov 8
Last day to withdraw from classes	F	November 8
Thanksgiving Break – no classes	W-F	November 27-29
Last day of classes	F	December 6
Final Examinations	M-F	December 9-13
Pinning Ceremony	F	December 13
Winter Commencement	Sun	December 15
Final grades due	M	December 16

SPRING 2014

Enrollment	W	January 8
Orientation	W-F	January 8-10
Spring classes begin	M	January 13
Martin Luther King, Jr. Day Observance – no classes	M	January 20
Last day to drop classes	F	February 28
Mid-term	F	March 7
Spring Break – no classes	M-F	March 17-21
4 th level last day to withdraw from classes	F	March 28
Fall semester advising and pre-enrollment	M-F	March 31 – April 11
Good Friday Observance	F	April 18
Last day to withdraw from classes	F	April 18
Last day of classes	F	May 9
Final examinations	M-F	May 12-16
Pinning Ceremony	F	May 16

Spring Commencement	Sun	May 18
Final grades due	M	May 19

SUMMER SESSION I 2014

Memorial Day Observance	M	May 26
First day of classes	T	May 27
Last day to add classes	Th	May 29
Last day to drop classes	F	June 6
Last day to withdraw from classes	Th	June 19
Last day of classes	Th	June 26
Final grades due	M	June 30

SUMMER SESSION II 2014

First day of classes	Tu	July 1
Last day to add classes	Th	July 3
Fourth of July Observance	F	July 4
Last day to drop classes	F	July 11
Last day to withdraw from classes	M	July 28
Last day of classes	T	August 5
Final grades due	Th	August 7

Appendix A
Assessment Technologies Institute (ATI) Online Testing Plan

Level 1

TEST	TIME	WEEKS SCHEDULED
Self Assessment: Fundamentals	Online 60 min.	Orientation week/Week 1 12-15

Level 2

TEST	TIME	WEEKS SCHEDULED
Mental Health	60 min.	12-15
Maternal-Newborn	60 min.	12-15

Level 3

TEST	TIME	WEEKS SCHEDULED
Children	60 min.	12-15
Pharmacology	60 min.	9-13

Level 4

TEST	TIME	WEEKS SCHEDULED
Comprehensive Predictor	3 hours	9-11
Community Health	60 min.	9-12
Leadership	60 min.	9-12
Medical-Surgical	90 min.	9-12

Appendix B

Directions for using ATI

Directions on How to Create an ATI new User Account

1. Type www.atitesting.com. Click on Create new account located on the left side of the page.
2. Click on Register at the bottom of the page when finished.
3. Complete the user Information page. The lines noted in blue type are required to be completed.

You have created your ATI account. **Be sure to note your ATI paper/pencil ID number listed on this page, which you will need for all tests.**

Directions for Taking Online Practice Assessment Tests

1. Go to www.atitesting.com
2. Sign-in, log on to the website by clicking the username and password under the “Sign-In” button on the left hand side of the page. (**NOTE:** if you have taken an ATI paper/pencil assessment, your login will be your social security number and your password will be the last four digits of your SSN. Follow the system using a new username in place of your SSN. Successfully signed in you will be able to change your password).
3. Confirm New Account. New users will be asked to confirm they want to create a new account. Click on “Yes” at this screen, if you have not yet created an account see directions for “How to Create an ATI New user Account” stated above.
4. To take an Assessment, click on “Take an Assessment.” Enter the Assessment ID and Password (that information is supplied by your instructor). Click on “Begin Assessment”. After reading the directions, click on “Start Assessment.”

Directions for Assessing ATI Proctored Assessment Test Results

1. Go to <http://www.atitesting.com>
2. Click on “Sign in” button on the right side of the screen.
3. Sign in using your own username and personal password.
4. Under “Main Menu” click on “My ATI”.
5. Click on “View Results.”