

Catalog

and Student Handbook

School of Nursing

2018-2019



1858

BAKER
UNIVERSITY

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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 associated with a superior undergraduate liberal arts education. It offers the Bachelor of Arts (BA), Bachelor of Music Education (BME), and Bachelor of Science (BS) degree programs.

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

offers a Master of Science in Nursing for advanced study in Nursing Education or Nursing Administration.

The School of Professional and Graduate Studies (SPGS), with its educational goals directed to the needs of non-traditional students, offers educational programs in Overland Park, Topeka, and Wichita. It offers the Associate of Arts in Business, Bachelor of Business Administration with majors available in Leadership, Management, and Strategic Business Communication, Bachelor of Science in Accounting, Bachelor of Science in Criminal Justice, Master of Arts in Organizational Leadership, Master of Business Administration, Master of Business Administration in Executive Leadership, Master of Business Administration in Finance, Master of Business Administration in Healthcare Administration, Master of Business Administration in Human Resources, Master of Science in Nursing/Master of Business Administration dual degree, and Master of Science in Sports Management degree programs.

The School of Education (SOE) offers 15 undergraduate licensure programs and seven graduate education programs. SOE undergraduate programs are located at the Baldwin City campus where students receive a BA or BS degree with majors in education and their content area. Non-traditional students who have previously earned a degree may obtain licensure in their content area. SOE offers graduate degree programs in Overland Park, Topeka, Wichita, and other Kansas and Missouri locations. Graduate degree programs offered include the Master of Arts in Education, Master of Science in Special Education, Master of Science in School Leadership, Master of Science in Teaching, Doctorate of Education in PreK-12 Educational Leadership, Doctorate of Education in Leadership in Higher Educational and Doctorate of Education in Instructional Design and Performance Technology.

ACCREDITATION

Baker University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312-263-0456, www.hlcommission.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 reaffirmation of accreditation status in 2016. 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 Council for the Accreditation of Educator Preparation (CAEP). The BSN 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 Bachelor of Arts in Music and Bachelor of Music Education programs are accredited by the National Association of Schools of Music. The Exercise Science program is accredited by the Committee on Accreditation for the Exercise Sciences.

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, Osman

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 reach 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 Health, which serves as Baker University's Topeka campus. The school provides professional nursing education to meet the growing needs of 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 programs, the Doctorate of Education (EdD) in PreK-12 Educational Leadership, the Doctorate of Education in Leadership (EdD) in Higher Educational Leadership, and the Doctorate of Education in Instructional Design and Performance Technology.

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-lined 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 7301 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, Topeka, and Wichita, 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 Health, Topeka, Kansas. This 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, and 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 of Kansas and a 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 City 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. The complex is open Saturdays and Sundays from 1:00pm to 4:00pm. 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, early editions of the major translations of the Bible into English, and other works exhibiting the history of printing and the book arts.

The Baker University and Kansas United Methodist Archives are housed in the lower level of the Spencer Wing of the Collins Library. 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 Sproxtton, 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 in Baldwin City. 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 weekly chapel services at 11:00 am on Thursdays in addition to weddings and other religious activities and provides offices for the Minister to the University.

Ivan L. Boyd Memorial Prairie Preserve, an 18-acre area three miles east of Baldwin City, is used by biology classes and independent study students to investigate ecological phenomena common to native prairies. The area is particularly valuable for studying patterns of use and activity by birds, rodents, and insects interacting with a high diversity of plants. This site also contains five swales cut by heavy merchant wagons traveling along the Santa Fe Trail.

Baker Wetlands Research and Natural Area is a 927-acre area 11 miles northwest of Baldwin City in the Wakarusa River floodplain. The area contains 45 acres of native wetland prairie. The remaining acreage has been restored as wetlands, prairie, and riparian woodland 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 wide 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. An 11,800-square-foot Discovery Center was completed in 2015. There are over eleven miles of trails accessible to the public from four different parking lots.

Ivan L. Boyd Arboretum consists of the six blocks of the main campus. It was established in 1978 in honor of Dr. Ivan Boyd for his many years of effort to plant a wide variety of trees on the campus. Today there are over 450 trees comprised of over 100 different species. At least one tree of each species is labeled at the base of the tree by a metal screw post. These posts date to the 1800s and

were used by the U.S. Cavalry to erect temporary corrals for horses. They were originally four feet tall but have been shortened for use as tree labels. The Arboretum is used by several biology classes as a living herbarium to identify and study the trees. Many also harbor abundant wildlife that are also studied.

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 Disabilities Act of 1992. Students must provide 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 on the Baker University website or by calling 866-879-0422.

JEANNE CLERY ACT AS AMENDED

Baker University publishes an Annual Security Report in compliance with the federal Clery Act that is available on the University website at www.bakeru.edu/compliance. The University will provide a paper copy of the reports upon request. Baker University supports the 2013 Violence Against Women: Clery Act Amendments with policies pertaining to relationship violence, stalking, and sexual misconduct. Additional information is available 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 SW
 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 | • Class level |
| • Permanent address and telephone number | • Major area(s) of study |
| • Baker email address | • Academic honors and awards |
| • Dates of attendance | • Degree(s) conferred (including dates) |
| • Enrollment status | • 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 Handbooks 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 SPGS/GSOE 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 through 29 credit hours earned
Sophomore:	30 through 63 credit hours earned
Junior:	64 through 97 credit hours earned
Senior:	98 or more credit hours earned

COURSE LOAD

For students in the CAS/USOE/USON, the minimum full-time student load is 12 credit hours per semester. The normal course load is 15 or 16 credit hours. Typically, students should limit enrollment to a maximum of 18 credit hours. Students who choose to enroll in more than 18 credit 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 credit hours must have administrative consent.

For students in the GSON program, the maximum credit load is nine graduate credit hours for a fall or spring semester and six credits for a full summer session.

For students in the SPGS/GSOE, full-time and part-time status is determined as outlined in the Enrollment Status section of the SPGS/GSOE catalog. Students may request permission to take overload coursework as outlined in the Course Overload section of the SPGS/GSOE catalog.

LOWER- AND UPPER-COLLEGE COURSES

Course numbers below 100 do not count toward minimum credit 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 advisor 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

AVAILABLE GRADES

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

Letter Grade	Quality Points	Letter Grade	Quality Points	Letter Grade	Quality Points
A	4.00	C	2.00	F	0.00
B	3.00	D	1.00	WF (SPGS/GSOE only)	0.00

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

Letter Grade	Quality Points	Letter Grade	Quality Points	Letter Grade	Quality 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 higher)

I: Incomplete (temporary grade only)

IP: In Progress (EdD and GSON only)

ABD: All But Dissertation (EdD only)

AU: Audit

W: Withdraw

WP: Withdrawn Passing (SPGS/GSOE only)

NC: No Credit

DIST: Distinguished (GSOE portfolio only)

PROF: Proficient (GSOE portfolio only)

*: Indicates a retaken course

R: Indicates a repeatable course

XF: Academic Misconduct

The WP (withdrawn passing) and WF (withdrawn failing) grades are assessed by faculty for SPGS/GSOE 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 0.00 to 4.00.

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 ABD, P, NC, I, IP, 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. Students must earn a grade of C or higher to receive credit for P/NC classes. Grades of C- or below result in NC. In the SON, all clinical courses are P/F. In the SPGS/GSOE, 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 SPGS/GSOE catalog for more details.)

A passing grade for master-level SPGS/GSOE students is a C or higher. However, a student in a master-level program may only complete one course with a grade of C to be eligible for graduation. Students in the MSSE and EdD programs may have no grades below B.

CAS/USOE/USON students 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, midterm grades 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 standing 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 coursework was not completed prior to the end of the course 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 coursework within the timeframe established by the college/school as follows:

- CAS/USOE/USON: Four weeks into the next regular semester (i.e., fall or spring).
- GSON: The student has one semester in which to remove the incomplete grade. Only one other Course may be taken concurrently during the semester that an incomplete is addressed.
- SPGS/GSOE: 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, grade changes will not be accepted more than 60 days after the end of a course. Change of grade requests must be based on adequate cause and be approved by the Academic Dean, Assistant Dean, or Dean's representative of the college or school.

AUDITING 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/USON may choose to audit up to six credit hours (not counted in the minimum 12-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.

SPGS/GSOE students should refer to the tuition and fees section of the SPGS/GSOE catalog. Degree-seeking GSOE students may audit a GSOE course upon approval of the program coordinator. Courses may not be audited in the GSON.

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 higher and a SPGS/GSOE student must have a cumulative GPA of 3.50 or higher to enroll in an independent study course. Generally, independent studies range from one to three 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 providing a course syllabus which includes the purpose of the study, 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/USON accepts 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 scores of 3 or higher. Students who have successfully completed courses in the International Baccalaureate Program (IB) may receive credit for scores of 4 and above.

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 External Sources of Credit section of the SPGS catalog for further information.

UNDERGRADUATE ACADEMIC HONORS

DEAN'S LIST

At the conclusion of each semester at CAS/USOE/USON, all full-time degree-seeking students earning a GPA of 3.50 or higher in at least 12 credit 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

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

At USON, degree candidates who have successfully completed a minimum of three semesters of fulltime study are considered for 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/USON.

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

Transfer coursework 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 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. 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 continue.

ACADEMIC CAUTION/PROBATION/INELIGIBLE TO CONTINUE

Academic caution is used at midterm for students in the CAS, USOE, and USON 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 by the end of the semester will either be placed on academic probation or declared ineligible to continue.

For the GSON, a cumulative GPA of 3.00 is required for both good academic standing and degree conferral. The student must complete each course and the requirements for the course in the graduate curriculum. If the academic average falls below 3.00 the student will be placed on probation.

Academic probation is a warning status to alert students when their GPA 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 school or college are outlined in the table below:

<u>Degree</u> <u>Program</u>	<u>Min. Credit</u> <u>Hours</u>	<u>Minimum</u> <u>GPA</u>	<u>Degree</u> <u>Program</u>	<u>Min. Credit</u> <u>Hours</u>	<u>Minimum</u> <u>GPA</u>
CAS Bachelor	128	2.00	SON Master	31	3.00
SOE Bachelor	128	2.00	SPGS Master	33-36	3.00
SON Bachelor	128	2.00	MAED & MST	36-42	3.00
SPGS Associate	63	2.50	MSSE & MSSL	33-37	3.25
SPGS Bachelor	124	2.50	SOE Doctorate	59	3.50

For CAS/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 credit 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 RESIDENCY

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

- A minimum of 31 credit hours of coursework must be completed in residence at the Baldwin City campus.
- At least 27 of the total credit hours completed in residence must be at the upper-college level (numbered 300 or higher).
- With the exception of students enrolled in an approved study abroad experience during their final 31 credit hours toward the degree, the final 31 credit hours of coursework 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 credit hours require prior approval through the Office of the Registrar. Upper-level coursework 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 PreProfessional 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 BSN degree from SON, a minimum of 30 credit hours must be completed in residence. After admission to the GSON, all credits toward the MSN degree must be completed at Baker University. Requirements for the degree must be completed within five years of the student's initial semester of coursework.

At SPGS/GSOE: To obtain an associate's degree, a minimum of 24 credit hours must be completed in residence. To obtain a bachelor's degree, a minimum of 42 credit hours must be completed in residence. This residence requirement may vary depending on the core/major course requirements. See school catalog for details of the residency requirements for SPGS and GSOE master-level programs and the SOE doctoral degrees. A maximum time frame of six years has been designated for completion of all graduate program requirements at SPGS/GSOE. Full payment of tuition and fees and approval of the respective faculty and Board of Trustees are required of all graduation 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 32 members. Today, Board of Trustees members are elected by the Board and 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 is composed of civic, professional, and spiritual leaders, and remains the highest governing body of the University.

EXECUTIVE OFFICERS

LYNNE MURRAY President
 ANDY JETT Vice President for Strategic Planning and Academic Resources/
 Chief Information Officer
 SHELLEY TEMPLE KNEUVEAN Vice President for Finance and Administration
 TES MEHRING Interim Provost
 DANIELLE YEAROUT Vice President of Enrollment and Marketing

SENIOR ADMINISTRATION

MARCUS CHILDRESS Dean of the School of Education
 BERNADETTE FETTEROLFDean of the School of Nursing and Professor of Nursing
 EMILY FORD Interim Dean of the School of Professional and Graduate Studies
 DARCY RUSSELL Dean of the College of Arts and Sciences

ADMINISTRATIVE FACULTY

MARCUS CHILDRESS, 2014

Dean of the School of Education
 Professor of Education
 B.M. Appalachian State University, 1983
 M.M. Appalachian State University, 1988
 Ph.D. Virginia Tech, 1995

BERNADETTE FETTEROLF, 2014

Dean of the School of Nursing
 Professor of Nursing
 Diploma St. Francis Hospital School of Nursing, 1975
 B.S.N. Wichita State University, 1980
 M.N. Wichita State University, 1985
 Ph.D. Kansas State University, 2003

EMILY FORD, 2002

Interim Dean of the School of Professional and Graduate Studies
 B.S. Kansas State University, 2000
 M.L.A. Baker University, 2003
 Ed.D. Baker University, 2015

ERIC HAYS, 2004

Director of Institutional Research Instructor of
 Mathematics
 B.S.E. University of Kansas, 1997
 M.S.E. University of Kansas, 2002
 M.S. University of Kansas, 2018

TES MEHRING, 2013

Interim Provost
 Professor of Graduate Education
 B.M. St. Mary College, 1974
 M.S. Southwest Missouri State University, 1975
 M.S.E. University of Kansas, 1979
 Ph.D. University of Kansas, 1981

LYNNE MURRAY, 2014

President of the University

B.A. St. Mary's College of Maryland, 1988

M.S. Johns Hopkins University, 2002

Ph.D. Gallaudet University, 2008

DARCY RUSSELL, 1998

Dean of the College of Arts and Sciences

Professor of Biology

The Barbara and Charles A. Duboc University Professor, 2005

B.S. Baker University, 1980

Ph.D. Kansas State University, 1986

SCHOOL OF NURSING 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 Health 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 Suite 530, Washington, D.C. 20036-1120, 202-887-6791, www.aacn.nche.edu/ccne-accreditation.

MISSION

SON 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, lifelong learning, and service.

EDUCATION

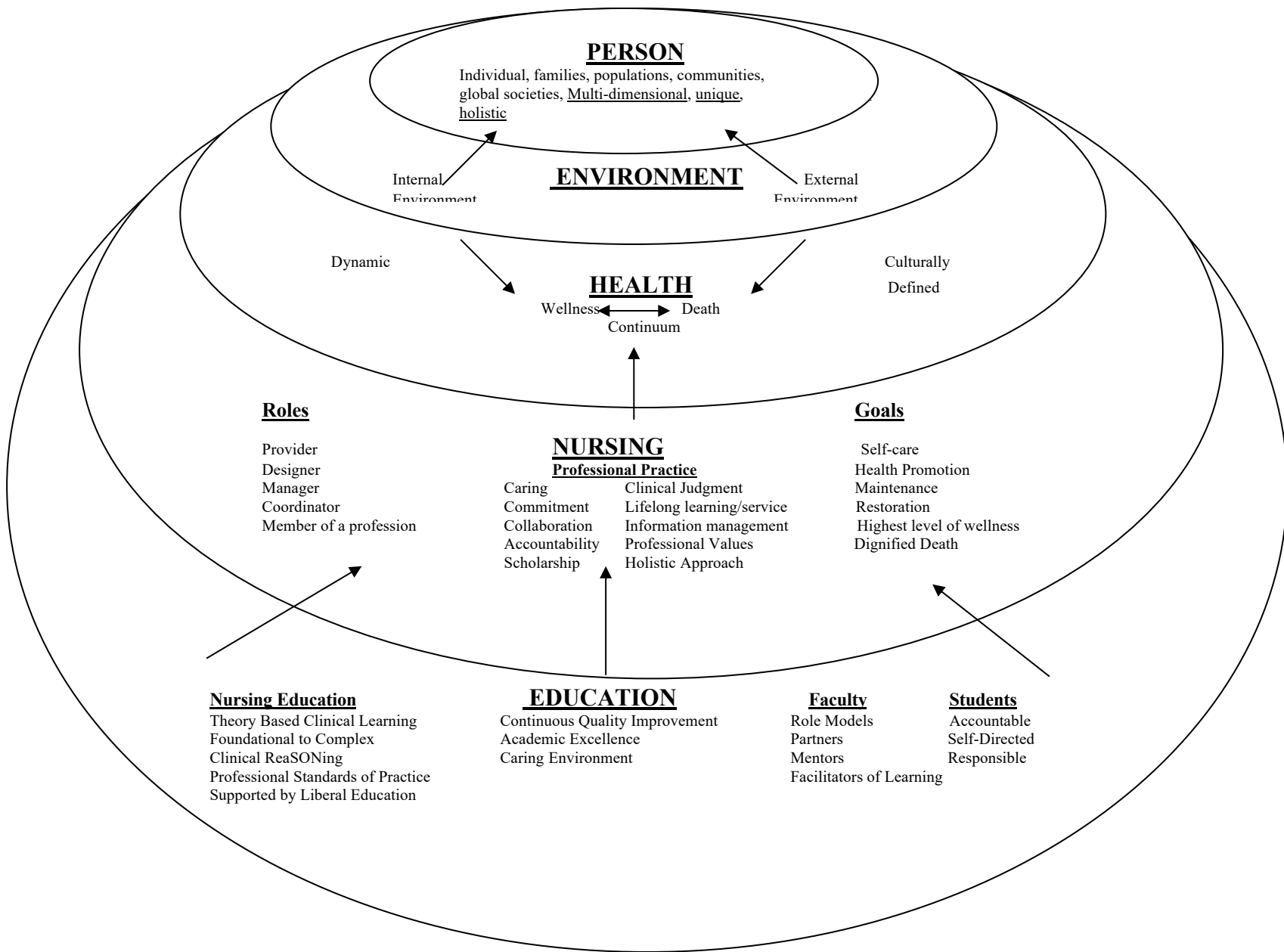
Education consists of integrative strategies for learning and is refined through continuous quality improvement to ensure academic excellence. Nursing education at the baccalaureate level is designed to help students achieve learning outcomes for entry into professional nursing practice. Nursing education 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 SON 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, lifelong 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 SON 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.



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.

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.

Public Speaking	3 hours
English I	3 hours
English II	3 hours
Ethics	3 hours
Humanities/Fine Arts/ Religion/Social Sciences	12 hours
(no more than 6 hours from any one discipline)	
Humanities: Literature, History, Foreign Language, Sign Language	
Fine Arts: Art, Music, Theater, Dance	
Religion: Philosophy, Religion	
Social Science: Sociology, Anthropology, Government, Geology, Geography	
Psychology	3 hours
Developmental Psych/Human Development	3 hours
College Algebra	3 hours
Statistics	3 hours
Anatomy w/lab	4 hours
Physiology w/lab	4 hours
Microbiology w/lab	5 hours
Chemistry w/lab	5 hours
Nutrition	3 hours

*A lab component is required for anatomy, physiology, chemistry and microbiology. These courses plus college algebra and statistics must have been successfully completed within the past ten years. 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 305 Pathophysiology*.....	4	
NU 322/322L Foundations of Nursing.....	5	3
NU 330 Health Assessment across the Lifespan.....	3	

Semester Total = 15

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

NU 323 LPN Bridge** 3

**The Bridge course is required for LPN students in place of NU 322/322L.

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		

NU 403 Transition to Professional Practice*.....3

*This course must be taken following completion of second level and prior to fourth level courses.

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 455 Nursing of Communities.....	2.5	
NU 476 Leadership and Management in Professional Nursing	3	
NU 485 Nursing of Adults III	3	
NU 491L Professional Nursing Practicum		3.5
NU 496L Capstone Clinical Experience		2.5
Semester Total = 14.5		

TOTAL NURSING CREDITS..... 64

Note: 128 credit hours are required for graduation, 64 of which come from nursing courses.

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 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 305 Pathophysiology (4 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.

NU 322 Foundations of Nursing (5 credits)

This course provides an introduction to the nursing profession and the theoretical and conceptual basis for beginning nursing practice. Health promotion, safety, nursing process, effective communication, culture, caring, leadership, professional accountability/values and other related concepts are introduced and serve as a foundation for future course work. Scientific principles and research findings are identified as a basis for beginning critical thinking and clinical judgments in delivery of patient centered, culturally sensitive, evidence based care. Pre or co-requisite: NU 305, NU 330

NU 322L Foundations 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. 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 322. **P/F**

NU 323 LPN Bridge (3 credits)

This course provides the Licensed Practical Nurse (LPN) with an introduction to the nursing profession and the theoretical and conceptual basis for beginning nursing practice. Health promotion, safety, nursing process, effective communication, culture, caring, leadership, professional accountability/values and other related concepts are introduced and serve as a foundation for future course work. Scientific principles and research findings are identified as a basis for beginning critical thinking and clinical judgments in delivery of patient centered, culturally sensitive, evidence based care.

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.

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: Completion of NU322, NU322L, or NU323

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, holistic 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/F**

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, holistic 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; Pre or co-requisite: 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/F**

NU 393 Nursing of Persons with Mental Health Alterations (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 Clinical (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/F

THIRD LEVEL COURSES**NU 403 Transition to Professional Practice (3 credits)**

This seminar, required of all Baker University School of Nursing seniors, is designed to explore health-care issues that will assist in the transition to professional nursing practice. Research findings and evidence-based practice are used to analyze topics such as ethical/legal, quality improvement, political advocacy, and nursing education in making critical decisions. Prerequisites; Completion of Level One clinical 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 Level One.

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 Level 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 Level Two courses. Co-requisite: NU 425. P/F

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, holistic 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 Level 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 Two courses. Co-requisite: NU 435. **P/F**

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, holistic 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 Level 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 Level Two courses. Co-requisite: NU 445. **P/F**

FOURTH LEVEL COURSES

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 Three courses.

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 Three courses.

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, holistic 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). Prerequisites: Completion of Level Three courses.

NU 491L Professional Clinical Nursing Practicum (3.5 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 adult acute care, medical and surgical setting 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 the provision of evidenced based care; make complex critical clinical judgments of perSON with complex health alterations; collaborate with communities as clients; and integrate leadership principles to transition to the role of the professional nurse. The student will complete client teaching on health and wellness; community assessment and evaluation; and case management within urban settings. Experiences are designed to assist the student to portray professional values, display accountability and explore opportunities for involvement in lifelong learning and 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. A series of post conferences will prepare the graduate for transition to professional nursing practice. Prerequisites: Completion of Level Three courses. Pre or co-requisite: NU 455, NU 476, NU 485. **P/F**

Kenya Community Health Experiential Learning

Ten clinical hours of Community Nursing clinical experience credit in NU491L; Professional Nursing Practicum, and 3 volunteer hours have been granted for the Kenya mission trip following evaluation by the nursing faculty. Generation of these clinical hours requires that a Baker Nursing Faculty member accompanies and provides oversight throughout the experience. Remaining Community Nursing clinical hours for NU491L will be completed within the NU491L semester course. Students should refer to the NU491L clinical syllabus for earning additional Community Nursing clinical credit. All assignments must be submitted to the NU491L Community Nursing instructor prior to the first community clinical orientation day to be eligible for credit. Failure to complete the assignments in a timely and satisfactory manner will result in no credit.

NU 496L Capstone Clinical Experience (2.5 credits)

This course provides opportunities for students to conduct comprehensive and focused assessments using a holistic approach to manage patient care based on evidence-based practice. The course promotes clinical growth in an area of interest to the student with the expectation of increasing autonomy as they transition to the role of the professional nurse. Experiences are designed to assist the student to promote professional development, display accountability and explore opportunities for involvement in lifelong learning and professional service. Prerequisites: Completion of all theory and clinical courses. **P/F**

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. Courses cannot be retaken as an independent study course. Theory-related courses will be assigned a letter grade, and clinically focused courses will be assigned a P/F. 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 performance, prerequisite cumulative GPA, math and science GPA, and the number of prerequisite courses completed. Applicants are required to complete an interview process with faculty to identify individuals with strong communication skills, both written and verbal, caring attributes, personal integrity, accountability and the ability to think critically. Applicants are limited to two interview opportunities. 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 15th for consideration for the fall semester and prior to August 10th for the spring semester. It is the responsibility of the student to ensure that his or her file is complete. The application is available at www.bakeru.edu. Open application dates are March 1st through August 10th for the spring semester and September 10th through December 15th for the fall semester.

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 required prerequisite cumulative GPA **and** math/science GPA of at least 2.7 on a 4.0 grade point scale is required for admission consideration. Only required prerequisite courses are considered in calculating the GPA for admission.
4. **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. All students are required to have a background check prior to starting school.
2. **Transfer students** from another nursing program must meet all entry criteria and are admitted on a space available basis. A letter from the student’s current Program Director will be required as well as a letter from the student indicating why they wish to transfer to the Baker SON. The student’s academic file and coursework will be reviewed to determine compatibility with the Baker curriculum and potential for success in the program. Transfer students will be notified of the decision for or denial of transfer by the Admissions and Progressions Coordinator.
3. **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 or NU 322/322L Foundations of Nursing. They are required to take the NU 323 LPN Bridge course. (see plan for articulation below)

PLAN FOR ARTICULATION OF LPN IN THE BSN PROGRAM

The articulation plan for Licensed Practical Nurses (LPN) who hold a current unencumbered Kansas license and who have been accepted in the BSN program is as follows:

- All LPNs articulating into the program must complete a 3 credit hour bridge course.
 - Those graduating from a school outside of Kansas will be evaluated on an individual basis.
 - A total of 128 credit hours and cumulative grade point average of 2.0 or higher is required for graduation.
 - Credit for NU 322 and NU 322L will be awarded upon completion of the BSN curriculum.
4. **International students** must meet the admission requirements identified in the 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 set forth in the current catalog and student handbook.

Application: Complete the online application for admission to the nursing program. All applicants who plan to attend SON 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 SON.

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 SON.

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 SON. Failure to do so may result in termination of the applicant's SEVIS I-20 record and rescinding of admission to SON.

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 (SON), Stormont Vail campus 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 **required prerequisite** cumulative GPA of at least 3.0 and a math/science GPA of at least a 3.0

Applicants who do not meet the 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/Progressions Coordinator at the SON prior to enrollment:

1. Completed background check.
2. Health requirements:
 - a. Report of a physical examination.
 - b. TB testing: SON will accept a negative two-step TB skin procedure within the last 12 months or IGRA laboratory test result within the last 12 months.
 - 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.
 - g. A change in medical history and/or current medications must be updated annually.
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). BLS certification cannot be obtained online. This certification must be maintained throughout the program and must be re-submitted **before** expiration.
4. Proof of health insurance. It is the student’s responsibility to maintain health coverage throughout the program. Neither the hospital nor school is responsible for the student’s medical expenses.

Students are also required to have a technological device AND laptop computer with updated software. (See computer requirements)

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).....	\$ 9465.00 per semester
Part-time (less than 12 hours)	\$ 625.00 per credit hour
Summer	\$ 425.00 per credit hour

STUDENT ACTIVITY FEE

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

OTHER REQUIRED FEES

Assessment Technologies Institute Testing/Education Plan	\$ 215-350/semester
Shadow Health.....	\$ 188.00 2 nd Level
Skyscape.....	\$ 135.00 1 st Level
National Student Nurses Association membership.....	\$ 60.00 1 st Level
Educational Resources fee.....	\$ 190.00/semester
Educational Resources fee (Part-time students).....	\$ 95.00/semester
Spring 3 rd and 4 th Level students, Legislative Conference	\$ 35.00
Liability insurance	\$ 15.00 per year
Exam Soft	\$ 70.00 per year
Polo.....	\$ 20.00 1 st Level

GRADUATION FEES

Baker University Graduation Fee	\$ 125.00
(includes cap and gown; paid at enrollment)	
NCLEX (processing fee)	\$ 200.00
Kansas State Board of Nursing (application fee).....	\$ 75.00
Fingerprint/Background Check.....	\$ 58.00
Baker University Nursing Pin (optional)	\$ TBA
Graduation Announcements (optional).....	\$ TBA
Pinning Invitations (optional)	\$ TBA
Transcript Fee (paid at enrollment).....	\$ 10.00
ATI Virtual Online Review (may be required).....	\$ 335.00

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
Interest charged on late payments	1.02% per month

In addition, costs for nursing supplies and uniforms will be approximately \$300.00 the first semester.

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 disbursable 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 Form. 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. Requests for any balance remaining on account must be in writing and addressed to the Business Office.
2. 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
- Carol Perry-Lumb Nursing Scholarship
- CarSON Family Nursing Scholarship
- Christ/Wolff Nursing Scholarship
- Dr. Charles S. and Doris F. Joss Nursing Scholarship
- Conkling-Hussey Nursing Scholarship
- Dean Katheen L. Harr Nursing Scholarship
- Emery A. Dains Scholarship
- Gault-Hussey Nursing Scholarship
- June D. Billingham Nursing Scholarship
- Kohl's Family Scholarship
- Lawrence Gabel Nursing Scholarship
- Learning for Life
- Marjorie Groll Nursing Scholarship
- Mary B Storey Medcalf 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 1.02% 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 Collegiate Registrar and Admission Officers (AACRAO) guidelines.

TECHNOLOGY RESOURCES

An introduction to electronic resources will be provided during orientation.

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, student email accounts will typically take the form of FirstnameMiddleinitialLastname@stu.bakeru.edu.

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 the Learning Management System (LMS), pre-enroll, or view other functions. Once an account is created, students may login at <http://my.bakeru.edu> and view information such as grades, schedule, and online registration. Help is available through the BU Help Desk at 1-800-873-4282 ex. 4544 or email helpdesk@bakeru.edu.

LEARNING MANAGEMENT SYSTEM (LMS)

Students access the 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 Anatomy', which includes 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 Moodle to access your courses

If you need assistance, contact 1-800-873-4282 X 4544 and ask for Dee Schneck or email helpdesk@bakeru.edu.

EXAM SOFT

All exams will be given online, (see testing policy pg 42). **Students are required to bring their laptops on testing days.**

SHADOW HEALTH

Shadow Health, in partnership with the Quality and Safety Education for Nurses (QSEN) Institute, has developed student experiences through interactive digital clinical experiences. Students will gain skills by working with a virtual patient. Students will use this resource in their Mental Health and Pharmacology courses.

Stormont-Vail Pozez 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.

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI)

The SON 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.

LIBRARY SERVICES

Baker University Collins Library (Baldwin City Campus)

Baker University's Collins Library provides 24/7 access to databases, print and electronic resources via the library website (www.bakeru.edu/Library). Nursing resources include the databases such as Cumulative Index to Nursing & Allied Health Literature (CINAHL), ProQuest Nursing and PubMed. Through the Collins Library website, students have access to many other databases, web search sites and tutorials.

Stauffer Health Sciences Library (Stormont Vail Health Campus)

The Stauffer Health Sciences Library offers medical, nursing, allied health, and consumer health databases and materials in print and electronic format. Library orientation and perSONal instruction is aimed at helping students become more adept at identifying, locating and accessing print and electronic information resources with a focus on nursing databases. Students may schedule consultations and are encouraged to request assistance as needed.

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.

Library Contacts

785-354-5800 or HsLibemail@stormontvail.org

Study Rooms

In addition to tables and individual study carrels, rooms are available for small group work and may be reserved. If a study room is reserved and not occupied within 15 minutes of the reserved start time, the room may then be used by others requesting the space.

Wireless Computer Access

Computers are accessible throughout the library with access to the internet, Word, Excel, PowerPoint and EPIC (electronic health record). A wireless service is available to students. Passwords are available at orientation.

TUTORIAL RESOURCES

Tutorial Scholars

Contact information for tutorial scholars is listed on Baker Anatomy. Tutorial group sessions are available throughout the semester.

Testing Room

1. Exams can be made up in the testing room by signing up on the weekly schedule on the door of the lab.
2. Arrangements can be made through the Program Manager.
3. **Student must sign up for make-up exams no later than 10:30am on the day they plan to take the exam.**

Learning Resource Lab (Hallmark/Jones)

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.

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 SON. Incoming students will receive a hard copy of the student handbook. Each semester the handbook is updated and revised and posted on Baker Anatomy.

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 from the hundredth to the nearest whole number, which will determine the grade (for example: 92.42 = 92; 92.45 = 93). **Final course grades below a 77% will not be rounded up.** All clinical courses are graded P/F. Failure of a clinical course results in a grade of "F", and will be calculated in the GPA.

GRADING SCALE

The following SON 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.

ACADEMIC WITHDRAWAL

WITHDRAWAL FROM COURSES

Students may drop theory courses from their schedules up until the “Drop Deadline” indicated on the SON Calendar and will receive the corresponding tuition refund indicated on the calendar. Courses dropped during this period do not appear on transcripts. **Please note an earlier withdrawal deadline for 4th level students.** A student may withdraw from a course (no tuition refund) up until the published withdrawal deadline on the calendar. Courses withdrawn from are posted on students’ transcripts along with a designation of “W.” Courses may not be dropped after the “Withdrawal Deadline” listed on the calendar except for NU 496L; Capstone. The SON records and tracks when the student withdrawals with a failing grade.

Students requesting to withdraw from an individual course must do so in writing. Change of Enrollment forms are available through the Student Admissions/Progressions Coordinator. All students wanting to withdraw or drop a course or the program must obtain the signature of the Assistant Dean or Dean

A second withdrawal failing in a subsequent semester will result in dismissal from the program at the end of the semester without eligibility for readmission.

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/Progressions Coordinator and must be signed by the Student Admissions/Progressions Coordinator and Assistant Dean. The last date the student attended class is the date used to determine if any tuition refund is due.

ADMINISTRATIVE WITHDRAWAL

Students may be administratively withdrawn from courses or the program, due to professional conduct issues, or when policy requires course withdrawal after the withdrawal date.

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.

ACADEMIC PERFORMANCE POLICIES AND PROCEDURES

PROGRESSION REQUIREMENTS

1. Once students are admitted to SON, they must take all nursing courses at SON in the sequence they are offered in the curriculum.
2. Students must earn a grade of 2.0 "C" or higher for all theory and clinical courses required for completion of the Baccalaureate Degree in Nursing. A grade of "D" or "F" in any course is not acceptable.
 - a. If a student receives a grade of "D" or "F" in a theory or clinical course, **both courses** must be repeated (exception 4th Level students). The student may not progress to the next level until the theory and clinical courses are successfully completed.
 - b. Criteria for repeating a course is outlined in the Academic Warning and Dismissal Section.
 - c. Students failing a course in 2nd Level may be allowed to take NU405, Research in Nursing or NU403, Transitions to Practice, according to the guidelines below, if schedules permit.
 - Students repeating one course may take NU405 and/or NU403.
 - Students who are taking 2 courses (one could be a repeat) may take either NU405 or NU403.
 - d. Fourth Level students must successfully complete 4th Level theory and clinical courses prior to taking NU 496L, the Capstone Clinical Experience course.
 - e. See policy for progression related to ATI testing.
 - f. Fourth semester students who are enrolled in a didactic course only must demonstrate satisfactory clinical performance in the allotted 2-3 days prior to beginning the capstone experience. Failure to do so will require the student to enroll in a one hour Independent Study (IS) course encompassing 45 clinical hours to demonstrate readiness for the capstone experience. Failure to satisfactorily complete the IS will result in dismissal from the program.
3. Withdrawal from a theory course will result in withdrawal from the related clinical course. Students enrolled in a clinical course must have successfully completed the related theory

course or be concurrently enrolled. **A second withdrawal failing in a subsequent semester will result in dismissal from the program at the end of the semester without eligibility for readmission.**

4. Clinical competency must be demonstrated in the skills lab prior to enrollment in a clinical course for any student:
 - a. Who was not enrolled in a clinical course for the previous semester
 - b. Who is transferring into SON 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.

ACADEMIC WARNING AND DISMISSAL

1. A final course grade of “D” or “F” in a theory course or “F” in a clinical course is given when a student in any level has an unsatisfactory performance. The **first** time a student in any level receives a “D” or “F” in any nursing course or withdraws failing from a course, the student will be placed on academic warning. The student may be allowed to repeat the course pending a review by the Student Affairs Committee. Repeating a course is dependent on the following criteria:
 - a. The student must submit a written request to repeat the course to the Student Affairs Committee. This request should indicate how he/she plans to be successful.
 - b. There must be space available in the course.
 - c. A decision to allow the student to repeat the course must be made by the Student Affairs Committee, in consultation with the involved faculty. The chair of the Student affairs committee will notify the student in writing of the committee’s decision within 2 business days of the review.
2. A contract will be issued to students repeating a course. The purpose of the contract is to promote clinical/theory competency for success in subsequent semesters. A copy of the contract will be given to the faculty involved.
3. The following occurrences will result in academic dismissal from the program **without the eligibility for readmission:**
 - a. A student receiving a **second** final course grade of “D” or “F”, in the same or a subsequent semester.
 - b. A student with a **second** withdrawal failing in a subsequent semester.
 - c. A student receiving any combination of a withdrawal failing **and** final course grade of “D” or “F” in the same or any subsequent semester.
4. The Student Affairs Committee reserves the right to dismiss a student whose behavior violates the standards of conduct as defined in the SON Catalog and Student Handbook. Students dismissed for unprofessional behavior are not eligible for readmission.

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 Student Admissions/Progressions 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

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 business 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 business days after meeting with the instructor.
2. The instructor must respond to the student in writing within three business 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 to appeal as specified in the “Grievance Procedure”.

GRIEVANCE PROCEDURE

For academic issues, the student must follow the Academic Concerns Policy. If a grievance/appeal is filed, it must be submitted to the Assistant Dean within 7 business days following knowledge of the concern. Within the policy the term appeal will be utilized in reference to the grievance process. An appeal may be filed in reference to the following occurrences:

- c. Final course grades. (Concerns for assignment grades should be addressed with the faculty member)
- d. Dismissal from the program
- e. Denial of admission to the program

For grievances filed over winter or summer break, hearings will be held as soon as possible, but the absence of potential board members may delay hearings until the start of the following semester. If the grievance affects progression and is not resolved before enrollment the following semester, the student will re-enroll in the course(s) 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.

The following steps of the grievance process shall be followed.

1. The student confers with the Assistant Dean for information and guidance about filing a grievance.
2. The student submits written documentation describing the grievance to the Assistant Dean, who presides over the grievance hearing.
3. The involved faculty member(s) submits documentation to the Assistant Dean.
4. A hearing board composed of 4 faculty members will hear the grievance within 7 business days from the time the grievance was filed. The student will select one faculty member, and the Assistant Dean will appoint three faculty members, in consultation with the Student Affairs Chair. If the grievance is related to a clinical failure, all four voting members must be clinical faculty members. The composition of the hearing board shall reflect a reaSONable attempt to avoid bias or conflict. The Student Affairs Chair will conduct the hearing, and the Assistant Dean will oversee the procedure; neither will have voting privileges. The Dean will attend to hear presentation of evidence from both parties but will not be present during deliberation or voting. Votes will be counted by the Assistant Dean and the Student Affairs Chair. A majority vote of the four faculty members determines the hearing outcome. The Chair will vote in the case of a tie.
5. The grievance hearing is an internal process where only the student and faculty will be present and allowed to speak, and only information related directly to the grievance will be considered.
6. The Student Affairs Chair will notify the student following the hearing. A written notification of the outcome will be mailed within 2 business days.

7. If the final decision of the hearing board is not acceptable to the student, he/she may provide a written final appeal to the Dean within 5 business days. After reviewing all information, the Dean will notify the student and any involved faculty of the final decision within 5 business days. The Dean's decision in the School of Nursing formally ends the grievance process.

STUDENT NONACADEMIC CONCERNS

Students must initially attempt to resolve concerns of a non-academic nature with the individuals involved. If the concern is not resolved, the student may present to the Assistant Dean in writing, a clear, concise statement of the concern, which includes the name of the person(s) against whom the concern is made, the date(s) the incident occurred, and a description of the incident(s) with specific supporting evidence. A brief summary of prior attempts to resolve the concern should be provided, including the names of persons with whom the matter was discussed and the results of the discussions. A specific statement of the remedial action or relief sought should be included in the concern statement. If the student does not believe the concern is resolved, a grievance may be filed. All non-academic grievances must be filed within 30 days of the incident. Upon receipt of the written grievances statement, the Assistant Dean will contact the person(s) against whom the grievance is made and request a response in writing within 7 business days. If the matter is not resolved, the student may request in writing that the grievance be reviewed by the Student Affairs Grievance Committee (See Grievance Policy). The committee meets monthly during the academic year to review any pending grievances.

TESTING POLICY

Students must own a laptop computer with the specifications outlined. (See Appendix)

1. Students **MUST** register their laptop with SofTest before the first quiz/exam.
 - a. Once the laptop is registered, it does not need to be repeated unless the student changes computers.
 - b. Instructions for this process will be provided by the nursing program.
2. Students **MUST** bring the registered laptop fully charged and the laptop's power cord to class for quizzes/exams.
3. All computer updates should be allowed to complete prior to shutting down your computer.
4. Students **MUST** know their BU ID number and their password for ExamSoft to begin the exam.
5. All screens/programs must be closed prior to beginning ExamSoft or the program will not function.
6. Antivirus must be turned off prior to starting the exam.
7. Students may not exit the testing screen or utilize any other program/function during the exam.
8. Exams will be available for download 24 hours in advance of the exam. Exams **MUST** be downloaded to your laptop 10 minutes prior to class time.
 - a. Instructions will be provided by the nursing program.
9. Students must answer each question as they go through the exam. The exam will not allow you to return to previous items.
10. If the student fails to select an answer, or advances the test, no allowance will be made to answer the question after the exam.

11. Each multiple-choice question is given 1 minute per exam. Additional time, 1-2 minutes, may be given at faculty discretion for alternate items.
12. Scrap paper will be distributed by the instructor and MUST be returned with your name on it before exiting the room.
13. Failure to bring a working/charged laptop or arriving late to an exam will result in the student having to reschedule the exam at the first possible opportunity and possibly being given an alternative exam.
14. All backpacks, papers, and notes are to be stored prior to beginning the exam.
15. All cell phones MUST be powered off and placed on the desk in front of the laptop.
16. All watches MUST be removed from the wrist and placed on the desk in front of the laptop.
17. No stickers/paper will be allowed on the inside of the computer or keyboard.
18. No raw scores or grading will be posted at completion of the exam.
19. Each faculty member will conduct a test review in some format.
20. Students must show the green screen to the exam proctor prior to leaving the testing room.

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 midterm or final exam. Students may also review tests individually with the instructor within a reasonable timeframe after the test has been given.

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 SON 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 submitted using the method designated by the instructor. Students will follow instructor preference when sending assignments electronically. The student who submits an assignment later than the scheduled due date and time will be assessed a 10% penalty of the total assignment's value for each school day that the assignment 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. The student is still required to submit the assignment to meet the course outcomes. No final course grade will be calculated until all required coursework has been completed. For theory courses, all assignments must be submitted by the Friday prior to final exams by 4:30 pm, unless otherwise stated in the course syllabus. If this policy

is not followed, the outcomes of the course cannot be met, resulting in a course or clinical grade of “F”. For clinical courses, all written work must be submitted no later than the Monday following the student’s last clinical day of each rotation 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.
 - a. Students scoring at Proficiency Level 3 will receive the full 5%
 - b. Students scoring at Proficiency Level 2 will receive 4.6%
 - c. Students scoring at Proficiency Level 1 will receive 4.2%
 - d. Students scoring **below** Proficiency Level 1 will receive the percentage they earn on the assessment for their course grade. (i.e. 52% X 5% = 2.6%)
2. Students must pass proctored assessment tests scheduled for all levels at Proficiency Level 2 or above.
 - a. Students that don’t meet this performance level will 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, prior to graduation, 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 on the proctored ATI Comprehensive Predictor exam, AND have a nursing GPA of 2.85 or above in the nursing program. 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 but less than 95% predicted probability 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 a proctored ATI Predictor Exam. Students scoring at the 95% predicted probability of passing NCLEX or higher on the ATI Predictor retake will receive authorization to test. Students scoring below that 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 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 ATI 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 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. Students must complete the VATI review course within 12 weeks or they will incur an added expense.

PROFESSIONAL CODE OF CONDUCT

Participation in the academic and practice environment requires ethical and professional behavior at all times. Such standards are reflective of the healthcare environments encountered in nursing today. In preparation for this transition to the profession, the following expectations govern student conduct within the program. Students will be expected to:

1. Be prepared for class and clinical, be respectful, and engaged in the classroom setting. This level of behavior will be exhibited by:
 - a. Remain awake and alert
 - b. Arrive on time and remain for the duration of class
 - c. Respectfully interact with others
 - d. Refrain from side conversations during class
 - e. Refrain from use of cell phones/texting unless it's part of a class activity
 - f. Utilize laptops only to take notes, take tests or complete assigned class activities
2. Maintain confidentiality in the classroom and clinical setting.
3. Take appropriate action to ensure the safety of clients, self and others.
4. Advocate for the rights of all clients.
5. Provide care of the client in a timely, compassionate and professional manner. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates any unnecessary risk or injury to the client, self or others.
6. Communicate client care in a truthful, timely and accurate manner.
7. Be accountable for personal actions. This would include punctual attendance at all classes and clinical experiences, adequate preparation for class and clinical, and utilization of feedback to improve performance both in the classroom and clinical setting.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Refrain from performing any technique or procedure for which the student has not been adequately trained.
10. Provide truthful responses in all situations and interactions.
11. Be aware of and follow clinical facility and School of Nursing policies.
12. Maintain client and healthcare facility confidentiality. This is an ethical and legal requirement in accordance with program and agency policies and the contractual agreements with the University. Students are obligated to protect confidential health information including but not limited to client identifying information. Students may have access to and utilize information needed to accomplish current educational objectives. Disclosure or transmission of confidential information outside the confines of these education objectives is prohibited. No disclosure or transmission of confidential information using written, oral, electronic (laptop, phones, thumb drives), or social media is allowed.
13. Report to faculty immediately any observed risk to clients, potential or actual, posed by the environment, staff or students.
14. Refrain from inaccurately recording, falsifying or altering any record of a patient or agency.
15. Collaborate in every reasonable manner with the faculty and clinical staff to ensure the highest quality of client care and meet academic goals.
16. Complete own work and research unless collaboration on an assignment is authorized by the instructor.
17. Site and reference the use of all materials and sources.
18. Collaborate in a collegial manner with classmates to accomplish projects and assignments both in and outside of the classroom.
19. Refrain from providing copies of assignments/clinical preps or sharing specific information about quizzes and exams with other students.
20. Refrain from any form of cheating or dishonesty, and take action to report such behavior to the faculty member/Assistant Dean.

21. Refuse to engage in, or condone, discrimination on the basis of race, gender, age, citizenship, religion, national origin, sexual orientation, or disability.
22. Abstain from the use of alcoholic beverages or any other illicit substances that have the potential to impair judgment in the academic and clinical environment.
23. Represent self and nursing program in a professional manner in public settings and venues (i.e. social internet sites and community). This includes verbal/written communication, dress, and behavior. (For more information see Social Media Policy)

Students who fail to comply with these policies may be referred to the Student Affairs Committee which may result in disciplinary action and possible dismissal from the program.

(Consequences of academic misconduct may include, but are not limited to, resubmission or modification of an assignment; no credit for the assignment, quiz or test; failure to pass the course, or dismissal from the program.)

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.

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, and online courses will not be accepted.

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, he/she will not be allowed to participate in clinical.** Refer to attendance policy regarding clinical make-up.

IMMUNIZATIONS

Before classes begin, the Student Admissions/Progressions Coordinator at SON 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, and pertussis) **before students may attend clinical experiences**. The 3rd Hep B vaccination must be completed in six months to continue in clinical experiences. SON will accept a negative two-step TB skin procedure within the last 12 months or IGRA laboratory test result within the last 12 months. TB testing must be completed before classes begin. Flu immunization will be required annually. (See page 30)

HEALTH INSURANCE

Students must provide proof of health insurance to the Student Admissions/Progressions Coordinator upon admission and must maintain an active policy throughout the program.

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.

SON Drug administration competency for level one students is integrated throughout NU 322: Foundations of Nursing. Mastery of drug calculations is a prerequisite to administering medications in the clinical setting and a mandatory skill for successful completion of NU 322L: Foundations of Nursing clinical.

1. Students must successfully complete the math midterm in NU 322 at 90% in order to pass medications in NU 322L.
2. Students who receive a score below 90% on the math midterm must retake the test; three retakes are allowed.
3. Students who are unable to pass the math midterm, including the three retakes, at 90% 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. All math tests will be taken using ExamSoft**

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 Program Manager.
 - 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% by the third retake on the Competency for Drug Administration exam must withdraw from the clinical and associated theory 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).
4. Students in the 4th level who fail to achieve 90% by the third retake on the Competency for Drugs Administration exam will not be able to attend any scheduled clinical experience 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 to achieve 90% on this exam will necessitate withdrawal from NU 491L. (See Withdrawal Policy) Future enrollment in clinical will be on a 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 while in clinical, capstone or lab environments.

Dress Code

1. All students must wear clean, neat, black uniforms or scrubs, unless otherwise instructed. White, black, gray or orange t-shirts, without lettering may be worn under the uniform top.
2. The SON 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
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 uniform and should be appropriate to professional dress. T-shirts are not to be worn as an outer garment.
8. Closed-toed shoes are required.
 - a. Must be clean, polished, and soft-soled, with clean shoelaces.
 - b. No sandals or canvas tennis shoes are allowed.
9. Lab coat must be black and can be waist, hip or knee length.
10. The SON polo and khaki pants or skirt must be worn to all outside experience and when visiting clinical units.

Jewelry

1. A digital watch or one with a second hand is required.
2. The SON ID badge and Stormont Vail student badge must be worn by all nursing students at all times in clinical areas.
3. The only jewelry that is allowed is a watch, wedding ring set, and one small post earring per 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, **fragrances are not allowed.**
2. Fingernails must be short, clean, and manicured. **Nail polish, of any color, is not allowed. Artificial nails or gel/shellac nails are not permitted.**
3. Hair must be clean and 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. Gum chewing in the patient care area is not allowed.
6. Students are responsible for being familiar with and abiding by policies of the clinical setting where they are assigned.

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. Per the Stormont Vail Policy, 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 classroom or 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 and removed from the clinical site, that there is reasonable basis to believe that he/she is under the influence of drugs or alcohol during classroom and/or clinical experience. The student will be removed from the classroom or clinical setting, 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 SVH 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 .
2. If the results of a drug or alcohol test are positive (at or above .04% blood alcohol level) the student may be dismissed from the program and referred to the Employee Assistance Program.

MISCONDUCT POLICY FOR NURSING STUDENTS

Student misconduct, whether academic or behavioral, is in direct conflict with the principles and philosophy of professional nursing. Accountability, integrity, caring and competence are integral values in the professional nurse. Student misconduct of any type will not be tolerated as it lowers the standards of nursing practice and consequently jeopardizes the safe provision of client care and the integrity of the academic setting. Students demonstrating unprofessional conduct will be reviewed by the SA Committee. Misconduct may result in dismissal from the nursing program with no eligibility for readmission

STUDENT AFFAIRS COMMITTEE (SA)

Membership on the Committee is comprised of five nursing faculty including the Committee Chair, a student senate member, the Assistant Dean, Program Manager and the Student Admissions/Progressions Coordinator. The Dean participates ex officio. The purpose of the SA Committee is to oversee general policies related to students within the program as well as admission, progression, retention, advising and grievances. The Committee also considers issues forwarded by the student body. Course faculty may refer a student to the SA Committee for unprofessional conduct concerns, safety, or lack of academic progress related to attendance or other issues. Following the meeting, the SA Committee, in consultation with the faculty member (when course related) renders a decision regarding the student's behavior or progression within a course of the program. The SA Committee Chair will notify the student in writing of the decision of the committee. The student senate member will not attend these hearings as well as grievances.

CONFIDENTIALITY

All patient information is confidential and shall not be disclosed. Students are not authorized to remove any patient information through any method or device 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, or 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. A 3.0 nursing GPA for the first 3 semesters.
2. Grade of "B" or above in:
 - a. Adults I and II
 - b. Preferred specialty area
3. Level 2 or higher on preferred specialty ATI exams

PARTICIPATION IN CLINICAL EXPERIENCES

Students in the SON 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 personal property and 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. By contractual agreement the clinical facility has the right to deny permission to any student to complete clinical experiences which may result in inability to meet course objectives, program outcomes and dismissal from the program.

SUBMITTING CLINICAL ASSIGNMENTS

Students are required to submit clinical assignments on the due date, including resubmissions required by faculty, 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 at 4:30 pm following the student's last clinical day of each rotation.**

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 are supervised by faculty, students are still personally liable for their actions in the performance of duties. Students enrolled in the School of Nursing are required to carry professional liability insurance, which is included in student fees once per year.

STUDENT INJURIES AND INCIDENTS

If a SON student sustains an injury during class or clinical rotations while on Stormont Vail Health grounds, an incident report must be completed. The student should call the SVH Employee Health nurse for minor injuries or those that do not hinder mobility and go to the Emergency Department for more serious injuries. A first aid kit is available in the SON office for minor 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 SVH Employee Health Nurse. (If after 4:30 p.m. or on the weekend, report to Health Connections.[354-5225] 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 accordance with Public Law 93-579. In the event of any injuries/incidents at a clinical facility other than SVH, 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. Students will be assigned a new advisor each semester. 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 program planning and matters pertaining to academic work and can also provide assistance with study habits and personal adjustment issues.

ORIENTATION

SON 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.**

ADA POLICY

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. Access Services coordinates accommodations and services for all eligible students with disabilities. If a student has a disability and wishes to request accommodations and has not contacted Access Services, he/she should do so as soon as possible. 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. If accommodations have been approved by Access Services, students should communicate with their instructor(s) regarding their accommodations to coordinate services.

The Office of Access Services, housed within Student Academic Success serves students with physical, psychological, or learning disabilities, whether short or long term. Access Services is located on the Baldwin City campus in the Office of Student Academic Success (in the lower level of Collins Library). They can be reached at 785-594-8352 or at sas@bakeru.edu. Information about Access Services can also be found on the Baker website at www.bakeru.edu/sas. Students who have or believe they may have a disability are encouraged to contact Kathy Wilson at Kathy.wilson@bakeru.edu in a timely manner (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.

STUDENT HEALTH

All students will undergo a physical exam prior to beginning the program. It is the student's responsibility to see that the medication list remains current and updated. A student may be asked to provide a physician's release to return to class/clinical in the event of a serious/prolonged illness or a hospitalization. All students must provide evidence of health insurance. A voluntary health insurance plan is available for purchase through BU. Contact the Student Admissions\Progressions Coordinator at 785-354-5850 regarding health insurance information.

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 SVH. 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 SON 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 "SVH."

CAREER DEVELOPMENT/JOB PLACEMENT

A "Job Opportunity" bulletin board is kept up to date in the SON 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. The student is responsible for making arrangements with faculty regarding assignments and exams. Failure to download an exam for online testing is considered an absence.
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, prior to the exam**. 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** 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 testing room 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. Attendance and punctuality are mandatory for clinical courses. If you are ill or will be late, please notify your faculty, any other clinical representatives involved, and/or the clinical area prior to the start of clinical. Failure to notify your clinical instructor will result in an unexcused absence (unsatisfactory rating for all required behaviors) for the scheduled clinical day. 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. 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. 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.
5. Clinical 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 makeup will be scheduled at the discretion of the faculty based on instructor and clinical unit availability. The student's work schedule will not take precedence over the scheduling of clinical make up.
6. In an effort to be respectful of faculty and peers, **no children** are allowed in the educational environment. This includes, classrooms, labs, clinical settings and the common areas at the School of Nursing.

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 and result in a referral to the Student Affairs Committee.

CLASSROOM CONDUCT POLICY

The utmost personal respect among teachers and students is expected. Disruptive behavior may result in dismissal from the classroom.

Food may be served only in designated areas in the Pozez Education Center. Students are expected to remove their trash from the classroom. Failure to abide by the policy will result in a no beverage/food rule.

USE OF ELECTRONIC MEDIA

All cell phone, smart devices 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, 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 SON students, they must adhere to professional conduct and clearly indicate any views they express as their own and not those of SON. Many social media posting are visible to third parties and therefore the content of any such posting can have an impact on the reputation of the individual and the School of Nursing. Any students whose social media activity adversely affects patients, SON faculty, staff, students or graduates is subject to corrective action, up to and including withdrawal from the program.

Social Media as related to patient care.

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.

EMPLOYMENT

Student employment commitments shall not interfere with attendance at SON 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 SON 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 SVH 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.**

NCLEX AND KSBN APPLICATION PROCEDURE

National Council Licensure Examination (NCLEX) and Kansas State Board of Nursing (KSBN) 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. Fingerprinting will be offered at the SON during the students' last semester.

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 take the NCLEX-RN will be completed by the students at the direction of the Office Coordinator at least 30 day 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).

IMPEDIMENT TO LICENSURE:

The qualifications of applicants for a license to practice as a registered professional nurse have been defined in KSA 65-1115. These qualifications include satisfactory rehabilitation if the applicant has ever been convicted of a felony.*

*No license to practice nursing shall be granted to a person with a felony conviction for a crime against persons as specified in Article 34 of Chapter 21 of Kansas Statutes Annotated.

POLICY FOR INITIAL LICENSURE IN KANSAS

STATUTORY REQUIREMENTS FOR WRITING LICENSURE EXAMINATION:

The qualifications of applicants for a license to practice as a registered professional nurse in Kansas have been defined in KSA 65-1115.

65-1115. Licensure of professional nurses; qualifications of applicants; examination; refresher course; renewal license; title and abbreviation; temporary permit; exempt license.

(a) Qualifications of applicants. An applicant for a license to practice as a registered professional nurse shall:

- (1) have graduated from an approved school of professional nursing in the United States or its territories or from a school of professional nursing in a foreign country which is approved by the board as defined in rules and regulations;
- (2) have obtained other qualifications not in conflict with this act as the board may prescribe by rule and regulation; and
- (3) file with the board written application for a license.

(b) Applicant deficient in qualifications. If the board finds in evaluating any applicant that such applicant is deficient in qualification or in the quality of such applicant's educational experience, the board may require such applicant to fulfill such remedial or other requirements as the board may prescribe.

(c) License.

(1) The board shall issue a license to an applicant to practice as a registered professional nurse who has:

- (A) Met the qualifications set forth in subsections (a) and (b);
- (B) passed a written examination as prescribed by the board; and
- (C) no disqualifying factors under K.S.A. 65-1120 and amendments thereto.

65-1120. Grounds for disciplinary actions; proceedings; witnesses; costs; professional incompetency defined; criminal justice record information.

(a) Grounds for disciplinary actions. The board may deny, revoke, limit or suspend any license or authorization to practice nursing as a registered professional nurse, as a licensed practical nurse, as an advanced practice registered nurse or as a registered nurse anesthetist that is issued by the board or applied for under this act or may publicly or privately censure a licensee or holder of a temporary permit or authorization, if the applicant, licensee or holder of a temporary permit or authorization is found after hearing:

- (1) To be guilty of fraud or deceit in practicing nursing or in procuring or attempting to procure a license to practice nursing;
- (2) to have been guilty of a felony or to have been guilty of a misdemeanor involving an illegal drug offense unless the applicant or licensee establishes sufficient rehabilitation to warrant the public trust, except that notwithstanding K.S.A. 74-120, and amendments thereto, no license or authorization to practice nursing as a licensed professional nurse, as a licensed practical nurse, as an advanced practice registered nurse or registered nurse anesthetist shall be granted to a person with a felony conviction for a crime against persons as specified in article 34 of chapter 21 of the Kansas Statutes Annotated, prior to their repeal, or article 54 of chapter 21 of the Kansas Statutes annotated, or K.S.A. 2012 Supp. 21-6104, 21-6325, 21-6326 or 21-6418, and amendments thereto;
- (3) to have committed an act of professional incompetency as defined in subsection (e);
- (4) to be unable to practice with skill and safety due to current abuse of drugs or alcohol;
- (5) to be a person who has been adjudged in need of a guardian or conservator, or both, under the act for obtaining a guardian or conservator, or both, and who has not been restored to capacity under that act;
- (6) to be guilty of unprofessional conduct as defined by rules and regulations of the board;
- (7) to have willfully or repeatedly violated the provisions of the Kansas nurse practice act or any rules and regulations adopted pursuant to that act, including K.S.A. 65-1114 and 65-1122 and amendments thereto;
- (8) to have a license to practice nursing as a registered nurse or as a practical nurse denied, revoked, limited or suspended, or to be publicly or privately censured, by a licensing authority of another state, agency of the United States government, territory of the United States or country or to have other disciplinary action taken against the applicant or licensee by a licensing authority of another state, agency of the United States government, territory of the United States or country. A certified copy of the record or order of public or private censure, denial, suspension, limitation, revocation or other disciplinary action of the licensing authority of another state, agency of the United States government, territory of the United States or country shall constitute prima facie evidence of such a fact for purposes of this paragraph (8); or
- (9) to have assisted suicide in violation of K.S.A. 21-3406, prior to its repeal, or K.S.A. 2012 Supp. 21-5407, and amendments thereto, as established by any of the following:
 - (A) A copy of the record of criminal conviction or plea of guilty for a felony in violation of K.S.A. 21-3406, prior to its repeal or K.S.A. 2012 Supp. 21-5407, and amendments thereto.
 - (B) A copy of the record of a judgment of contempt of court for violating an injunction issued under

K.S.A. 2012 Supp. 60-4404, and amendments thereto.

(C) A copy of the record of a judgment assessing damages under K.S.A. 2012 Supp. 60-4405, and amendments thereto.

60-3-113. Reporting of certain misdemeanor convictions by the licensee. Pursuant to K.S.A. 65-1117 and amendments thereto, each licensee shall report to the board any misdemeanor conviction for any of the following substances or types of conduct:

- (a) Alcohol;
- (b) any drugs;
- (c) deceit;
- (d) dishonesty;
- (e) endangerment of a child or vulnerable adult;
- (f) falsification;
- (g) fraud;
- (h) misrepresentation;
- (i) physical, emotional, financial, or sexual exploitation of a child or vulnerable adult;
- (j) physical or verbal abuse;
- (k) theft;
- (l) violation of a protection from abuse order or protection from stalking order; or
- (m) any action arising out of a violation of any state or federal regulation.

Kansas Nurse Practice Act, Laws and Administrative Regulations.

LINK TO KANSAS NURSE PRACTICE ACT:

<http://www.ksbn.org/npa/npa.pdf>

PROCEDURE:

The responsible person is the applicant or student who must inform the Assistant Dean of the conviction. The Assistant Dean will arrange a counseling session and inform the applicant or student of Statute 65-1115 and the regulations of the Kansas State Board of Nursing. Students will receive notice of these licensure restrictions during the admission process and should consult with the Assistant Dean following admission.

CAMPUS INFORMATION

KEYS AND VALUABLES

The University is not responsible for lost articles in either the school or the clinical areas. Information regarding found articles can be received by calling SVH Security Department at 785-354-6158. (ext. 26158 from in-house phone)

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.

CAMPUS SECURITY

The Security Department of SVH 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. A Stormont Vail issued badge is required to enter the Pozez Education Center. **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. All students will be given a parking sticker from Security. The SVH parking policy for students will be distributed during orientation. Students will be subject to disciplinary procedures for noncompliance as designated by the involved agency/ institution.

- First Ticket: \$25.00
- Second Ticket: \$50.00
- Third Ticket: \$75.00
- Fourth Ticket: \$100.00

A financial hold be places on the student's Baker account and you will be unable to enroll until the fine is paid. The student will need to contact the Business Office to make arrangements for the fee. A fourth Level student's transcript will be held until the fine is paid.

FIREARMS AND WEAPONS POLICY

SVH 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

In accordance to SVH Campus policy, Baker SON is smoke free campus. The objective of the policy is to recognize the health, safety and comfort benefits of employees, physicians and visitors. As a school, Baker School of Nursing also holds this policy for the health of our staff and students. For this reason, there will be no smoking in or around Pozez Education Center. In accordance with the SVH policy, there will be no smoking on the SVH campus, including the parking lots.

DRUG-FREE CAMPUS

According to Stormont Vail Health, 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 SVH 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 Baker 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 and WIBW.

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 SVH, the SON will be alerted. If a crisis situation arises in the SON, 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 SON 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 SVH premises, he/she shall report this to Security immediately. Failure to report knowledge of the presence of any handgun or other weapon on SVH 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 SVH 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 SON 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:

- 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 SVH, 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

Two representatives from each level are elected annually. If the student does not progress with his/her class, then a new representative will be elected at the beginning of the semester. The Student Admissions/Progression Coordinator serves as the sponsor. The officers represent the entire student body as it conducts special projects as well as professional and recreational activities.

STUDENT REPRESENTATION ON SON 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. One student senator will serve on the Student Affairs Committee. One student senator will attend Faculty Senate meetings and provide 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 SON can provide support for their members. SON helps to manage a blood pressure clinic at the church.

AMBASSADOR PROGRAM

Students can apply to become an ambassador at the end of first level. Ambassadors are expected to represent the school in a professional manner and maintain a 3.0 nursing GPA throughout the program. Orientation to ambassador responsibilities is provided at the beginning of second level. Ambassadors will 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. The Student Admissions/Progression Coordinator coordinates Ambassador events.

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. 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. Scholars are expected to maintain a 3.0 nursing GPA throughout the program

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. 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. 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-AT-LARGE CHAPTER SIGMA THETA TAU

Eta Kappa-at-Large, a chapter of Sigma Theta Tau International Honor Society of Nursing, is a collaborative effort between SON, Washburn University School of Nursing, and Emporia State University. 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. Lynne Murray	President of the University
Dr. Tes Mehring	Interim Provost
Dr. Bernadette Fetterolf	Dean and Professor, School of Nursing

ADMINISTRATIVE FACULTY

Dr. Carol Moore	Associate Dean Post-licensure program
Dr. Jeanne Mann	Assistant Dean Pre-licensure program
Tammy Heine	Program Manager

STAFF

Cara Bonfiglio	Student Admissions/Progressions Coordinator
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Cara 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 Coordinator
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Karen is responsible for providing secretarial support for the Dean and faculty.

**BAKER SCHOOL OF NURSING FACULTY
2018-2019**

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

Christina Barker, 2015
Technology Coordinator/Clinical Instructor
BSN-Baker University School of Nursing, 2009

Marlene Eicher, 2008
Assistant Professor
MSN-Washburn University, 2011
BSN-Baker University School of Nursing, 2005

Bernadette Fetterolf, 2014
Dean
Ph.D-Kansas State University, 2003
MSN-Wichita State University, 1985
BSN-Wichita State University, 1980

Tammy Heine, 2010
Program Manager
MSN-Nebraska Methodist College, 2008
BSN-Baker University School of Nursing, 1997

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

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

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

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

Della Anderson, 2010
Assistant Professor
PhD-University of Kansas, 2018
MBA-University of Mary, 2011
BSN-University of Kansas, 1991

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

Teresa Faust, 2014
Assistant Professor
MSN-St. Louis University, 1990
BSN-Avila University, 1985

Ashton Hampel, 2016
Assistant Professor
MSN- Fort Hays State University, 2017
BSN-Newman University, 2009

Mary Lisa Joslyn, 2015
Assistant Professor
MSN-Mid American Nazarene University, 2011
BSN-Ferris State, 1987

Jeanne Mann, 2007
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

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

Amanda Schuster, 2017
Assistant Professor
MSN-Fort Hays State University, 2014
BSN-University of Arkansas, 2006

Ashley Seematter, 2017
 Instructor-Simulation Lab Coordinator
 BSN-Fort Hays State University, 2016

Tammi White, 2017
 Instructor
 MSN-Nebraska Wesleyan, 2009
 BSN-Nebraska Wesleyan, 2007

FACULTY EMERITUS

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

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

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

Kathleen Harr, 1997-2014
 Dean
 DNSc-University of San Diego, 1991
 MSN-University of Texas Health/Science Center, 1978
 BSN-Incarnate Word College, 1976

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

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

Loanne Martin, 1992-2015
 Program Manager
 MS(N)-University of Minnesota, 1992
 BS(N)-Bemidji State University, 1987

Kay Osinski, 1991-2017
 Assistant Dean
 MS(N)-Northern Illinois University, 1980
 BSN-Central Missouri State University, 1974

BAKER UNIVERSITY SCHOOL OF NURSING
ACADEMIC CALENDAR
Fall 2018- Spring 2019

FALL 2018

Orientation/Enrollment	M-F	August 13-17
Commitment to Compassion Ceremony	T	August 14
Fall classes begin	M	August 20
Labor Day Observance – no classes	M	September 3
Last day to drop classes	F	September 21
Fall Break	M-T	October 8-9
Mid-term	F	October 12
4 th level last day to withdraw from classes	F	October 19
Online enrollment	M-F	Oct 29-Nov 9
Last day to withdraw from classes	F	November 16
Thanksgiving Break – no classes	W-F	November 21-23
Last day of classes	F	December 7
Final Examinations	M-F	December 10-14
Pinning Ceremony	F	December 14
Winter Commencement	Sun	December 16
Final grades due	M	December 17

SPRING 2019

Orientation/Enrollment	M-F	January 7-11
Commitment to Compassion Ceremony	T	January 8
Spring classes begin	M	January 14
Martin Luther King, Jr. Day Observance – no classes	M	January 21
Last day to drop classes	F	February 15
Mid-term	F	March 8
4 th level last day to withdraw from classes	F	March 15
Spring Break – no classes	M-F	March 18-22
Online enrollment	M-F	Apr 1-12
Last day to withdraw from classes	Th	April 18
Good Friday Observance	F	April 19
Last day of classes	F	May 10
Final examinations	M-F	May 13-17

Pinning Ceremony	F	May 17
Spring Commencement	Sun	May 19
Final grades due	M	May 20

SUMMER SESSION 2019 - Undergraduate

Memorial Day Observance	M	May 27
First day of classes	T	May 28
Last day to add classes	W	May 29
Last day to drop classes	F	June 7
Last day to withdraw from classes	W	June 19
Last day of classes	F	June 28
Final grades due	F	July 5

SUMMER SESSION 2019 - Graduate

Memorial Day Observance	M	May 27
First day of classes	T	May 28
Last day to add classes	W	May 29
Last day to drop classes	F	June 7
Last day to withdraw from classes	F	June 21
Fourth of July Observance	Th	July 4
Last day of classes	F	August 2
Final grades due	W	August 7