Catalog

School of Nursing

2025-2026

BAKER UNIVERSITY

1858

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BAKER UNIVERSITY

SCHOOL OF NURSING

2025-2026
ACADEMIC CATALOG
& STUDENT HANDBOOK

Baker University
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THE UNIVERSITY
VISION, MISSION, AND VALUES

VISION
Baker University will continue its tradition of academic excellence by preparing graduates to realize their full potential to become confident contributors to society through student-focused learning experiences in a respectful, innovative, and values-based learning community.

MISSION
Baker University empowers students with the knowledge, skills, and values to make a meaningful impact on their professions, their communities, and the world.

VALUES
The values of Baker University reflect the principles and beliefs that guide the institution's actions, decisions, and interactions. They are: In the tradition of our United Methodist heritage, Baker University values:

- Excellence: Providing high-quality education through academic rigor, critical thinking, and continuous improvement.
- Integrity: Upholding the highest ethical standards, promoting honesty, transparency, accountability, and a culture of trust.
- Respect: Valuing the dignity and worth of all individuals, creating a safe and welcoming environment, and promoting a culture of inclusivity.
- Community: Fostering connection, belonging, collaboration, and shared responsibility among students, faculty, staff, and alumni.
- Service: Encouraging a commitment to social responsibility and making a positive difference in local, national, and global communities.
- Growth: Cultivating intellectual curiosity, lifelong learning, and personal and professional development.
- Innovation: Promoting new ideas and encouraging adaptability, flexibility, entrepreneurial thinking, and creativity.
- Spirituality: Respecting religious diversity and fostering individual spiritual development in an inclusive manner.

These values will guide the University's policies, programs, and practices, creating a strong and purposeful foundation for the Baker University 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 online. It offers the Associate of Arts in Business, Bachelor of Business Administration, Bachelor of Science, Master of Arts in Organizational Leadership, Master of Business Administration, and Master of Science in Sport Management degree programs.

The School of Education (SOE) offers undergraduate licensure programs and graduate education programs. SOE undergraduate programs are located at the Baldwin City campus where students receive a BA, BS, or BME 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 various Kansas locations, as well as online. Graduate degree programs offered include the Master of Arts, Master of Science, and Doctorate of Education.

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 extended through 2031-32. 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 (CCNE) and approved by the Kansas State Board of Nursing. The MSN program is accredited by the CCNE.

The majors of Accounting, Business, and International Business offered by the Department of Business and Economics in the College of Arts and Sciences are fully accredited at the national level by the Association of Collegiate Business Schools and Programs (ACBSP). In addition, the undergraduate degrees in Business Administration. Master of Business Administration, and Master of Organizational Leadership degrees offered by the School of Professional and Graduate Studies are fully accredited at the national level by the ACBSP.

The Bachelor of Arts in Music and Bachelor of Music Education programs are accredited by the National Association of Schools of Music (NASM). The Exercise Science program is accredited by the Committee on Accreditation for the Exercise Sciences (CoAES).

The University is a member of numerous professional organizations in higher education including the Council of Independent Colleges (CIC), the National Association of Independent Colleges and Universities (NAICU), the National Association of Intercollegiate Athletics (NAIA), the Kansas Independent College Association (KICA), 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 by developing a graduate degree program for adult students in the Kansas City metropolitan area. This initiative led to the formalization in 1988 of undergraduate and graduate professional degrees through the School of Professional and Graduate Studies.

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. The graduate nursing program began in 2016 and provides online education leading to an MSN. An accelerated BSN track began in 2024 offering online didactic and in-person clinical experiences.

In 2005, the School of Education was formed with undergraduate programs provided on the Baldwin City campus and graduate programs provided in various Kansas locations and online. The School of Education offers the University's only doctoral program, the Doctorate of Education (Ed.D) in the following areas: PreK-12 Educational Leadership, Leadership in Higher Education, and 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 also located on the Baldwin City campus. These offices house the school's administrative functions. Classes may be offered in the evenings at various Kansas locations, as well as online. 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 in Topeka, Kansas. This facility provides administrative offices, large modern classrooms, and fully equipped clinical training and simulation labs. On the lower

level, the Stauffer Health Sciences Library provides computer labs and individual study areas and is a strong learning resource for both students and faculty.

SPECIAL COLLECTIONS

Baker University's Special Collections are the result 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, a 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 Baker University and Baldwin City history.

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. The archives contain manuscripts, diaries, photographs, records, and other documentation of the history of Kansas, the Civil War, and Baldwin City, as well as of Baker and the Methodist Church.

Clarice L. Osborne Memorial Chapel was built in 1864 as the Methodist Chapel of Sproxton, a small village in Leicestershire, England. It was served by several Methodist clergy and Mr. Alf Roberts, a lay minister and father of Lady Margaret Thatcher, former Prime Minister of England. Closed for lack of attendance, the Chapel stood unused until the summer of 1995, when it was dismantled stone by stone and reassembled on its present site 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, weddings, and other religious activities; and, it 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 trees 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

The 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 at www.bakeru.edu/compliance.

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. 20202-5920.

All requests to release, inspect, or review education records or to petition to amend education records should be made in writing to: Ms. Ramie Nation, 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
- Date of birth
- Permanent address and telephone number
- Baker email address
- Dates of attendance
- Enrollment status
- Class level
- Major area(s) of study
- Honors and awards
- Degree(s) conferred (including dates)
- Photograph
- Participation in officially recognized activities and sports
- 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. Students who have officially withdrawn, been administratively withdrawn, or who have not been enrolled in courses at Baker University for six months are subject to graduation requirements 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.

OFFICIAL COMMUNICATIONS

Baker University deems the student, faculty, and staff Baker email an official means of communication. Students are responsible for regular and frequent monitoring of this email account.

ACADEMIC POLICIES

CLASSIFICATION

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

Freshman:	0 through 29 credit hours earned
Sophomore:	30 through 59 credit hours earned
Junior:	60 through 89 credit hours earned
Senior:	90 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. 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 9 graduate credit hours for a fall or spring semester and 6 credit hours 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.

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

ADDITIONAL GRADING NOTATIONS

P: Pass (represents work at the level of C or higher)
I: Incomplete (temporary grade only)
IP: In Progress (Ed.D and GSON only)
ABD: All But Dissertation (Ed.D only)
AU: Audit
W: Withdraw
WF: Withdrawn Failing (punitive grade, SPGS/GSOE only)
WP: Withdrawn Passing (SPGS/GSOE only)
NC: No Credit
DIST: Distinguished (GSOE portfolio only)
PROF: Proficient (GSOE portfolio only)
FAIL: (GSOE portfolio only)
*: Indicates a retaken course
R: Indicates a repeatable course
XF: Academic Misconduct (punitive grade)

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 previously identified.

The grade point average (GPA) is computed as follows and includes only those courses taken on a letter grade basis, WF, and XF: 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: transferred courses; 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 students is a grade of C or higher. A passing grade for a master-level GSOE student may vary. See the graduation requirements section within each GSOE degree program for minimum grade requirements.

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: The student has four weeks into the next regular semester (i.e., fall or spring).
- GSON: The student has four weeks after the start of the next semester in which to remove the Incomplete grade. Only one other course may be taken concurrently during the semester that an Incomplete is addressed.
- GSOE: The student has four weeks following the ending course date.
- SPGS: The student has 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 6 credit hours (not counted in the minimum 12 credit 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.

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 1 to 3 credit hours.

Depending on the program of study, students interested in pursuing an independent study should contact a designated academic administrator, supervising professor, and/or academic advisor to discuss the independent study and seek appropriate approvals. 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, list of resources, and clearly indicates how the student will meet the Federal credit hour definition within the independent study modality. 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

Undergraduate programs accept College-Level Examination Program (CLEP) scores equal to or exceeding 50 (or the pre-computer equivalent) in the following areas: English, Humanities, Math, Natural Science, and Social Science. Advanced Placement Tests (AP) are accepted with scores of 3 or higher. International Baccalaureate Program (IB) exams are accepted with scores of 4 and above. General Certificate of Education exams (AS- and/or A-levels) are accepted with a U.S. grade equivalent of "C" or higher (defined as GCE "D" or higher). Duplicate credit for the same subject taken on different exams across CLEP, AP, IB, A-level, and AS-level will not be granted.

UNDERGRADUATE ACADEMIC HONORS

DEAN'S LIST

At the conclusion of each semester at CAS/USOE/USON, all full-time degree-seeking students earning a term 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.

At the conclusion of each semester at SPGS (Spring and Fall parent terms), all undergraduate degree-seeking students earning a term GPA of 3.60 or higher in at least 9 credit hours of coursework 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 full-time study are considered for scholastic honors.

The determination of scholastic honors at commencement 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:

	Summa Cum Laude	Magna Cum Laude	Cum Laude
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 declared 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.

The cumulative GPA and academic rules that determine good academic standing for students within the SPGS and GSOE vary by degree and program. Students should refer to the Academic Performance Policies and Procedures section of the SPGS/GSOE catalog for details.

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

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.

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:

Degree Program	Min. Cr Hrs	Minimum GPA	Degree Program	Min. Cr Hrs	Minimum GPA
CAS Bachelor	124	2.00	SON Master	32	3.00
SOE Bachelor	124	2.00	SPGS Master	30-36	3.00
SON Bachelor	120	2.00	MBA 4+1	21	3.00
SPGS Associate SPGS Bachelor	60 120	2.00 2.00	MAED, MSIDPT, MS-HEL	36-42	3.00
			MSSE & MSSL	33-37	3.25
			SOE Doctorate	59	3.00

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 26 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 5 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. Transferring 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 Pre-Professional Programs section of the catalog.

Any student who wishes to be granted an exception to this policy must petition the Academic Standards and Enrollment Management (ASEM) 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 six years of the student's initial semester of coursework.

At SPGS: 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 30 upper-college credit hours (numbered 300 and above) must be completed in residency.

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.

BOARD OF TRUSTEES

In 1858 the founders of Baker University deemed the University to be governed by an overseeing body of members known as the Board of Trustees which consists of not more than twenty-eight members nor less than twenty-four 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

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MATTHEW R. BICE .....Provost/Vice President for Academic Affairs and Dean
ALAN SALTS.....Executive Vice President
CASSY BAILEY .....Vice President of Enrollment Management
DEANNA WAGNER.....Vice President for Student Affairs
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SUSAN DECKER.....Director of Athletics
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SENIOR ADMINISTRATION

MICHAEL ALDRIDGE .....Senior Director – IT
TINA HARTLEY..... Dean of the College of Arts and Sciences
JON LONG..... Dean of Students
RAMIE NATION .....University Registrar and Advisor to the President for Accreditation
JANA PARKS .....Director of Financial Aid
DARLA PRATHER.....Executive Director of Finance and Administration
LIBBY ROSEN..... Dean of the School of Nursing
BLAKE STANWOOD..... University Minister

ADMINISTRATIVE FACULTY

MATTHEW R. BICE, 2022. Vice President of Academic Affairs and Dean of Graduate and Online Education; Professor. B.S. The University of Texas of the Permian Basin, 2007; M.S. The University of Texas of the Permian Basin, 2009; Ph.D. Southern Illinois University, 2013.

TINA HARTLEY, 2025. Dean of the College of Arts and Sciences; Professor. B.S. United States Military Academy, 1990; M.S. University of Washington, 1999; Ph.D. George Mason University, 2008.

ERIC HAYS, 2004. Director of Institutional Research; Assistant Professor of Mathematics. B.S.E. University of Kansas, 1997; M.S.E. University of Kansas, 2002; M.S. University of Kansas, 2018.

MELANIE MASSEY, 2004. Director of Library Services. B.S. Kansas State University, 1996. M.A. Kansas State University, 2001. M.L.S. Emporia State University, 2016.

LIBBY ROSEN, 2002. Dean of the School of Nursing; Professor of Nursing. Diploma Stormont-Vail School of Nursing, 1974; B.S.N. Washburn University, 1994; Ph.D. University of Kansas Medical Center, 2009.

SON GENERAL INFORMATION

SON MISSION, VISION AND ACCREDITATION

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 (BSN) 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. The accelerated BSN track started in 2024 allowing students to complete four semesters within 15 months including online didactic and in-person clinical experiences. An online ADN to BSN program is also offered to meet the needs of nurses who desire to continue their education.

Consistent with Baker's history, the SON initiated a Master of Science in Nursing (MSN) program and an ADN to MSN program to meet the needs of nursing alumni and the local and regional community's expressed need. Because this program is an online venue, it has the potential to draw students from many geographic areas, thus providing for graduate nursing education globally.

BSN MISSION

Baker University School of Nursing develops resilient, mindful, and accomplished nurses equipped to make significant contributions to the health of the populations they serve.

MSN MISSION

Baker University School of Nursing provides graduate education to assist professional nurses in achieving their personal goals, sustaining professional commitment, and meeting emerging health care needs of diverse populations.

VISION

Through scholarship, leadership, innovation, and collaboration graduates will transform health care delivery within a culture of diversity across the continuum of care.

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. The Post Licensure programs are 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.

BSN Academic Programs and Philosophy

BSN Program Outcomes

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. Collaborate with community and clinical facilities, educational institutions, state and national groups to develop and enhance learning experiences for students, strengthen innovation in curricular design, and promote faculty scholarship.
5. Integrate leveling of concepts related to safety, evidence based practice, quality, communication, technology/informatics, leadership, legal-ethical practice and population health across the curriculum.

BSN Nursing Education

Nursing is a practice discipline grounded in the behavioral, physical and social sciences. With an appreciation for academic rigor, nursing education occurs through a collaborative process encompassing diverse experiences to facilitate the development of critical thinking/clinical judgement. Through scholarly inquiry, competence building and professional value formation, nursing students are prepared to enter a complex and dynamic healthcare environment providing high quality care to diverse populations. Graduates achieve an appreciation for lifelong learning and a firm foundation for graduate study.

STUDENT LEARNING

Learning requires the commitment and engagement of the learner to set work toward and achieve goals. The teaching-learning process is a collaborative experience between faculty and students where knowledge is openly shared in a continuous two-way communication loop. There is a focus on critical reasoning, application of knowledge, and demonstration of professional skills and attitudes in the development of a competent and caring reflective nursing practice.

FACULTY

Nursing faculty demonstrate ongoing commitment to teaching/learning through a variety of innovative strategies designed to meet the educational needs of diverse learners. Faculty are dedicated to student success, scholarship, and service to the community. The process of learning involves student-teacher partnerships founded on mutual trust and respect in successful achievement of program outcomes. The nursing faculty serve as role models who guide students with courage and integrity to develop an understanding of accountable professional identity, capacity for collaborative leadership, and a culturally competent, safe and ethical practice.

CONCEPTUAL MODEL

The School of Nursing incorporates John Dewey's theory of education and Kristin Swanson's Caring Theory. Dewey believed that the integration of practice and didactic were the key to successful education. His theory of education includes consideration of societal factors or climate, supporting tolerance of others, and a student's life experiences all contribute to acquisition of knowledge. Dewey determined that learning is dynamic and education includes a moral component that assists students to evolve into contributing members of society.

Swanson's Caring Theory incorporates overlapping processes of caring as knowing, being with, doing for, enabling, and maintaining belief. These translate into caring, health promotion, inclusion of cultural, socioeconomic, and spirituality components in nursing education through the faculty-student relationship in the classroom and the student-patient relationship in the clinical setting.

The school of nursing weaves both theorists throughout the curriculum with the patient-family-community focused care at the center of learning. During the school of nursing experience, the graduate gains competence, leadership, caring and mindfulness, scholarship through research and evidence-based practice (EBP), professional accountability, and collaboration among team members and across disciplines. Using Dewey's educational theory, didactic knowledge is applied in the clinical setting; developing clinical judgement, which creates competence and leadership. Incorporating moral considerations across the curriculum creates professional accountability and use of research and EBP to inform clinical decision-making. The curriculum incorporates both Dewey and Swanson's theories to increase caring and mindfulness in nurse graduates as well as prepare them for collaboration within and across disciplines.

BSN STUDENT LEARNING OUTCOMES

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

1. Practice as a competent professional nurse generalist using a holistic approach in making appropriate clinical judgements across the health-care continuum.
Level 3: Implements with increasing independence the roles of the professional nurse generalist by making appropriate clinical judgements with complex patients.
Level 2: Implements the roles of the professional nurse generalist by making appropriate clinical judgements in specialty settings.

Level 1: Implements the roles of the professional nurse generalist making appropriate clinical judgements for beginning practice.

2. Demonstrate evidence-based practice in planning, implementing and evaluating outcomes of care across the health-care continuum.
Level 3: Evaluates the evidence for providing safe care for increasingly complex patients, incorporating patient-centered care, and critical clinical judgement.
Level 2: Applies scientific principles to safely perform evidence-based, patient-centered care in specialty settings.
Level 1: Identifies scientific principles as a basis for providing safe, evidence-based, patient-centered care.

3. Communicate and collaborate effectively with clients, the interdisciplinary health-care team, and community stakeholders across the health-care continuum.
Level 3: Integrates effective communication and collaborative techniques with individuals, families, populations, community stakeholders, and the interdisciplinary team in increasingly complex settings.
Level 2: Applies effective communication and collaborative techniques with individuals, families, and the interdisciplinary team in specialty settings.
Level 1: Practices effective communication and collaborative techniques with individuals and the interdisciplinary team.

4. Utilizes principles of organizational and systems leadership and quality improvement to provide safe and effective patient care across the health-care continuum.
Level 3: Integrates principles of leadership and quality improvement to deliver safe and effective patient care with increasingly complex patients.
Level 2: Demonstrates beginning application of principles of leadership and quality improvement in the provision of safe and effective patient care in specialty settings.
Level 1: Identifies basic principles of leadership and quality improvement in the provision of safe and effective patient care.

5. Manage patient care technologies and information systems when delivering care across the health-care continuum.
Level 3: Integrates the use of patient care technologies and information systems when delivering care to increasingly complex patient populations.
Level 2: Demonstrates knowledge and skill using patient care technologies and information systems when delivering care in specialty settings.
Level 1: Uses patient care technologies and information systems when delivering basic care.

6. Provide effective health promotion and preventative care across the health-care continuum.
Level 3: Integrates skills to effectively promote health and prevent disease and injury with increasingly complex patients.
Level 2: Demonstrates effective health promotion and disease/injury prevention care in specialty settings.
Level 1: Identifies principles of health promotion and disease/injury prevention.

7. Assimilates the professional role through accountability for nursing practice across the health-care continuum.
Level 3: Integrates adherence to standards of practice, professional values and legal/ethical guidelines in care of increasingly complex patients.
Level 2: Demonstrates adherence to standards of practice, professional values and legal/ethical guidelines in specialty settings.
Level 1: Adheres to basic standards of practice, professional values and legal/ethical guidelines.

MSN Academic Programs and Philosophy

MSN Program Outcomes

The SON strives to:

1. Offers a graduate nursing curriculum that builds upon the strong foundation of professional nursing practice and the baccalaureate degree.
2. Provides an environment of learning through a partnership between students and faculty and is dedicated to academic excellence.
3. Retains a well-qualified faculty who are committed to excellence in teaching and participation in scholarship, service, professional development, and nursing practice.
4. Supports opportunities to use current technology and learning resources in a variety of settings.
5. Prepares the professional nurse for leadership in nursing administration and/or nursing education.

MSN Nursing Education

Nursing is a practice discipline grounded in the behavioral, physical and social sciences. With an appreciation for academic rigor, nursing education occurs through a collaborative process encompassing diverse experiences to facilitate the development of critical thinking/clinical judgment. Graduate students achieve an appreciation for lifelong learning and professional development. Through scholarly inquiry, collaborative relationships, and leadership formation, graduates are prepared to enter a complex and dynamic healthcare environment providing high quality care and education to diverse populations. Graduate students creatively and analytically develop and apply solutions to resolve complex care and system process issues within organizations.

Student Learning

Learning requires the commitment and engagement of the learner to set, work toward, and achieve goals. The teaching-learning process is a collaborative experience between faculty and students where knowledge is openly shared in a continuous two-way communication loop. Graduate students are self-directed in their learning, professional growth, and goal achievement seeking and accessing the expertise and resources needed.

Faculty

Nursing faculty demonstrate ongoing commitment to teaching/learning through a variety of innovative strategies designed to meet the educational needs of diverse learners. Faculty are dedicated to student success, scholarship, and service to the community. The process of learning involves student-teacher partnerships founded on mutual trust and respect in successful achievement of program outcomes. With commitment and integrity, the nursing faculty serve as role models who facilitate student growth to further develop accountable professional identity and inter/intra disciplinary collaborative leadership. Faculty promote scholarship development through role modeling activities such as publishing, presentations, research, and leadership positions.

Conceptual Model

The MSN program incorporates John Dewey's theory of education and Kristin Swanson's Caring Theory. Dewey believed that the integration of practice and didactic was the key to successful education. His theory of education includes consideration of societal factors or climate, supporting tolerance of others, and a student's life experiences all contribute to acquisition of knowledge. Dewey determined that learning is dynamic and education includes a moral component that assists students to evolve into contributing members of society.

Swanson's Caring Theory incorporates overlapping processes of caring as knowing, being with, doing for, enabling, and maintaining belief. These translate into caring, health promotion, inclusion of cultural, socioeconomic, and spirituality components in nursing education through the faculty-student relationship in the classroom and the student-patient relationship in the clinical setting.

The school of nursing weaves both theorists throughout the curriculum with the patient-family-community focused care at the center of learning. During the school of nursing experience, the graduate gains competence, leadership, caring and mindfulness, scholarship through research and evidence-based practice (EBP), professional accountability, and collaboration among team members and across disciplines. Using Dewey's educational theory, didactic knowledge is applied in the clinical setting; developing clinical judgement, which creates competence and leadership. Incorporating moral considerations across the curriculum creates professional accountability and use of research and EBP to inform clinical decision-making. The curriculum incorporates both Dewey and Swanson's theories to increase caring and mindfulness in nurse graduates as well as prepare them for collaboration within and across disciplines.

MSN STUDENT LEARNING OUTCOMES

Consistent with the Mission statement, the MSN graduate:

1. Applies and integrates client-centered, broad organizational and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based health promotion and disease/injury prevention care to diverse individuals, families, populations, and communities.
2. Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for optimal client care within and across the healthcare continuum.
3. Displays respect for the inherent worth and uniqueness of individuals, families, and communities as reflected by competent, compassionate, ethical, and culturally sensitive professional practice.
4. Communicates, collaborates, and consults with other health professionals to manage and coordinate care as a leader or member of an interprofessional team.
5. Influences health by employing advocacy strategies using systems theory in the design, delivery, and evaluation of healthcare to ensure safe quality outcomes.
6. Manages knowledge, mitigates error, and informs critical decision-making by integrating data and technology for quality improvement.
7. Leads the healthcare team in the implementation of evidence-based practice (EBP).
8. Navigates the ethical, legal, and economic environment making linkages between regulatory policy and access to quality healthcare.

ADMISSION INFORMATION

BSN 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:

- An official transcript of the high school record or GED certificate.
- Official transcripts for all college work completed.
- An online application. The application is available at www.bakeru.edu.

ADMISSION REQUIREMENTS

1. Graduation from a state-approved high school or the equivalent.
2. Completion of a minimum of 58 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. Minimum GPA:
    - BSN: 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.
    - ABSN: A cumulative GPA of at least 3.0 on a 4.0 grade point scale is required for admission consideration. Applicants must also hold a previous degree or health care experience.
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 Dean, Assistant Dean or Program Director will be required as well as a letter from the student indicating why he/she wishes 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. Entry criteria for transfer students includes the ability to meet proficiency for courses being transferred into the program. Students will also be required to complete a skills check-off.
4. Licensed Practical Nurse (LPN) students must meet all entry requirements. Since twelve credit hours from the technical college will be accepted in transfer, LPN students do not need to take nutrition, developmental psychology or NU 322/322L Foundations of Nursing. They are required to take the NU 323 LPN Bridge course (see plan for articulation below).

BSN DRUG AND ALCOHOL POLICY

In an effort to maintain safe patient care all students in the School of Nursing will undergo drug and alcohol testing prior to admission. This screening is also undertaken to meet contractual agreements with various clinical agencies.

POLICY

1. The School of Nursing will designate the company approved to do the drug and alcohol screening. Results from any company other than those designated by the school will not be accepted.
2. The student will be responsible for the cost of the drug and alcohol screen.
3. Students choosing to complete their fourth level capstone experience at a facility requiring additional screening will need to obtain an additional drug and alcohol test as specified by the clinical agency at their expense.
4. Students will be required to sign a consent form for testing and the release of test results to the School of Nursing. These will remain confidential and may be reviewed by the Admissions Coordinator and School Administration.
5. Students who do not consent to drug and alcohol screening will have their admission to the program revoked. Clinical participation is not possible if facility contractual requirements are not met.
6. Students with positive drug tests (alcohol, illicit drugs or narcotic meds without a prescription) at this time will be dismissed from the program.

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 4 credit hour bridge course.
- Those graduating from a school outside of Kansas will be evaluated on an individual basis.
- A total of 120 credit hours and cumulative grade point average of 2.0 or higher is required for graduation.

BSN INTERNATIONAL STUDENT ADMISSION

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.

BSN TRANSFER INFORMATION

TRANSFER CREDITS

The following Baker University policies apply to transfer credits:

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

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 30 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
4. Once admitted to the CAS campus, all remaining pre-req courses must be taken at CAS.

Applicants who do not meet all of the criteria for priority admission will be considered for admission with all other applicants.

BSN 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 a successful background check.
2. Completed a negative drug/alcohol screening
3. Health requirements:
    - Completed physical form.
    - 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.
    - Documentation of MMR vaccinations.
    - Documentation of COVID-19 vaccination or approved exemption.
    - Documentation of Hepatitis B vaccination series (Three immunizations; two must be completed prior to enrollment.)
    - Tdap (tetanus, diphtheria and pertussis) immunization, within the last 5 years.
    - Documented Varicella 2-step vaccination or serologic evidence of immunity.
    - A change in medical history and/or current medications must be updated annually.
4. Proof of Basic Life Support (BLS) certification for health care professionals ("Professional Rescuer" 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.
5. 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.

MSN ADMISSION

The graduate program seeks students who exhibit appropriate communication skills, caring attributes, personal integrity, accountability, and the ability to make ethical decisions and think critically. Eligibility for admission is determined without regard to race, nationality, creed, color, national origin, religion, age, disability, gender, or sexual orientation.

ADMISSION REQUIREMENTS

1. A baccalaureate or associate degree in nursing from a professionally accredited nursing program (CCNE/ACEN/CNEA).
2. A current unencumbered license to practice professional nursing in the USA
3. A minimum grade point average (GPA) of 3.0 (4.0 scale) in nursing and overall GPA. Students below this level may apply for Conditional Admission.
    - Students who are conditionally admitted must maintain a B (3.0) average throughout the ADN to MSN Bridge or the first 6 hours of the MSN program.
4. Undergraduate course work in Health Assessment, Pathophysiology, and Pharmacology. Students have an option to test out for applicants with no stand-alone course.
5. For MSN applicants, students must have an undergraduate course in Research.
6. A completed online application for graduate admission.
7. Official transcripts from all colleges/universities attended.
    - Applicants who have submitted unofficial transcripts and hold an active, unencumbered registered nurse license may be admitted on a provisional basis.
8. A current resume documenting work history, including levels of responsibility, areas of professional growth, and prior professional education experiences.
9. Goal statement: a one-to-two-page essay describing personal and professional goals including how graduate nursing study at Baker University will enable achievement of these goals.
10. A graduate level (500 or above) 3-credit hour statistics course completed within the last ten years may be accepted in transfer pending approval.

11. An individual interview may be requested or required.

ADDITIONAL REQUIREMENTS

Upon notice of official acceptance to the graduate program, the student must present documentation of the following requirements directly to the Associate Dean of the MSN program to comply with practicum site requirements and HIPAA regulation.

1. Completed background check
2. Health requirements:
    - Physical examination report
    - 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
    - Positive rubella titer, measles, and mumps titer or MMR vaccination.
    - Documentation of COVID-19 vaccination or approved exemption.
    - Documentation of Hepatitis B vaccination series
    - Current Tdap (tetanus, diphtheria, and pertussis) immunization, within the last 5 years
    - Documented Varicella 2-step vaccination or serologic evidence of immunity
    - Other as required by practicum sites
3. Proof of Basic Life Support (BLS) certification for Health Care Provider from the American Heart Association. Online courses are not accepted. This proof must be resubmitted before expiration. Proof of health insurance
4. A drug screen

CONDITIONAL ADMISSION

An undergraduate nursing GPA of less than 3.00 may be considered for conditional admission to the graduate program. The student must achieve a grade of B or higher in the first two graduate courses or the ADN to MSN Bridge in order to progress in the program.

PROVISIONAL ADMISSION

If a post-licensure school of nursing applicant is lacking one or more of the admission requirements, the admission file is reviewed by the Graduate Nursing Education Committee. Upon completion of the review; the applicant may be admitted, or admitted on a provisional basis, or denied admission to the program.

Successful completion of three courses removes the provisional admission. Failure to satisfy this provision results in administrative withdrawal from the program. Should the student be admitted provisionally on unofficial transcripts, they have until the last day of the first course to submit all documents required to be granted full admittance. Failure to satisfy this provision results in administrative withdrawal from the program.

ADMINISTRATIVE WITHDRAWAL

The Dean and Associate Dean, in consultation with the Graduate Nursing Education Committee, have the authority to dismiss a student or refuse readmission of a student if circumstances of academic, legal, behavioral, professional nature justify such action, or failure to meet provisional admission requirements.

TRANSFER CREDITS

Graduate courses taken at other institutions prior to admission to Baker University may, if pertinent to the plan of study and determined to be equivalent to required coursework, be accepted in transfer. Transfer credit of nursing courses is limited to six (6) credits taken within the last five (5) years in which

the student received a grade of B or above. In addition, a graduate level (500 or above) 3-credit statistics course completed within the last ten years may be accepted in transfer pending approval.

Any course being requested for transfer credit must be submitted to the Associate Dean within six weeks of the admission date. Courses not submitted within the six-week timeframe will not be accepted. Transferred grade points are not included in the calculation of the Baker University GPA.

After admission to the graduate nursing program, all credits toward the MSN degree must be completed at Baker University.

ADN TO MSN BRIDGE

The Associate Degree in Nursing to Master of Science in Nursing academic pathway provides an alternative to the commonly seen stepwise progression in educational settings. The development of this alternate pathway is partly in response to the Institute of Medicine's Future of Nursing report (2010) which spoke to the need of furthering education at all levels and promoting the nurse's ability to practice to their upmost capacity. This will prepare nurses to assume advanced nursing roles in leadership and education.

REQUIRED PREREQUISITES FOR THE ADN TO MSN BRIDGE

Anatomy and Physiology
English Comp I
English Comp II
General Psychology
Microbiology
College Algebra
Undergraduate statistics
Electives (9 credit hours): Nutrition, Developmental Psychology, Sociology, Humanities, Fine Arts

ADN TO BSN ADMISSION

The associate degree in nursing (ADN) to Bachelor of Science in nursing (BSN) program seeks students working as a licensed registered nurse in the healthcare environment. Eligibility for admission is determined without regard to race, nationality, creed, color, national origin, religion, age, disability, gender, or sexual orientation.

ADMISSION REQUIREMENTS

1. An associate degree in nursing from a professionally accredited nursing program (CCNE/ACEN/CNEA).
2. A current unencumbered license to practice professional nursing in the USA
3. A minimum grade point average (GPA) of 2.7 (4.0 scale) in nursing and overall GPA. Students below this level may apply for Conditional Admission.
4. Students who are conditionally admitted must maintain a B (3.0) average throughout the ADN to BSN and have at least a B for the first 6 hours of the BSN program.
5. Undergraduate course work in Physical Assessment, Pathophysiology, and Pharmacology. Applicants have an option to test out when no stand-alone course completed in ADN program.
6. A completed online application for ADN to BSN admission.
7. Official transcripts from all colleges/universities attended.
8. A current resume documenting work history, including levels of responsibility, areas of professional growth, and prior professional education experiences.

9. Goal statement: a one-to-two-page essay describing personal and professional goals including how ADN to BSN nursing study at Baker University will enable achievement of these goals.
10. An individual interview may be requested or required.

ADDITIONAL REQUIREMENTS

Upon notice of official acceptance to the ADN to BSN program, the student must present documentation of the following requirements directly to the program to comply with practicum site requirements and HIPAA regulation.

1. Completed background check
2. Health requirements:
3. Physical examination report
4. 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
5. Positive rubella titer, measles, and mumps titer or MMR vaccination.
6. Documentation of COVID-19 vaccination or approved exemption.
7. Documentation of Hepatitis B vaccination series
8. Current Tdap (tetanus, diphtheria, and pertussis) immunization, within the last 5 years
9. Documented Varicella 2-step vaccination or serologic evidence of immunity
10. Other as required by practicum sites
11. Proof of Basic Life Support (BLS) certification for Health Care Provider from the American Heart Association. Online courses are not accepted. This proof must be resubmitted before expiration.
12. Proof of health insurance
13. A working computer and reliable internet access
14. A drug screen

CONDITIONAL ADMISSION

An associate degree nursing GPA of less than 2.7 may be considered for conditional admission to the ADN to BSN program. The student must achieve a grade of B or higher in the first two courses of the ADN to BSN Program in order to progress in the program.

PROVISIONAL ADMISSION

If a post-licensure school of nursing applicant is lacking one or more of the admission requirements, the admission file is reviewed by the Graduate Nursing Education Committee. Upon completion of the review; the applicant may be admitted, or admitted on a provisional basis, or denied admission to the program.

Successful completion of three courses removes the provisional admission. Failure to satisfy this provision results in administrative withdrawal from the program. Should the student be admitted provisionally on unofficial transcripts, they have until the last day of the first course to submit all documents required to be granted full admittance. Failure to satisfy this provision results in administrative withdrawal from the program.

ADMINISTRATIVE WITHDRAWAL

The Dean and Associate Dean, in consultation with the Graduate Nursing Education Committee, have the authority to dismiss a student or refuse readmission of a student if circumstances of academic, legal, behavioral, professional nature justify such action, or failure to meet provisional admission requirements.

TRANSFER CREDIT

Undergraduate courses taken at accredited institutions prior to admission to Baker University may, if pertinent to the plan of study and determined to be equivalent to required coursework, be accepted in transfer for pre-nursing prerequisites, required general education courses, and electives.

Any course being requested for transfer credit must be submitted to the Associate Dean within six weeks of the admission date. Courses not submitted within the six-week timeframe will not be accepted. Transferred grade points are not included in the calculation of the Baker University GPA.

After admission to the ADN to BSN program, all credits toward the BSN degree must be completed at Baker University.

CREDIT FOR PRIOR LEARNING

Graduates of accredited associate degree programs can expect to receive 40 credit hours through prior learning credit for passing the NCLEX-RN and one-year of full-time (1872 hours) practice experience.

ADN TO BSN PROGRAM

The Associate Degree in Nursing to Bachelor of Science in Nursing academic pathway provides an alternative to the commonly seen stepwise progression in educational settings. The development of this alternate pathway is partly in response to the Institute of Medicine's Future of Nursing report (2010) which spoke to the need of furthering education at all levels and promoting the nurse's ability to practice to their upmost capacity. Such preparation will prepare nurses to assume advanced nursing roles in leadership and education.

REQUIRED PREREQUISITES FOR THE ADN TO BSN PROGRAM

Anatomy and Physiology with lab
English Comp I
English Comp II
General Psychology
Microbiology
College Algebra
Undergraduate statistics
Electives (9 credit hours): Nutrition, Developmental Psychology, Sociology, Humanities, Fine Arts

MSN INTERNATIONAL STUDENT ADMISSION

Applicants for the Graduate program will be reviewed on an individual basis. The applicant should contact the Associate Dean with all inquiries.

POST LICENSURE NON-DEGREE SEEKING (NDS) ADMISSION

Baker University School of Nursing encourages lifelong learning. Therefore, the post licensure program offers non-degree seeking options described below. Applicants to either option must have graduated from an accredited academic institution. Such students are expected to maintain the same academic standards as degree-seeking students. Full-time special student status is limited to 12 credit hours, unless authorized by the University Registrar. Applicants must meet the admission requirements listed below and the prerequisite requirements, if applicable for the courses they are interested in taking. Individuals who have been officially denied admission as degree-seeking students are not eligible for admission as

non-degree seeking students. The student is responsible for arranging tuition payment to Baker University. Financial aid is not available.

ONE COURSE OPTION

Applicant to this option must have at minimum, an associate in nursing or baccalaureate in nursing degree and may enroll in select courses, one course at a time and are limited to a total of three courses. There is no guarantee of future enrollment in the graduate program upon successful completion of any post licensure and continuing education courses. Practicum courses, Track courses, and the Graduate Scholarly Synthesis Project are not available in this option. This application must be renewed after three years if the maximum credits have not been completed.

CERTIFICATE OPTION

The certificate option is available only to nurses who have graduated with a nursing master's degree obtained from a professionally accredited program. There are three (3) courses in each certificate plan of study offered consecutively beginning in the summer session, the fall semester, with completion of the practicum in the spring semester. The certificate option must be completed within three years.

The Nursing Educator certificate program is designed for individuals who wish to gain specialty knowledge in this role. The certificate consists of education focused courses and an individualized practicum for a total of 9 credit hours.

The Nursing Administrator certificate program is designed for individuals who wish to gain specialty knowledge in this role. Course work in organizational management, health care financing and economics, and an individualized practicum will be required for a total of 9 credit hours.

NDS ADMISSION REQUIREMENTS

* one course option # certificate option

*Associate/Baccalaureate degree in nursing from an accredited academic institution
#Master's degree in nursing from an accredited academic institution
*/#Validation of an unencumbered license to practice in the USA if a licensed professional
*/#Completed application for NDS admission
#Official transcript(s) from colleges/universities granting baccalaureate and/or master's degree
#A minimum grade point average (GPA) of 3.0 (4.0 scale)

After acceptance to the certificate option program with practicum, the student must present documentation of the following requirements directly to the Associate Dean of the Post Licensure program to comply with practicum site requirements and HIPAA regulation.
Criminal background check
Physical exam and immunization record
Current health insurance coverage
Active BLS certificate
Drug screen

FINANCIAL INFORMATION
PAYMENT POLICIES

TUITION AND FEES
Full-time BSN and ABSN tuition is charged per semester. Part-time BSN tuition, ADN to BSN, ADN to MSN, and MSN tuition is charged per credit hour.

DUE DATE
Tuition and fees for each course/term are due two weeks prior to the start of the course/term.

FEES
Post-Licensure Students: The Technology Fee is charged per course for post licensure courses to cover University expenses related to maintenance and expansion of technology services and support; and systems to support enrollment, advising, student records, and instruction. This fee is charged regardless of modality (on-ground, online, or hybrid courses) and is non-refundable.

Students are required to purchase their own books and course materials.

The Graduation Fee is a non-refundable fee charged to all students who apply to graduate regardless of intention to participate in commencement. Students pay a graduation fee only once per degree program. The graduation fee does not cover all expenses related to graduation and commencement. It supports expenses related to:

- processing expense incurred by the University including verifying graduation eligibility, preparing commencement publications, organizing commencement ceremonies, printing diplomas, and calculating scholastic honors for undergraduate students,
- supplies purchased to support graduation including but not limited to- diplomas, diploma covers, postage to mail diplomas, and commencement regalia; and
- Commencement Ceremony expenses incurred by the University include speakers, music, and wages associated with setup and cleanup of the venue and receptions.

A Course Fee may be charged to certain courses for specific costs related to the course not covered by general tuition.

Additional questions about Baker University tuition and fees may be addressed with the Business Office.

PAYMENT OF TUITION AND FEES
If a student's account becomes delinquent, the University will place a financial hold on the account and the student will not be able to enroll or participate in future courses. A diploma will not be issued until the student account is current with no balance due. The University will send seriously delinquent accounts for which the student has made no effort to pay, to an outside collections service. Students whose accounts are sent to collection are responsible for all costs associated with collection. A financial hold will remain on their account preventing future enrollment.

Late payments are subject to interest at the rate of 1% per month.

FINANCIAL AID PAYMENTS
Financial aid, including Pell Grants and federal financial aid and loans, are remitted directly to the Business Office by the Department of Education. The aid is applied to the student account for all expense related

to all courses that are scheduled during the financial aid period. If the amount of the aid is in excess of the expenses, the student will receive a financial aid refund. A refund check or direct deposit is made to students for any funds in excess of current charges. Current charges include tuition and fees assessed by the institution for the current payment period.

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, SEOG, and TEACH Grants, as well as Federal Perkins, Direct, and Direct PLUS Loans.

These regulations govern the return of aid disbursed for a student who completely withdraws from a term or payment period. The percentage of time that the student remained enrolled determines the percentage of disbursable aid for that period that the student earned. 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. Should the student withdrawal, the student is required to return the respective percentage of aid to the University. A student who remains enrolled beyond the 60% point earns all aid for the period and no reimbursement is required.

For more information, see https://fsapartners.ed.gov/knowledge-center/fsa-handbook.

NOTE: Students withdrawing from courses must notify the Office of the Registrar in writing by filing the appropriate form and/or sending an email from the university email address. 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 institutional 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 and will be required to be paid prior to any release of an Official Transcript.

REFUND SCHEDULE

If a student withdraws from Baker University, applicable credits for tuition will be computed according to the schedule listed below. If a student decreases credit hours after classes begin but remain enrolled in at least 12 credit hours to 18 credit hours for the term, no tuition refund will be due unless the student had paid for overload tuition (refund will be applied to the overload tuition for credit hours above 18 only). Credits for classes are based upon the date determined by the Office of the Registrar. The following percentages apply:

Tuition for Fall, Spring, and ABSN Summer Sessions:

Prior to and including the first day of class	100% refund
After first day of class up to and including the 10th day of class.	90% refund
After the 10th day of class up to and including the 20th day of class	75% refund
After the 20th day of class up to and including the 30th day of class.	50% refund
After the 30th day of class up to and including the 40th day of class	25% refund
After 40th day of class	NO REFUND

Tuition for Summer Sessions (other than ABSN):

Prior to and including the first day of class	100% refund
After first day of class up to and including the 5th day of class	75% refund
After the 5th day of class up to and including the 10th day of class	50% refund
After 10th day of class	NO REFUND

For all terms, only tuition is subject to the refund policy. All other fees are non-refundable.

Students called to active military duty during a semester will receive a full tuition refund for courses that they withdraw from per federal regulations. Appropriate documentation for active military duty must be provided to the Office of the Registrar and Vice President of Finance & Administration prior to any refund being processed.

THE WITHDRAW DATE

Students planning to withdraw need to start with the Assistant/Associate Dean. Institutional charges and financial aid will be adjusted once the withdrawal date has been determined. It is possible that the student who withdraws will still have an outstanding balance due to the University.

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.
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.

EDUCATIONAL EXPENSES

Baker University reserves the right to modify the following tuition and fee schedule at any time, and charges assessed per University policies.

BSN PROGRAM

Tuition

Full-time Tuition (12-18 credit hours)	$9,250 per semester
Part-time Tuition (less than 12 credit hours)	$596 per credit hour

Student Activity Fee

Full-time (12-18 credit hours)	$50 per semester
Part-time (less than 12 credit hours)	$30 per semester

Other Required Fees

Assessment Technologies Institute Testing (non-refundable)	$700-$1000 per semester
Skyscape (non-refundable) – 1st Level Only	$135
National Student Nurses Association Membership – 1st Level Only	$70
Educational Resources Fee – Full-time – 1st Level Only	$195
Educational Resources Fee – Full-time – 2nd, 3rd, and 4th Levels	$190 per semester
Educational Resources Fee – Part-time	$95 per semester
Liability Insurance	$15 per year
Exam Soft	$70 per year

Graduation Fees

Graduation Fee (includes cap and gown; paid at enrollment)	$125
NCLEX (Processing fee)	$200
Kansas State Board of Nursing (application fee)	$100-$125
Fingerprint/Background Check	$58
Transcript Fee (paid at enrollment)	$15
NCLEX Online Review (may be required)	$250-$350

NOTE: costs for nursing supplies and uniforms will be approximately $300 the first semester.

ACCELERATED BSN (ABSN) PROGRAM

Tuition

Tuition (12-18 credit hours)	$9,875 per semester

Other Required Fees

Assessment Technologies Institute Testing (non-refundable)	$700-$1000 per semester
Skyscape (non-refundable) – 1st Level Only	$135
National Student Nurses Association Membership – 1st Level Only	$70
Educational Resources Fee	$100 per semester
Liability Insurance	$15 per year

NOTE: costs for nursing supplies and uniforms will be approximately $300 the first semester.

Graduation Fees

Graduation Fee (includes cap and gown; paid at enrollment)	$125
NCLEX (Processing fee)	$200
Kansas State Board of Nursing (application fee)	$100-$125
Fingerprint/Background Check	$58
Transcript Fee (paid at enrollment)	$15
NCLEX Online Review (may be required)	$250-$350

POST LICENSURE PROGRAMS

Tuition

MSN Tuition	$495 per credit hour
ADN to MSN Bridge Courses Tuition*	$150 per credit hour
ADN to BSN Online Tuition	$230 per credit hour

*Applies only to the four bridge courses and the pathophysiology, pharmacology, or physical assessment courses, if required. Enrollment in other courses are at the MSN rate per credit hour.

Prior Learning Assessment Fees*

Submission Fee	$100
Transcription fee	$10 per credit hour

*Students will incur no more than the maximum charge of $500 for submission and transcription of Prior Learning Assessment credit.
Students admitted to ADN-BSN program may apply to receive 40 credit hours for one year working experience (1872) and passing NCLEX-RN through Prior Learning Assessment process.

Other Required Fees

Technology Fee	$45 per course
Liability Insurance Fee	$15 per year
Background check and drug screen**	$94
Graduation Fee	$125

** Fee paid by student to the third party company directly.

CHANGE IN MODALITY

Tuition and fees are not modified based on a change in modality. Therefore, no tuition refund or modified tuition schedule will be applied to a student's account upon or because of any change in the

modality of instruction (for example, in person to online). The refund schedule above will remain in place for students that opt to withdraw for any reason including a change in modality.

Once a drop has been processed, tuition will be refunded based on the guidelines above within 14 days. (See the Withdrawal subsections under the Academic Policies section of this catalog on and the Withdrawals and Refunds subsection under Financial Aid for more information.)

For students receiving financial aid, the refund is first repaid to the Title IV programs or VA educational benefits in accordance with existing federal regulations and institutional policy in effect at the date of withdrawal. If any additional refund is appropriate, the funds are repaid to the student upon written request. It is possible that a student who withdraws may have an outstanding balance due to Baker University.

Students who begin class with provisional admittance pending the completion of their admission file and who are subsequently denied admission are eligible for a refund of the full tuition amount for the course in which they are currently enrolled. Any tuition paid for a course previously completed by the student is not refundable.

Baker University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a **Chapter 31** or **Chapter 33** recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

FORCE MAJEURE EVENT

Baker University shall not be liable for any default or delay in the performance of its obligations to one or more students: (a) if and to the extent that such default or delay arises out of causes beyond its reasonable control, including defaults; delays or actions of one or more students (including students other than the student(s) affected by such Force Majeure Event); acts of God; acts of war (whether declared or not); acts, omissions or delays in acting by governmental authority; moratorium; epidemics or quarantine restrictions; other acts of public emergency; embargoes; insurrection; earthquakes; fires; tornadoes; cable cuts; floods; terrorism; civil commotions; riots; and strikes, lockouts or other labor disturbances (each, a "Force Majeure Event") and (b) if such default or delay cannot reasonably be circumvented by Baker University through the use of alternative sources, work-around plans or other means without additional cost or delay to Baker University. Upon the occurrence of any such Force Majeure Event, Baker University shall be excused from further performance or observance of the obligation(s) affected so long as such circumstances caused by the Force Majeure Event prevail.

FINANCIAL AID

QUALIFYING FOR FINANCIAL AID

Information on federal assistance is available through the Baker University Office of Financial Aid. The Free Application for Federal Student Aid (FAFSA) must be completed annually to determine eligibility for the applicable financial aid programs.

Baker University awards financial aid based on a student's financial need. Financial need is the cost of education minus the student aid index as determined by federal guidelines. The cost of attending Baker University is listed in the Educational Expenses section. The student's family contribution is derived from the financial figures as calculated on the FAFSA using a formula set by the Department of Education.

How to Apply for Financial Aid

Following is the process for applying for financial aid:

1. Apply early. A minimum of four weeks is recommended to assure that financial aid eligibility can be determined before classes begin.
2. Complete the Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/h/apply-for-aid/fafsa (Please print the confirmation page and keep for your records.) If you do not have an FSA ID, you must apply (or reapply) for one at https://studentaid.gov/fsa-id. The Baker University school code is 00190300.
3. MSN Students only - Complete Baker's Financial Aid application form at www.bakeru.edu/fa-app
4. MSN Students only - Complete Baker's Title IV authorization form at www.bakeru.edu/fa-titleiv
5. MSN Students only - Complete the entrance counseling and loan application online at www.studentaid.gov. Keep the confirmation pages for your records.
6. If requested, be prepared to submit additional income information to Baker University.

Once the above information has been received, the information will be processed and the applicant contacted if any additional information is needed. All records are held in strict confidence. No file is available for public use.

Aid Available to Undergraduate Students

- **Federal Pell Grants** - This program provides grants to undergraduate students which need not be repaid. Grants are awarded based on financial need as determined by the FAFSA.
- **Federal Supplemental Educational Opportunity Grants (FSEOG)** – Like the Pell Grant, this program provides additional need-based grant funds to low-income undergraduate students. Priority is given to students who are eligible for Pell Grants.
- **Federal Direct Subsidized Loans** are awarded based on financial need. These loans carry a fixed interest rate, and interest is not charged before repayment begins or during periods of deferment. The federal government "subsidizes" the interest during these times.
- **Federal Direct Unsubsidized Loans** are not awarded based on financial need. The interest rate is fixed; however, the loan is accruing interest from the time the loan is disbursed to the time the loan is repaid in full.
- **Federal Parent PLUS Loans** – These non-need, credit-based loans enable parents to borrow federally guaranteed funds with which to pay the education expenses of their children. Each child must be a dependent undergraduate student enrolled in college at least half time.

Aid Available to Graduate Students

- **Federal Direct Unsubsidized Loans** are not awarded based on financial need. The interest rate is fixed; however, the loan is accruing interest from the time the loan is disbursed to the time the loan is repaid in full.
- **Federal Graduate PLUS Loans** - These non-need, credit-based, federally backed student loans are guaranteed by the United States Government. The Grad PLUS loan is similar to a private student loan but with the benefit of having a fixed interest rate and federal guarantee. Students must first apply for the Federal Direct Loan. The Graduate PLUS Loan allows graduate students to borrow the total cost of their graduate education, less any other aid, and may be deferred while students are still in school.

Financial Aid Satisfactory Academic Progress (SAP)

This process is separate from the academic Satisfactory Academic Progress. Federal regulations require institutions to monitor both quantitative and qualitative progress towards a degree.

- Quantitative - student must be able to complete the degree program within 150% of the reported program length. In addition, the student must successfully complete 67% of the attempted hours in each payment period.
    - All transfer hours accepted by Baker University are considered when reviewing attempted hours.
    - All hours earned when not receiving financial aid count.
    - Undergraduate students who earn grades of F, I, W, WP, WF, NC, or AU will have the courses counted as attempted hours, but not completed hours.
    - Post licensure students who earn grades of D, F, I, IP, W, WP, WF, NC, or AU will have the courses counted as attempted hours, but not completed hours.
    - Repeating a course counts as attempted credit hours each time the course is repeated.
- Qualitative – student must maintain the minimum cumulative GPA for their specific program.
    - Minimum GPA for undergraduate students is 2.0.
    - Minimum GPA for graduate students is determined by degree, see Graduation Requirements section.

Undergraduate student's academic progress will be reviewed by the Office of Financial Aid annually in May. Graduate student's academic progress will be reviewed by the Office of Financial Aid after each payment period.

Undergraduate Students: If the student is not maintaining SAP, the student loses Title IV eligibility and will be placed on Financial Aid Suspension. Students who are placed on Financial Aid Suspension will receive written notification from the Financial Aid Office of their status. Such students will be offered the opportunity to appeal to the Financial Aid Advisory Committee for reinstatement of Title IV aid.

- Appeals can be made in some circumstances, such as medical problems, illness, or death of a family member.
- Appeal must be in writing.
- Student must explain why he/she failed to make SAP and what has changed to allow the student to make SAP by the end of the next semester.
- Appeals will be reviewed by the Financial Aid Advisory Committee, and the student will be informed of the decision within one week. Decision notifications will be sent to the student's Baker email.
- A student whose appeal is approved is placed on Financial Aid Probation. If the student is placed on Financial Aid Probation, the student can receive federal aid for an additional semester in order to meet satisfactory academic progress.
- If the student is not successful during the probation period, the student is placed back on Financial Aid Suspension at the end of this additional semester. The student can appeal the decision.
- If the second appeal is approved, the student will have one more semester of Title IV eligibility. If the student is not successful in meeting SAP standards at that point, the student will no longer be eligible for Title IV aid of any kind, including federal grants and loans.
- In order regain Title IV eligibility, the student must meet minimum SAP standards. The student may appeal for reinstatement of financial aid eligibility after completing a semester and meeting minimum GPA standards.

Graduate Students: Federal regulations allow an institution that monitors SAP every payment period to place a student on "Warning" for one more payment period if the student can reach minimum SAP standards by the end of the next payment period. The student can receive Title IV aid during this "Warning" payment period. If a student is not maintaining SAP after the "Warning" payment period has ended, the student loses Title IV eligibility. Such students will be offered the opportunity to

appeal the Financial Aid Advisory Committee for reinstatement of Title IV aid.

- Appeals can be made in some circumstances, such as medical problems, illness, death of a family member, relocation, or employment changes.
- Appeal must be in writing.
- Student must explain why he/she failed to make SAP, and what has changed to allow the student to make SAP by the end of the next payment period.
- Appeals are reviewed by the Financial Aid Advisory Committee. The student is informed of the decision within one week. Decision notifications are sent to the student's Baker email.
- If appeal is approved, the student has one more payment period of Title IV aid eligibility. If the student is not successful in meeting SAP standards, the student will no longer be eligible for Title IV aid of any kind, including grants and loans.
- In order to regain Title IV eligibility, the student must meet minimum SAP standards. The student may appeal for reinstatement of financial aid eligibility after completing a payment period and meeting GPA minimum standards.

Students might be filing two petitions, one to the Office of Registrar and a separate one to Financial Aid. The two petitions will not be evaluated by the same committee. It is possible for a student to be on Financial Aid Suspension and still be allowed to enroll at the University at the student's expense.

WITHDRAWALS AND REFUNDS

Current federal regulations require the **Return of Title IV Funds Policy** to be used for all students who receive any type of federal aid when calculating the aid a student can retain after withdrawing. This policy relates to Federal Pell, SEOG, and TEACH Grants as well as all federal loans.

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 payment period, a student "earns" aid in direct proportion to the length of time he or she remains enrolled. The percentage of time that the student remains enrolled determines the percentage of disbursable aid for that period. A student who remains enrolled beyond the 61% point of the payment period earns all aid for the period.

Students who plan to withdraw must submit written notification of withdrawal from a course or the program. Institutional charges and financial aid are adjusted once the withdrawal date is determined. For students receiving financial aid, the refund must first be repaid to the Title IV programs 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 may still have an outstanding balance due to the University. The withdrawal date is determined as follows:

- Official withdrawals: the later date of when the student began the institution's withdrawal process **OR** officially notified the institution of intent to withdraw.
- Unofficial withdrawals: If the student has to leave without notification because of circumstances beyond the student's control, the institution will use the documented last date of participation in an academic activity.

The percentage of the period that the student remained enrolled is calculated based on **number of countable days the student was enrolled**. This calculation is determined by dividing the number of days enrolled by the total days in the enrollment period. Calendar days are used, including weekends.

DISTRIBUTION OF UNEARNED AID

If a student has not earned all of the federal aid received to date at the point of withdrawal, funds are repaid in the following order:

1. Federal Unsubsidized Stafford Loan

2. Federal Subsidized Stafford Loan
3. Federal Grad PLUS Loan
4. Federal Parent PLUS Loan
5. Federal PELL Grant
6. Federal SEOG Grant
7. Federal Teach Grant

Unearned aid must be returned as soon as possible but no later than 45 days after determining the student has withdrawn.

POST-WITHDRAWAL DISBURSEMENT

A student that is determined to have received less Title IV aid than earned will be offered a post-withdrawal disbursement for the amount of earned aid that was not received. Any post-withdrawal disbursement made must meet required conditions for late disbursement.

DISBURSEMENT OF TITLE IV GRANT FUNDS

Post-withdrawal grant disbursements will be credited to a student's account for outstanding allowable current semester charges or refunded to the student if their balance is zero. The school is permitted to credit any Title IV grant funds to the student's account without the student's permission. The school will post any credit applying to current charges to the student's account. If the student has no current allowable charges, the disbursement must be made no later than 45 days of the school's determination the student withdrew.

DISBURSEMENT OF TITLE IV LOAN FUNDS

Post-withdrawal loan disbursements will be credited to a student's account for outstanding allowable current semester charges or paid directly to the student or parent for a Direct Parent PLUS Loan. Prior to making any disbursement, the student/parent must be notified in writing within 30 days of the school's determination the student withdrew. The letter must identify the type and amount of the funds. If loan funds are available, the school must explain the student/parent has the option to accept/decline all or part of the loan. The letter must also inform the student/parent a response must be received within 14 days of the date of notice. If the school does not receive a response, no further disbursement is made. If the request is denied due to a late response, the school will send the student/parent notification.

CREDIT BALANCE DUE TO RETURN OF FUNDS CALCULATION

The school must determine the correct Title IV credit balance, taking into account the results from both the Return to Title IV calculation and the institutional refund calculation. If after the Return to Title IV funds and the institutional refund calculations are applied to the student's account and a credit balance results, the credit balance will be disbursed as soon as possible but no later than 14 days after the date of the Return to Title IV calculation is performed.

OTHER FINANCIAL POLICIES

- Enrollment in the Nursing programs is contingent upon the following criteria. Students:
    - must pay in full by the due date set forth by the Business Office; OR
    - must have sufficient financial aid to cover all charges exclusive of work awards; OR
    - must have secured long-term financing or a combination of long-term financing and financial aid that will cover all charges at the University; OR
    - must have confirmation of a payment plan through the Business Office or a combination of a payment plan and financial aid that will cover all charges due the University (confirmation may include making the first deferred payment to Baker University)

- University policy does not permit students to pre-enroll or enroll if they owe in excess of $100 from a previous term unless approved prior arrangements have been made with the Business Office.
- Diplomas are not released until all accounts are paid in full and all loan obligations are current.
- Interest of 1% per month will be charged to all accounts with an outstanding balance.
- Failure to pay accounts due on a timely basis or after sufficient notice constitutes grounds for termination of services and administrative withdrawal of the student from the University.
- Students no longer attending Baker University and having an unpaid account balance will be required to make arrangement for payment with the Business Office. If the student owes Financial Aid repayment, the student will coordinate with the Office of Financial Aid. Failure to comply will result in the account being declared in default. Baker reserves the right to accelerate a defaulted account and demand immediate payment of the entire unpaid balance plus interest, late charges, and collection costs. Collection costs will be calculated up to 50% of the unpaid principal and accrued interest.
- After attempts to collect outstanding balances by the university, accounts in default may also be placed for collections with one of Baker's collection agencies and reported to a credit bureau.
- For students eligible for Chapter 31 or Chapter 33, Baker University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs. The rules stipulated in bullets 4 and 5 of this list will not apply to students covered in this bullet.

STUDENT AFFAIRS AND STUDENT SERVICES INFORMATION

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 the ADA Coordinator at SAS@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.

ANTI-HARASSMENT POLICY

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.

Any person having questions regarding Baker University's compliance with the regulations implementing Title VI, Title IX, section 504, Title II, or the Age Act is directed to contact the Dean of Students, Baker University, 618 Eighth Street, P.O. Box 65, Baldwin City, Kansas 66006-0065 (785-594-8311), who has been designated by Baker University to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, section 504, Title II, or the Age Act. Any person may also contact the Office of Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, 816-268-0500, OCR.KansasCity@ed.gov, regarding the institution's compliance with regulations implementing Title VI, Title IX, section 504, Title II, or the Age Act.

If any harassing conduct takes place, the offended individual is asked to immediately notify the Dean or designee so that appropriate action can be taken. The University does not tolerate retaliation of any kind against any individual who makes a good faith complaint about inappropriate conduct pursuant to this policy. Any action taken as a result of a violation of this policy is in accordance with University procedures.

For additional information see Baker University Website Ethics Policies, Compliance, and Reporting at www.bakeru.edu/compliance.

STUDENT COMPLAINT PROCESS AND POLICY

Concerns and complaints about any function of the university are ordinarily handled through the normal administrative chain. In accordance with the Higher Learning Commission Policy FDCR.A.10.030, Baker University has established a student complaint process. Information about individual established process may be found at https://www.bakeru.edu/student-complaint-process/.

STEPS FOR INITIATING A STUDENT COMPLAINT

When a student encounters a problem on campus or feels they have been treated unfairly, the student should first try to resolve the issue informally with the faculty member, staff member, or department directly involved. Many issues can be resolved by making an appointment with a faculty or staff member and calmly and honestly communicating the concerns.

1. If the informal resolution is unsuccessful or the student is unable, the student may choose to use one of the established processes for filing a complaint or pursuing an appeal.
    a) Academic Grievance
    b) Accounting and Financial
    c) Athletic Grievance
    d) Ethics and Compliance Reporting
    e) Personnel Issues
    f) Risk and Safety Matters
    g) Prohibited Harassment Complaints
    h) Sexual Misconduct Policy and Procedures
    i) Student Nonacademic Concerns
    j) Student Conduct Violations
    k) Student Academic Concerns (attendance, academic progress)
2. If a student is not satisfied after working informally or through an established process to resolve the concern, and resolution has not been achieved through one of the processes listed above, the student may file a formal student complaint. A formal student complaint is defined as follows:
    a) An issue that is not resolved or resolved satisfactorily through routine channels
    b) A nonroutine issue
3. A formal student complaint must contain the following elements:
    i. Identity attributed (not anonymous)
    ii. Actionable with an explicit call for action
    iii. Arising from any area on campus
    iv. Timely
    v. Formalized by submitting the student complaint form found at https://www.bakeru.edu/student-complaint-process/

BSN INFORMATION

COUNSELING

We have partnered with BHS as our Employee Assistance program (EAP) provider. Ensuring that you have access to timely and high-quality resources that help you be at your best is important to us. This program is free, highly confidential and is available 24/7 to all employees and students. Here are some of the available services:

- Master's level clinician for in-the-moment support and guidance when you need someone to talk to.
- Behavioral health resource navigation including short-term counseling support.
- Legal and financial experts
- Childcare and eldercare referrals
- Lifestyle management resources
- Monthly webinars

To connect with a Care Coordinator, call 800-327-2251 or visit the MyBHS portal at portal.bhsonline.com and enter username SVH.

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 will 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.

BSN DRUG AND 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.

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/Dean if available. The instructor is responsible for providing all documentation related to the incident.. The following are examples of some instances where further investigation may occur. Any student observed to behave in a manner that indicates the student may be under the influence or alcohol or drugs during classroom or clinical experiences.

1. Any student observed by an instructor to behave in a manner that indicates the student may be under the influence or 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.

PROCEDURE

1. The student will be advised and removed from the clinical site or classroom.
2. The student will be counseled by the instructor and/or Assistant Dean and will be required to submit to a drug and/or alcohol test at Employee Health or the SVH laboratory at the student's expense.
3. Refusal to submit to the drug and alcohol testing will result in dismissal from the program.
4. If the results of a drug and alcohol test are positive (at or above .04% blood alcohol level) the student may be dismissed from the program and referred to community resources.
5. Students will be restricted from the clinical setting until testing results are available.
6. LPN students with positive drug screens must be reported to KSBN.

INTERVENTION

The student will be advised and removed from the clinical site/classroom, that there is a reasonable basis to believe that he/she is under the influence of drugs and/or alcohol. The student will be counseled by

the instructor and/or the Assistant Dean and will be required to submit to a drug/alcohol test at the SVH laboratory or through Employee Health. The options for the student are to; submit to the tests or if the student refuses to submit, he/she may be dismissed from the nursing program. The student must sign the Employee Consent/Refusal Form for the Drug and Alcohol Testing. If the results of a drug and/or alcohol test are positive, (at or above a .04% blood alcohol level) the student may be dismissed from the program and referred to the Employee Assistance Program.

BSN Career Development

Students will be notified of local career fairs by the Student Admissions/Progressions Coordinator. 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.

BSN Student Participation Opportunities

Students have the opportunity to participate in several different clubs. Below are a list of the clubs/organizations that Baker School of Nursing has to offer.

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 may be elected at the beginning of the semester. The officers represent the entire student body as it conducts special projects as well as professional and recreational activities. Student representatives must be enrolled as a full-time student. The Student Admissions/Progression Coordinator and one faculty member serve as the sponsors.

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. Student representatives must be enrolled as a full-time student.

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.

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. Students can apply to be a subject specific tutor, after the completion of first level. The Program Manager will consult with faculty in the selection of subject specific tutors. 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 minimum of a 3.0 nursing GPA throughout 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.

ETA KAPPA AT-LARGE CHAPTER SIGMA THETA TAU INTERNATIONAL

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 year. Inductions take place twice a year.

A student who is brought to Student Affairs for professional behavior issues and receives consequences from the committee or exhibits unprofessional behavior, will not be allowed to hold club leadership positions. The student will no longer be a member of Student Senate, be a Tutorial Scholar or remain an Ambassador. The student will not be eligible for faculty selected awards.

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.

POST LICENSURE INFORMATION

POST LICENSURE DRUG 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 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.

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.

1. The reasonable suspicion for requiring a student to take a test shall be observed by the preceptor and Assistant Dean/Associate Dean/Dean if available. The preceptor is responsible for providing all documentation related to the incident. An example list of indicators (not all-inclusive) of impairment due to drugs or alcohol is attached to the end of this policy.
2. Any student observed by a faculty or preceptor to behave in a manner that indicates the student may be under the influence of alcohol or drugs during classroom or clinical experiences. This includes the odor of alcohol.
3. Any other occurrence in which a preceptor has a reasonable basis to believe that a student is using drugs or is under the influence of drugs or alcohol during clinical experiences. Physical evidence of drug use by the student or possession of drug paraphernalia. Documented deterioration in the student's clinical performance that could be attributed to drug use.

PROCEDURE

1. The student will be advised and then removed from the clinical site, if there is reasonable basis to believe that he/she is under the influence of drugs or alcohol during clinical experience. Then the student will be counseled by the preceptor and/or Associate Dean and will be required to submit to a drug and/or alcohol test at a designated laboratory.
2. Cost of drug testing will be the student's responsibility.
3. Refusal to submit to drug and alcohol testing will result in dismissal from the program.
4. If the results of a drug or alcohol test are positive the student may be dismissed from the program and referred to community resources.
5. Students will be restricted from the clinical setting until testing results are available.
6. RN students will be reported to their respective Board of Nursing.

List of examples possibly indicating impairment due to drug or alcohol ingestion.
Observable signs might include, but not be limited to:

- Slurred speech
- Odor of alcohol on breath or person
- Unsteady gait
- Disorientated or confused behavior
- Significant changes in work habits
- Hallucinations
- Unexplained accident or injury
- Other clinical observations consistent with impairment
- Sloppy, inappropriate clothing and/or appearance
- Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements
- Excessive sick leave, excessive lateness when reporting for class or clinical experience or returning from lunch or break, frequent unscheduled short term absences
- Work takes more time to produce, missed deadlines, careless mistakes
- Unable to concentrate or distracts easily
- Inconsistent behavior or mood swings

POST LICENSURE STUDENT PARTICIPATION OPPORTUNITIES

STUDENT REPRESENTATION ON GRADUATE NURSE EDUCATION COMMITTEE

Students are invited to participate to represent the graduate student body on the Graduate Nurse Education Committee (GNEC). Students can attend virtually or in-person. Once the minutes are approved, all students can read in the SON Online Resource Hub course on Moodle.

ETA KAPPA AT-LARGE CHAPTER SIGMA THETA TAU INTERNATIONAL

Eta Kappa at-Large, a chapter of Sigma Theta Tau International Honor Society of Nursing, is a collaborative effort among Baker University, Washburn University, and Emporia State University Schools of Nursing. The purpose of Sigma Theta Tau International is to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Inductions take place twice a year.

ACADEMIC INFORMATION

ACADEMIC ADVISING

BSN STUDENTS

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 provide assistance with study habits and organization issues.

POST LICENSURE STUDENTS

Each student will be assigned a graduate faculty advisor upon admission to the graduate program. 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.

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 check their email account daily 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.

Texting or calling faculty after office hours (1700) should be limited to urgent or emergency issues that can't be delayed until the next business day. Email communication is highly encouraged for non-urgent questions or concerns. Please allow 24 business hours for an email response.

STUDENT RESOURCES

CAREER SERVICES

The Career Services Office, located in Long Student Center on the Baldwin City campus, assists students with career planning and job searches. Information on resume and cover letter writing, job search resources and websites, and interviewing are available at www.bakeru.edu/career-services. Instructions for helpful career assessments are available there as well.

LIBRARY SERVICES AND RESOURCES

Baker University offers access to a wide assortment of resources and services to support student research endeavors. As the portal to this wealth of knowledge, the library homepage (https://lib.bakeru.edu/home) provides tools to search the library's physical and electronic collections, as well as resources held by libraries around the world. Some resources and services require you to log in using Access Baker credentials, which are the same as the Moodle credentials provided at the beginning of the program. Both tangible resources from the library collection and from libraries around the world can be requested using the interlibrary loan service. While the library pays postage fees to mail tangible materials to a student, the student is responsible for fees to send the resource back to the library by the due date.

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.

The library staff is also available to help Baker students with their research needs and can be contacted by phone, email, or by setting up a reference consultation via Zoom. Subject guides and video tutorials are also available on the library website for additional support.

LEARNING MANAGEMENT SYSTEM (LMS)

Students access Moodle as a learning management system (LMS) to enhance electronic communication of their course syllabi, class assignments, links to websites, and other learning activities. Once an account is created, log into: https://my.bakeru.edu;

- Choose Student Portal Homepage
- Log into the portal account using username and password
- Click on Moodle to access courses (may take more than one click)

For assistance, contact 1-800-873-4282 X 4544 or email helpdesk@bakeru.edu.

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 Moodle or view other functions. To access and create the 'My Baker' account, go to http://www.bakeru.edu/portal-help. The username for the portal must be the student's full email address. Once an account is created, students may login at http://my.bakeru.edu and view information such as grades, schedule, online registration, as well as recover their password without needing to contact anyone on staff. However, help is available through the BU Help Desk at 1-800-873-4282 ex. 4544 or email helpdesk@bakeru.edu.

ACADEMIC POLICIES AND REQUIREMENTS

It is the responsibility of each student to be aware of academic policies in the Baker University School of Nursing Catalog and Student Handbook. Each semester the handbook is updated, revised, and posted on Baker Anatomy.

ACADEMIC RECORDS

TRANSCRIPTS

Academic transcripts are maintained by the Office of the Registrar. The transcript request form is available online at www.bakeru.edu/records. Student requests for copies of transcripts must be made in writing and contain the signature of the student.

There is a processing fee for each transcript requested. The fee payment instructions are noted on the transcript request form. Transcripts are not released unless all tuition and fees have been paid. Normal processing time for transcript requests is three to four business days after receipt. During peak request times the processing of requests may take longer.

A student may obtain an unofficial copy of their transcript through the student portal located on the Baker website at https://my.bakeru.edu.

GRADE ACCESS

Grades are available online via the student portal at https://my.bakeru.edu upon submission by the course instructor. Instructors have a maximum of eight days to enter grades following the last class session. Questions regarding when course grades will be available should be directed to the instructor of the course.

Students can print individual grade reports from the student portal. If more comprehensive information is required for tuition reimbursement or other purposes, an unofficial transcript may be printed from the student portal.

HOLDS

Holds will be placed on a current or former student's record for failure to meet financial or other University obligations, or to help manage some aspect of a student's record. Holds may affect access to and the release of academic records (grades, transcript, or diploma).

Students are informed of holds via the student portal at https://my.bakeru.edu. Questions or attempts to resolve issues and remove a hold must be directed to the department responsible for the hold.

CHANGE OF ADDRESS/TELEPHONE

Students are responsible for maintaining accurate contact information with the University. Changes to contact information (address, telephone numbers) should be made online through the student's portal account at https://my.bakeru.edu.

CHANGE OF NAME

Official documentation must be provided for a name change. A copy of a Social Security card AND driver's license or state identification card showing the new name is required. The Name Change form is available on the Baker website at www.bakeru.edu/records. Students who are receiving financial aid must also provide the Office of Financial Aid with a copy of their Social Security card showing the name change.

DEFERMENTS, ENROLLMENT VERIFICATIONS, AND CERTIFICATIONS

The Office of the Registrar is responsible for reporting academic record information to third parties. In-school loan deferments and verification of enrollment/school status are the most common requests. Normal processing time is four to five business days from the time of receipt of the request, or from the validation of course attendance; whichever is later. Requests must be made in writing via fax to 785-594-4521 or email to records@bakeru.edu. Degree and enrollment verifications are processed through a third-party vendor, the National Student Clearinghouse (www.studentclearinghouse.org).

VETERANS ADMINISTRATION EDUCATION BENEFITS

Baker University is deemed a military-friendly institution. Any veteran who wishes to apply for Veterans Administration (VA) education benefits should contact the Baker University VA Certifying Official at 913-344-1256 or academicrecords@bakeru.edu for assistance. The Certifying Official can provide details about the application process and VA points of contact. Because a reduction in course load may result in a reduction of benefits, any change in enrollment should promptly be reported to the VA Certifying Official. Failure to do so may result in indebtedness to the Department of Veterans Affairs. Due to the nature of the SON programs, advance pay is not allowed. Students are encouraged to visit the Veterans page of the Baker website for extensive information.

CANDIDACY FOR GRADUATION

For the BSN degree, a minimum of 120 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.

For the graduate MSN degree a minimum of 32 credit hours in courses labeled 500 or above is required for graduation with a cumulative GPA of 3.0 or above for the program of study. No more than two courses with a grade of C are allowed. A minimum of 26 credit hours must be completed at Baker University School of Nursing.

For the ADN to BSN degree, a minimum of 30 credit hours in courses numbered 400 or above is required for graduation with a cumulative GPA of 3.0 or above for the program of study. No more than two courses with a grade of C are allowed. A minimum of 30 credit hours must be completed at Baker University School of Nursing.

FILING THE INTENT TO GRADUATE FORM

Students cannot graduate without first officially filing the Intent to Graduate Form. All degree candidates must submit an Intent to Graduate Form with the associated fee (unless already paid as part of the student's program fee) in order to graduate. The graduation fee includes cap and gown costs and must be paid whether or not the student plans to participate in commencement.

Degree candidates must submit the Intent to Graduate Form during enrollment for the final semester in order to become a candidate for graduation. The deadline for submission of the Intent to Graduate form is March 1 for participation in the May Commencement Ceremony. All requirements for graduation, including any necessary petitions or other documentation, must be received by the Office of the Registrar in order for the degree to be conferred.

DEGREE CONFERRAL AND DIPLOMA

The degree conferral is posted to the student's official transcript upon successful completion of final degree requirements, filing the Intent to Graduate form, and upon validation by the Office of the Registrar that all degree requirements have been met. Diplomas are printed multiple times throughout the

year and reflect the degree conferral date posted to the transcript. Students with outstanding financial obligations to the University will not receive their diploma or official transcript until all obligations have been satisfied.

PARTICIPATION IN COMMENCEMENT

Students who participate in the May commencement ceremony must complete or be scheduled to complete final degree requirements by the following August 31st. Participation in commencement is not required, but encouraged.

Students are allowed to participate in only one commencement ceremony per degree awarded. The graduation fee is assessed only once per degree awarded.

CREDIT HOUR DEFINITION

Baker University subscribes to the federal definition of the credit hour: "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester […] hour of credit […]; or
2. At least an equivalent amount of work as required in paragraph 1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, distance learning and other academic work leading to the award of credit hours."

A class hour at Baker University is typically 50 minutes.

GRADING SCALE AND COMPUTATION

GRADING SCALE

The following SON grading scale is utilized for all graded assignments:

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

GRADE COMPUTATION

With the exception of 4th Level students in some situations, final course grades are not rounded. 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.

ACADEMIC MISCONDUCT

Baker University is committed to academic integrity in the performance of scholarly work. Academic integrity is the honest acknowledgement of ideas, words, data, written work, and solutions. All work submitted by Baker University students must represent their original work. All forms of student dishonesty constitute academic misconduct.

Consequences of academic misconduct may include, but are not limited to, a zero or failing grade for a paper, a failing grade for a course, or dismissal/expulsion from the University. Any form of academic misconduct which results in administrative or academic withdrawal or dismissal/expulsion is noted on

the student's transcript. Baker University seeks to ensure that both instructor and student are protected from unfair accusations or actions in cases of academic misconduct.

ACADEMIC MISCONDUCT STANDARDS AND DEFINITIONS

- Plagiarism includes presenting as one's own efforts the work of someone else without proper acknowledgement of that source. Exact copying is to be enclosed in quotation marks with an appropriate indication of its origin. Paraphrasing includes synthesis of ideas expressed in the student's own words. The failure to acknowledge unique, unusual, or new ideas or facts not the product of the student's own investigation or creativity is plagiarism. When in doubt on a particular matter, it is the student's responsibility to seek guidance from the instructor of the course.
- Cheating includes the use of aids or assistance not allowed in the quiz or testing procedure. Using notes, charts, books, and electronic devices not specifically allowed by the examiner during a test or examination constitutes cheating. Visually or verbally receiving or giving information about or during the test not specifically allowed by the examiner is a form of assistance designated as cheating.
- Counterfeit work includes work turned in as one's own that was created, researched, or produced by someone else. Turning in a report of another's research, submitting joint projects as if they were solely one's own or having produced such work for another are all forms of counterfeit work that are unacceptable.
- Theft, use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course constitutes academic misconduct.
- Falsification of data or creation of false data by students in theory, research, or clinical activities/assignments is considered academic misconduct.
- Falsification of academic records by knowingly and improperly changing grades on transcripts, grade sheets, class work reports, tests, and projects constitutes academic misconduct.
- Unauthorized reuse of work or the turning in of the same work to more than one class without approval from instructors involved constitutes academic misconduct.

Any student who has knowledge of academic misconduct in the classroom or clinical settings has a responsibility to notify a faculty member or the Assistant Dean.

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/clinical setting. Students demonstrating unprofessional conduct/academic dishonesty will be reviewed by the Student Affairs Committee and may result in disciplinary action. Consequences of academic misconduct may include, but are not limited to, no credit for the assignment, quiz or test, lowering of a course grade, failure to pass the course, or dismissal from the program with no eligibility for readmission.

PROFESSIONAL CODE OF CONDUCT/ACADEMIC INTEGRITY POLICY

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 statements are examples for reference, but are not an all-inclusive list of professional student conduct within the program.

1. Be prepared for class and clinical, be respectful, and engaged in the classroom setting. This level of behavior will be exhibited by:
    - Remain awake and alert

- Arrive on time and remain for the duration of class
- Respectfully interact with others
- Refrain from side conversations during class
- Refrain from use of cell phones/texting unless it's part of a class activity
- 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. Refrain from performing any technique or procedure for which the student has not been adequately trained. Report to faculty immediately any observed risks to clients, potential or actual, posed by the environment, staff or students.
4. 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.
5. Communicate client care in a truthful, timely and accurate manner. Provide truthful responses in all situations and interactions. Refrain from inaccurately recording, falsifying or altering any record of a patient or agency.
6. 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 in both the classroom and clinical setting.
7. Advocate for the rights of all clients. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs. Refuse to engage in or condone, discrimination based on race, gender identification, age, citizenship, religion, national origin, sexual orientation, or disability.
8. 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.
9. Complete own work and research unless collaboration on an assignment is authorized by the instructor. Site and reference the use of all materials and sources. Refrain from providing copies of assignments/clinical preps or sharing specific information about quizzes, exams and simulation scenario with other students. Refrain from any form of cheating or dishonesty, and take action to report such behavior to the faculty member or Assistant Dean.
10. 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.
11. Represent self and nursing program in a professional manner in public settings and venues (i.e. social internet sites and community). 0 This includes verbal/written communication, dress, and behavior. (For more information see Social Media Policy)

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.

ENROLLMENT AND SCHEDULING POLICIES

It is the student's responsibility to confirm how schedule changes will impact their financial assistance, including but not limited to financial aid, tuition reimbursement, and military benefits.

No requests to add courses are accepted without the student's signature or confirmation from the baker.edu email address.

BSN STUDENTS

BSN Students are automatically enrolled into required courses.

POST LICENSURE STUDENTS

Enrollment in nursing courses should occur in collaboration with the academic advisor and review of the POS. Registration is not available in nursing courses after classes are one (1) week into the semester.

MSN STUDENTS

Students engaged in project work must be continuously enrolled every term including the summer session until the project is completed. The Graduate Project must be completed within two (2) semesters with no option for additional enrollment. "In Progress" (IP) will be assigned at the end of the semester if the project is incomplete. A Pass/Fail grade will be assigned at project completion.

For each fall/spring semester, the maximum credit load for graduate students is nine (9) graduate credit hours. For the summer session, the maximum credit load is six (6) credit hours. Permission from the Graduate Nursing Education Committee is required for any student to take more than the maximum load.

ADN TO BSN STUDENTS

For each eight-week term, the maximum credit load for ADN to BSN students is twelve (12) credit hours. Permission from the Graduate Nursing Education Committee is required for any student to take more than the maximum load.

DROPPING AND WITHDRAWING FROM COURSES

A student who desires to make any change to his/her course enrollment must contact an academic advisor for assistance. Changes may include, but are not limited to rescheduling of an individual course, withdrawal from a course or program, or requesting a program change. Note: students repeating a course incur additional tuition expense for the course and possibly some additional materials expense.

- Students may drop/withdraw from courses by submitting a written request. The written request must contain the student's original signature or be sent through the student's Baker email account. Change of Enrollment forms are available from the nursing office.
- Courses may be dropped from the course schedule up until the "Drop Deadline" indicated on the SON Calendar. Courses dropped during this period do not appear on the transcript.
    - Dropped courses are calculated in financial aid and are considered a withdrawal in terms of the BSN dismissal policy. Please note an earlier withdrawal deadline for 4th level students
- Courses may also be dropped up until the "Withdrawal Deadline" indicated on the calendar. Courses dropped during this withdrawal period are posted on the student's transcript along with a designation of "W."
- Courses may not be dropped after the "Withdrawal Deadline" listed on the SON calendar (except for NU 497L).

- All drop/withdrawals will be subject to the refund policies in effect at the time of the drop/withdrawal. Students are responsible for impacts that schedule changes may have to their current financial aid awards.

PREREQUISITES

Students must meet the prerequisites for any course that designates prerequisites before they can officially enroll in that course. In general, a student for whom a prerequisite has been waived may not subsequently enroll for credit in any course satisfying that prerequisite.

ONLINE COURSES

Asynchronous online courses are those where students interact with the course material through a defined period of time. Hybrid online courses are those where students may join a synchronous session and work asynchronously on activities to achieve course requirements. The class session for these courses is a seven-day timeframe of instructional time (typically Monday 12:00 am – Sunday 11:59 pm Central Standard Time).

- Asynchronous online courses are developed using curriculum designed by faculty who are considered subject matter experts. Occasional synchronous experiences may be a required part of the course.
- Online learning takes place using Moodle, Baker University's learning management system (LMS), to create an online classroom setting in which instructors and students interact.
- Online courses are scheduled in consultation with the Associate Dean.

ONLINE LEARNING

Baker University Graduate School of Nursing offers the Associate Degree in Nursing (ADN) to Bachelor Science in Nursing (BSN), Master of Science in Nursing (MSN), ADN to MSN degree programs degree programs online for the professional nurse. We recognize that time constraints, work schedules and geographical restraints are conflicting elements to advancing one's education. Online learning at Baker University closely aligns with the MSN mission to meet the lifelong learning needs of nontraditional students. Baker University is committed to growth and finding innovative ways to extend quality educational opportunities to working professional adults.

UNIVERSITY WITHDRAW

A student who finds it necessary to withdraw from the nursing program must submit written notification by filing the appropriate form and/or sending an email from the university email address. Withdrawal request forms are available from the nursing office and must include all required signatures. The official withdrawal date will be the latter date of when the student began the official withdrawal process or officially notified the institution of intent to withdraw. The last date the student attended a class session is the date used to determine if any tuition refund is due.

University Withdrawals will be subject to the refund policies in effect at the time of the withdrawal.

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.

POST LICENSURE STUDENTS

The Dean and Associate Dean, in consultation with Graduate Nursing Education Committee, have the authority to dismiss a student without notice or refuse readmission of a student if circumstances of academic, legal, behavioral, or professional nature justify such action.

WITHDRAW DATE DETERMINATION

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.

BSN POLICIES

BSN ACADEMIC STANDING

All students are expected to meet the academic performance requirements of Baker University during enrollment. Academic Standing is reviewed following the completion of the Spring, Summer, and Fall semesters/Parent Terms.

PROGRESSION REQUIREMENTS

1. Once students are admitted to the SON, they must take all nursing courses at the SON in the sequence they are offered in the curriculum. 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", "F", "I" or "W" in theory or clinical course, the student may not progress to the next level until all of the theory and clinical courses are successfully completed for that level.
    b) Criteria for repeating a course is outlined in the Academic Warning and Dismissal Section.
    c) Fourth Level students must successfully complete 4th Level theory and clinical courses prior to taking NU 497L, the Capstone Clinical Experience course.
    d) See policy for progression related to ATI testing.
2. Students enrolled in a clinical course must have successfully completed the related theory course or be concurrently enrolled. A second withdrawal in a subsequent semester will result in dismissal from the program at the end of the semester.
3. Clinical competency must be demonstrated prior to student participating in a clinical course for any student who was not enrolled in a clinical course for the previous semester or is transferring into the School of Nursing from another nursing program. The student must complete virtual simulations, practice dosage calculations, and utilize open lab sessions throughout the semester to prepare for the skills check-off before the end of the semester in which the student is repeating a course.
4. Accelerated BSN students are required to successfully pass all courses in each level to progress and continue in the program. If a withdrawal or failure occurs they can move to the traditional in-person BSN 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 from a course, the student will be placed on academic warning.
2. First level students may withdraw from class/classes within the first 6 weeks with no progression penalty. Second, third and fourth level students that withdrawal from any class(es) may or may not

receive a "W" on their transcript (see withdrawal dates on the academic calendar). The withdrawal will affect your progression within the program.

3. An agreement will be issued to students repeating a course(s). The purpose of the agreement is to promote clinical/theory competency for success in subsequent semesters. A copy of the agreement will be given to the faculty involved.
4. The following occurrences will result in academic dismissal from the program:
5. A student receiving a second final course grade of "D" or "F" in the same or a subsequent semester.
    a) A student with a second withdrawal in a subsequent semester.
    b) A student receiving any combination of a withdrawal and final course grade of "D" or "F" in the same or any subsequent semester.
    c) Fourth Level students who meet a, b, or c may petition the Student Affairs Committee for readmission and repeat the failed course if:
    d) The 4th Level final course grade is 76.5% or greater.
    e) Attended all of their Tools For Success appointments and class review sessions.
    f) The student has only failed the course, to be repeated, once.
6. The Student Affairs Committee reserves the right to dismiss a student whose behavior violates the professional code of conduct as defined in the SON Catalog and Student Handbook. Students dismissed for unprofessional behavior are not eligible for readmission.
7. Any student dismissed from the program will receive a letter from the Assistant Dean.

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 12 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	120

ACADEMIC CONCERNS

A student who has a concern about a course, assignment 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. The student or faculty member may then forward the concern to the Assistant Dean for further review and resolution of the concern.

ASSIGNMENT GRADE APPEAL

If a student believes there has been an error in computation or transcription of an assignment grade, or does not agree with the assignment 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.
3. If the student and instructor are not able to resolve the grade in question, the student may appeal to the Assistant Dean for further guidance.
4. The Assistant Dean has the final ruling.
5. If the student believes the assignment grade contributed to an overall failing grade in the course, the student can refer to 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 five 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:

- Failing final course grades. (Concerns for assignment grades should be addressed with the faculty member)
- Dismissal from the program
- Denial of admission to the program

For grievances held at the end of a semester, students will need to submit documentations within five business days. Grievances will be held as soon as possible.

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 full time faculty members will hear the grievance within five business days from the time the grievance was filed. The student will select one full time faculty member, and the Assistant Dean will appoint three full time faculty members, in consultation with the Student Affairs Chair. The composition of the hearing board shall reflect a reasonable attempt to avoid bias or conflict. If the grievance involves a clinical issue, all four full time faculty members must teach a clinical course. The Student Affairs Chair will conduct the hearing, and the Assistant Dean will oversee the procedure; neither will have voting privileges. The Dean will only attend at the student's request and will not be a voting member. Votes will be counted by the Assistant Dean and the Student Affairs Chair. A majority vote of the four full time faculty members determines the hearing outcome. The Chair will only vote in the case of a tie.
5. The grievance hearing is an internal process allowing only the student and faculty to be present. 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 to the student.
7. If the final decision of the hearing board is not acceptable to the student, they may provide a written final appeal to the Dean within three business days. After reviewing all information, the Dean will notify the student, and any involved faculty of the final decision within five business days. The Dean's decision in the School of Nursing formally ends the grievance process with a letter of the outcome.

POST LICENSURE POLICIES

POST LICENSURE ACADEMIC STANDING

All students are expected to meet the academic performance requirements of Baker University during enrollment. Academic Standing is reviewed following the completion of the Spring, Summer, and Fall semesters/Parent Terms.

PROGRESSION IN GOOD ACADEMIC STANDING

After admission to the nursing program, students must take all courses toward the online BSN or MSN degree at Baker University. An unencumbered nursing license must be maintained while a graduate student at Baker University.

A cumulative GPA of 3.0 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. Grades are subject to review by the Graduate Nursing Education Committee. If the academic average falls below 3.0 the student will be placed on probation.

ACADEMIC PROBATION

All students who have a GPA below 3.0 will be placed on academic probation. A student who receives a grade of F in any course may be subject to dismissal from the nursing program. For students on probation, future registrations must be reviewed and approved by the Graduate Nursing Education Committee.

Students who receive a grade of less than B may be required to repeat the course. A grade of D must be repeated. Students will be allowed to repeat a course only once. Only two (2) grades of C will be allowed regardless if the course is repeated. Only two (2) courses in the nursing program may be repeated; and only two (2) course drops and/or withdrawals may occur.

READMISSION FOLLOWING DISMISSAL/WITHDRAW

A student who has been enrolled in the Nursing Graduate program and has withdrawn or been dismissed for academic and/or non-academic reasons, may apply for readmission providing he/she had a cumulative nursing GPA of at least a 3.0, including most recent semester in which course(s) was taken.

PROCEDURE FOR READMISSION

1. Initiate the readmission procedure the semester preceding requested enrollment.
2. Submit to the Associate Dean a written request for readmission.
    - For academic reasons for withdrawal or dismissal include:
    - a written plan for improvement which reflects the previous reason for failure or withdrawal
    - a plan for successful progression letter from the involved faculty member(s)
    - For non-academic reasons for having withdrawn from the program, include the reason for the withdrawal and a plan for successful completion.
3. The Associate Dean will present the readmission request to the Graduate Nursing Education Committee. A readmission interview may be requested.
4. The student will be notified of the committee's decision within 10 academic days of receiving the written request.
5. Students may be readmitted on a course available basis.

GRIEVANCE POLICY

CONDUCT GRIEVANCE

Disciplinary hearings at Baker University School of Nursing are hearings to arrive at decisions regarding student behavior. These decisions affect the involved students and their relationship with the SON. The administration of discipline is an educational process and the procedures will be determined by educators. Such procedures will give cognizance to the test of fairness, justice, truth, and the requirements of due process.

ACADEMIC GRIEVANCE

If a student deems it appropriate to appeal an academic decision (defined as final grade, probation from an academic program, dismissal from an academic program, or academic integrity decision), the steps listed below must be followed. Individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member's judgment is final unless compelling evidence is presented.

GRIEVANCE PROCEDURE

1. Communicate with the professor concerned and seek to resolve the situation. This communication must occur within seven (7) business days of the occurrence that prompted the complaint. A description of the incident and desired outcome must be put in writing by the student and presented to the professor. Resolution of the complaint must be made in writing and a copy given to both parties.
2. In the event the resolution proposed is unacceptable to the student, an appeal may be made in writing to the Associate Dean within three (3) business days of communicating with the professor. The written appeal must specify both the complaint and why the resolution proposed is unsatisfactory. The Associate Dean will convene three members of the Graduate Nursing Education Committee within seven (7) business days to hear the grievance. The Associate Dean's role is to facilitate the hearing and is a non-voting member.
3. Should the final decision of the Graduate Nursing Education Committee be unacceptable to the student, he/she may provide a written appeal to the SON Dean within three (3) business days. After reviewing all information, the Dean will notify the student and any involved faculty of the final decision within seven (7) business days. The Dean's decision formally ends the grievance process.

POST LICENSURE DEGREE COMPLETION TIMEFRAME

- Requirement for the ADN to BSN degree must be completed within four (4) years from the student's initial semester of course work.
- Requirements for the MSN degree must be completed within six (6) years from the student's initial semester of course work.
- Requirements for the ADN to MSN degree must be completed within eight (8) years from the student's initial semester of course work.

Exception may be made by the Associate Dean if the student's Academic Policies and Requirements situation demonstrates circumstances beyond his/her control.

ACADEMIC PROGRAMS
BACHELOR OF SCIENCE IN NURSING (BSN)

PREREQUISITE GENERAL EDUCATION REQUIREMENTS

These prerequisites 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 or equivalent	**3 hours**
English II or equivalent	**3 hours**
Humanities/Fine Arts/ Religion/Social Sciences	**9 hours**

(no more than 6 credit 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. A total of 58 college credit hours are needed prior to starting the nursing program.

BSN PROGRAM OF STUDY

Any transfer nursing credits must be approved prior to admission. Transfer courses must have a final course grade of "C" or better and be taken within one year of scheduled nursing course. Requests need to be submitted to the Admissions and Progressions Coordinator.

JUNIOR

FIRST LEVEL	THEORY	CLINICAL
NU 304 Pharmacology I	1.5	
NU 305 Pathophysiology*	4	
NU 322/322L Foundations of Nursing	5	3
NU 330 Health Assessment across the Lifespan	3	
Semester Total	16.5	
NU 323 LPN Bridge**	4	

*To be accepted as a transfer course the class must be a 300 level or above and 4 credit hours.
**The Bridge course is required for LPN students in place of NU 322/322L.

SECOND LEVEL	**THEORY**	**CLINICAL**
NU 381 Pharmacology II……...…	2	
NU 375/NU 375L Nursing of Childbearing Families……	3…….	1.5
NU 382/NU 382L Nursing of Adults I……..……	3…….	1.5
NU 393/NU 393L Nursing of Persons with Mental Health Alterations…….....3…….		1
Semester Total = 15		

SENIOR

THIRD LEVEL	**THEORY**	**CLINICAL**
NU 412 Research, EBP and Informatics..……..……..	4	
NU 413/NU 413L Nursing of Adults II……..……...3…….		1.5
NU 414/NU 414L Nursing of Communities……...……3…….		1
NU 425/NU 425L Nursing of Children…….…….....3…….		1.5
Semester Total = 17		

FOURTH LEVEL	**THEORY**	**CLINICAL**
NU 476 Leadership and Management in Professional Nursing……..3		
NU 485 Nursing of Adults III……..……..3		
NU 484 Transition to Professional Practice..…….…..…..…..2		
NU 491L Professional Clinical Nursing Practicum..……..…….…..…….2.5		
NU 497L Capstone Clinical Experience …….…….....……..3		
Semester Total = 13.5		

TOTAL NURSING CREDIT HOURS	**62**
TOTAL BSN DEGREE CREDIT HOURS	**120**

Note: 120 credit hours are required for graduation, 62 of which come from nursing courses.

ACCELERATED BSN PROGRAM OF STUDY

Any transfer nursing credits must be approved prior to admission. Transfer courses must have a final course grade of "C" or better and be taken within one year of scheduled nursing course. Requests need to be submitted to the Admissions and Progressions Coordinator.

JUNIOR

FIRST LEVEL	THEORY	CLINICAL
NU 301 Pharmacology I	1	
NU 305 Pathophysiology*	4	
NU 322/322AL Foundations of Nursing	5	1.5
NU 330 Health Assessment across the Lifespan	3	
Semester Total = 14.5		

SECOND LEVEL	THEORY	CLINICAL
NU 375 Nursing of Childbearing Families	3	
NU 381 Pharmacology II	2	
NU 383 Nursing of Adults I	5	
NU 393 Nursing of Persons with Mental Health Alterations	3	
NU 384L Integrated Clinical for Level II		3
Semester Total = 16		

SENIOR

THIRD LEVEL	THEORY	CLINICAL
NU 414 Nursing of Communities	3	
NU 418 Research, EBP and Informatics	3.5	
NU 419 Nursing of Adults II	5	
NU 425 Nursing of Children	3	
NU 421L Integrated Clinical for Level III		3
Semester Total = 17.5		

FOURTH LEVEL	THEORY	CLINICAL
NU 476 Leadership and Management in Professional Nursing	3	
NU 485 Nursing of Adults III	3	
NU 484 Transition to Professional Practice		2
NU 489L Professional Clinical Nursing Practicum		2
NU 498L Capstone Clinical Experience		4
Semester Total = 14		

TOTAL NURSING CREDIT HOURS	**62**
TOTAL BSN DEGREE CREDIT HOURS	**120**

Note: 120 credit hours are required for graduation, 62 of which come from nursing courses.

ADN TO BSN (ADN-BSN)

ADN TO BSN PROGRAM OF STUDY

This program meets the American Association of Colleges of The Essentials for Entry-Level Professional Nursing Education, and the BSN degree is awarded.

COURSES OFFERED	CREDIT HOURS
NU 401 Pathophysiology*	4
NU 402 Physical Assessment *	4
NU 404 Pharmacology*	3
NU 426 Library Research Strategies	1
NU 428 Informatics, Quality and Safety	3
NU 430 Nursing of Communities	3
NU 432 Research and Evidence-Based Practice	3
NU 474 Leadership and Management in Professional Nursing	3
NU 488 Transition to Professional Practice	3
NU 489 Leadership Capstone	3

*Pathophysiology, Physical Assessment, and/or Pharmacology (required if no stand-alone course in ADN program; test out option is available, but does not provide credit toward BSN degree)

ELECTIVE COURSES OFFERED	CREDIT HOURS
NU 409 Statistics for Nurses	3
NU 420 Cannabis Knowledge for Healthcare Professionals	2
NU 452 Exploration of Intensive Care Nursing as a Specialty	2
NU 453 Nurses and the Media, Literary, Visual and Creative Arts	2
NU 454 Nursing Care of Elders	2
NU 456 Exploring Qualitative Research	2
NU 457 Nursing Care for Young Adults Living with Diabetes and Comorbidities	2
NU 458 Fundamentals in Oncology, Palliative Medicine, and Hospice	2
NU 499 Independent Study	1-2

TOTAL ADN TO BSN CREDIT HOURS	**30**

Note: In order to earn the BSN degree, a minimum of 30 credit hours must be completed in residence.

ADN TO MSN BRIDGE (ADN-MSN)

ADN TO MSN PROGRAM OF STUDY

This program meets the American Association of Colleges of Nursing Essentials for Baccalaureate in Nursing Degree (BSN), but the BSN degree is not awarded.

BRIDGE COURSES	CREDIT HOURS
NU 415 ADN Bridge Pathophysiology*	4
NU 416 ADN Bridge Pharmacology*	4
NU 417 ADN Bridge Physical Assessment*	4
NU 478 Leadership and Management in Professional Nursing	4
NU 427 Research and Evidence-Based Practice	3
NU 443 Nursing of Communities with practicum	4
NU 498 Transition to Graduate Study	2

*Pathophysiology, Physical Assessment, and/or Pharmacology (if no stand-alone course in ADN program; test out option is available)

MASTER OF SCIENCE IN NURSING (MSN)

MSN PROGRAM OF STUDY

Any transfer nursing credits must be approved prior to admission.

CORE COURSES (21 CREDIT HOURS)	CREDIT HOURS
MA 500 Statistics & Analysis*	3
NU 510 Applied Theories for Advancing Quality Care**	3
NU 520 Role Development for Advanced Leadership	3
NU 540 Quality Improvement & Informatics Applications	2
NU 550 Health Care Policy	3
NU 570 Research, Foundation for Evidence-Based Practice	3
NU 582 Advanced Health Assessment, Pathophysiology & Pharmacology	3
NU 595 Graduate Tools for Success	1

*Taken prior to or concurrent with NU 570
**Taken prior to NU 570

NURSING TRACK COURSES (11 CREDIT HOURS)

Choose one track from the below options.

NURSING EDUCATION TRACK	CREDIT HOURS
NU 610 Theories, Principles & Methods of Education	3
NU 620 Program Assessment and Outcomes Measurement	3
NU 630 Education Practicum	3
NU 685 Graduate Scholarly Synthesis Project	2

NURSING ADMINISTRATION TRACK	CREDIT HOURS
NU 650 Fundamentals of Organizational Management	3
NU 660 Health Care Financing/Economics	3
NU 670 Administration Practicum	3
NU 685 Graduate Scholarly Synthesis Project	2

TOTAL MSN CREDIT HOURS	**32**

COURSE DESCRIPTIONS
UNDERGRADUATE COURSES

FIRST LEVEL COURSES

NU 301 Pharmacology (1 credit)
This ABSN course provides students with a knowledge base of various drug classifications and their nursing implications. Resources, including pharmacogenomics and technology, are emphasized to enhance the student's ability to provide safe, therapeutic, evidence-based care in clinical settings. Prerequisite: Admission to the nursing program.

NU 304 Pharmacology (1.5 credits)
This BSN course provides students with a knowledge base of various drug classifications and their nursing implications. Resources, including pharmacogenomics and technology, are emphasized to enhance the student's ability to provide safe, therapeutic, evidence-based care in clinical settings. Prerequisite: Admission to the nursing program.

NU 305 Pathophysiology (4 credits)
This BSN/ABSN 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 BSN/ABSN 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 301, NU 305 and NU 330.

NU 322L Foundations of Nursing Clinical (3 credits)
This BSN 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. Pre or Co-requisite: NU 301, 305, NU 322, NU 330. P/F

NU 322AL Foundations of Nursing Clinical (1.5 credits)
This ABSN course provides opportunities to apply theory-based assessments to make beginning clinical judgments necessary to provide safe, evidence-based, compassionate, culturally sensitive, individualized care. 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 basis 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. Pre or Co-requisite: NU 301, 305, NU 324, NU 330. P/F

NU 323 LPN Bridge (4 credits)
This BSN 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 BSN/ABSN 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 375 Nursing of Childbearing Families (3 credits)
This BSN/ABSN course explores the health and nursing care of childbearing families. Emphasis is placed on evidence-based practice as it relates to the role of the professional nurse in using clinical judgement to provide culturally sensitive, individualized care of families from preconception through the prenatal, antepartum, intrapartum, postpartum and early neonatal periods. Research findings and scientific principles are used as the basis for making accurate critical judgements in specialty settings with the multidisciplinary team. Additional areas of focus include the role of the nurse as it pertains to standards of care, genetics/genomics, patient/family education, ethical/legal issues, health promotion and patient safety. Prerequisite: Completion of Level One courses; Pre or co-requisite: NU 381

NU 375L Nursing of Childbearing Families Clinical (1.5 credits)
This BSN 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. Pre or Co-requisite: NU 375. P/F

NU 381 Pharmacology II (2 credits)
This BSN/ABSN course provides students with a knowledge base of various drug classifications and their nursing implications. Resources, including pharmacogenetics and technology, are emphasized to enhance the student's ability to provide safe, therapeutic, evidence-based care in clinical settings. Prerequisite: NU 301

NU 382 Nursing of Adults I (3 credits)
This BSN course provides opportunities to apply knowledge necessary for provision of safe care of adults experiencing focused health issues, surgery and certain inherent life transitions. The values of compassionate, culturally sensitive, individualized care to patients are emphasized. Scientific principles and research findings are used as a basis for making accurate critical clinical judgements. Emphasis is placed on the nursing role in health promotion, disease and injury prevention in the adult patient and families in specialty settings. Pre or Co-requisite: Completion of Level One courses, NU 381.

NU 382L Nursing of Adults I Clinical (1.5 credits)
This BSN 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. Pre or Co-requisite: NU 382. P/F

NU 383 Nursing of Adults I (5 credits)
This ABSN course provides opportunities to apply knowledge necessary for provision of safe care of adults experiencing focused health issues, surgery and certain inherent life transitions. The values of compassionate, culturally sensitive, individualized care to patients are emphasized. Scientific principles and research findings are used as a basis for making accurate critical clinical judgements. Emphasis is placed on the nursing role in health promotion, disease and injury prevention in the adult patient and families in specialty settings. Pre or Co-requisite: Completion of Level One courses, NU 381.

NU 384L Integrated Clinical for Level II (3 credits)
This ABSN course allows students to apply the principles of professional nursing practice by incorporating the roles of the provider of care, designer/manager/coordinator of care, and member of a profession in a medical adult acute care, pediatrics, and community-based settings across the healthcare continuum. Students will synthesize comprehensive and focused assessment data using a holistic approach to provide safe, evidence-based care and make critical clinical judgments for patients with complex health alterations. Examine interventions that are ethically sound, individualized, culturally sensitive, and promote recovery. Collaborate and effectively communicate with community organizations and interdisciplinary teams. Integrate leadership principles and increased independence to transition to the professional nurse role when caring for complex patients and vulnerable populations. Students will conduct patient teaching on health and wellness, community assessment and evaluation, and work with case management in urban and rural settings. Experiences are designed to assist the student in portraying professional values, displaying accountability, and exploring opportunities for involvement in lifelong learning and professional and community service. Clinical experiences will expand on understanding and applying appropriate management of patient care technologies and information management systems when delivering care across the healthcare continuum. Pre or Co-requisite: NU 375, NU 381, NU 383, and NU 393.

NU 393 Nursing of Persons with Mental Health Alterations (3 credits)
This BSN/ABSN 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 381.

NU 393L Nursing of Persons with Mental Health Alterations Clinical (1 credit)
This BSN course provides students with clinical experiences in which to practice and hone effective communication skills. Students will observe a variety of mental health settings and roles of the professional mental health nurse. Students will implement interventions, which are ethically sound, individualized, and culturally sensitive and promote recovery. Prerequisite: Completion of Level One courses. Pre or Co-requisite: NU 393. P/F

THIRD LEVEL COURSES

NU 412 Research, EBP and Informatics (4 credits)
This BSN course provides an introduction to the fields of nursing research and informatics including relevant terminology, processes and techniques. Evidence-based practice, quality improvement, and technology are presented alongside concepts central to nursing research. Effective techniques for literature search are emphasized. A major focus of the course is to develop the analytic skills needed to read research reports. Data collection, data analysis, and students are introduced to various informatics software (SPSS, EXCEL, EMR, EHR). Ethical implications of research involving human subjects and protected health information are discussed. The importance of nurse informatics within the changing healthcare paradigm is explored. Prerequisite: Co-requisite or Completion of Level Two courses, as the schedule allows.

NU 413 Nursing of Adults II (3 credits)
This BSN 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 and culturally sensitive, individualized care to patients are emphasized. Scientific principles and research findings are used as a basis for synthesizing assessment data to make increasingly complex critical clinical judgements. Emphasis is placed on health promotion, disease and injury prevention for adults and families in acute and community-based settings. Prerequisite: Completion Level Two courses.

NU 413L Nursing of Adults Clinical (1.5 credits)
This BSN 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 judgements in providing safe, evidence-based, competent care in the 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. Prerequisite: Completion of Level Two courses. Pre or Co-requisite: NU 413 P/F

NU 414 Nursing of Communities (3 credits)
This BSN/ABSN 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 and critical clinical judgements. Prerequisite: Completion of Level Two courses.

NU 414L Nursing of Communities (1 credit)
This BSN course examines the clinical application of principles of professional nursing practice, incorporating the roles of provider care, designer/manager/coordinator of care, and member of a profession in adult acute care, medical and surgical settings and community settings across the healthcare 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 judgements 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, both within urban and rural 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. Prerequisite: Completion Level Two courses. Pre or co-requisite: NU 414 P/F

NU 418 Research, EBP and Informatics (3.5 credits)
This ABSN course introduces the fields of nursing research and informatics including relevant terminology, processes and techniques. Evidence-based practice, quality Improvement, and technology are 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. Data collection and data analysis are also included and students are introduced to various informatics software (SPSS, EXCEL, EMR, EHR) for data analysis. Ethical implications of research involving human subjects and protected health information are discussed. The importance of nurse informatics within the changing healthcare paradigm is explored. Prerequisite: Completion Level Two courses.

NU 419 Nursing of Adults II (5 credits)
This ABSN course provides opportunities to apply knowledge and evaluate the evidence necessary for providing safe, evidence-based care of adults experiencing increasingly complex chronic illnesses. The values of compassionate, culturally sensitive, individualized care to patients are emphasized. Scientific principles and research findings are used as a basis for synthesizing assessment data to make increasingly complex critical clinical judgments. Emphasis is placed on health promotion, disease and injury prevention for adults and families in acute and community-based settings. Prerequisite: Completion Level Two courses.

NU 421L Integrated Clinical for Level III (3 credits)
This ABSN course provides opportunities for the student to apply the knowledge necessary to provide safe care. Practice the roles of the professional nurse in the obstetrical, pediatric, and medical/surgical settings. Apply evidence-based practice to ensure safe, quality care is provided across the continuum. Experiences will be in various settings, including acute care/post-surgical, maternal/newborn, pediatric units, clinics, and community-based sites. Students will learn to apply appropriate and safe use of patient care technology and information management systems when delivering care. Identify considerations for developmental age, socio-economic, and cultural backgrounds when providing care. Explore ethical, legal, and moral aspects of care. Use effective communication techniques. Emphasize patient-centered care. Pre or Co-requisite: NU 414, NU 418, NU 419, and NU 425.

NU 425 Nursing of Children (3 credits)
This BSN/ABSN 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.

NU 425L Nursing of Children Clinical (1.5 credits)
This BSN 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. Pre or Co- requisite: NU 425. P/F

FOURTH LEVEL COURSES

NU 476 Leadership and Management in Professional Nursing (3 credits)
This BSN/ABSN 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 484 Transition to Professional Practice (2 credits)
This course is designed to prepare nursing students for a successful transition into professional practice. Students will explore key factors that contribute to failure to rescue events in the clinical settings, with an emphasis on understanding the legal and ethical implications tied to these incidents. The course will also focus on the legal requirements for obtaining and maintaining a nursing license, as outlined by the Nurse Practice Act, ensuring students are well-versed in the professional standards of practice.

NU 485 Nursing of Adults III (3 credits)
This BSN/ABSN 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: Level Three courses

NU 489L Professional Clinical Nursing Practicum (2 credits)
This ABSN course examines the clinical application, incorporating the role of professional nurse, in adult acute care, medical and surgical settings, and population health 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 persons with complex health alterations; and integrate leadership principles to transition to the role of the professional nurse. Experiences are designed to assist the student to portray professional values, display

accountability, and utilize quality improvement to provide safe patient care across the health-care continuum. Clinical experiences will include management of patient care technologies and information management systems when delivering care across the health-care continuum. Prerequisite: Completion of Level Three courses. P/F

NU 491L Professional Clinical Nursing Practicum (2.5 credits)
This BSN 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 476, NU 485. P/F

NU 497L Capstone Clinical Experience (3 credits)
This BSN 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 498L Capstone Clinical Experience (4 credits)
This ABSN course prepares students through application of critical clinical judgment with direct application. Students utilize the role of professional nurse by managing, organizing and implementing care across the health-care continuum in a variety of settings. Experiences are constructed to facilitate leadership principles and quality improvement to provide safe and effective care. This course provides opportunities for students to communicate and collaborate with the interdisciplinary team and to manage patient care technologies and information systems across the health-care continuum. Prerequisites: Completion of all theory and clinical courses. P/F

ELECTIVE COURSES

NU 100 Introduction to Nursing
This course will focus on an introduction to nursing which will provide students with an overview of nursing education curriculum, to include: overview of nursing concepts; basic medical terminology and dosage calculation; introduction to the nursing/clinical judgment process/model; and prioritization and time management in nursing. Other topics addressed will be mindfulness; writing in APA; the history of the nursing profession; and briefly introduce the concepts regarding ethical, social, political, and legal aspects of the nursing profession.

NU 499 Independent Study (1-3 credits)
Independent studies are available in limited number to qualified degree-seeking students. Students wishing to enroll in an independent study course need to have a nursing GPA of 3.0 or above. Students

interested in pursuing an independent study course must contact the faculty member to discuss the focus of the course. The Assistant Dean and the faulty 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. The student, in collaboration with the faculty, providing title, objectives, procedure and methods, evaluation criteria and list of resources, must prepare a statement. 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. Students may enroll in an independent study course after successful completion of all Level One courses and prior to the beginning of Level Four.

Kenya Community Health Experiential Learning
Students entering second or third level may obtain 10 hours towards NU 414L Community clinical credit and 3 volunteer hours for the Kenya mission trip following evaluation of project requirements by the faculty. Remaining Community Nursing clinical hours for NU 414L will be completed within the NU 414L semester course. All project assignments must be submitted to the NU 414L 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.

ADN TO BSN ONLINE COURSES

NU 401 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 and disease prevention behaviors are integrated into discussions of risk factors for diseases. Content within the course focuses genetic and genomic influences on health.

NU 402 Physical Assessment (4 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 prevention and injury prevention are integrated throughout the lifespan. The virtual 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 the performance and documentation of a head-to-toe assessment.

NU 404 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 students' ability to provide safe, therapeutic, evidence-based care in clinical settings.

NU 426 Library Research Strategies (1 credit)
This course provides students with an immersive experience in utilizing library resources including nursing databases, journals, and e-books. Emphasis is placed on using library resources to brainstorm topic ideas, using limiters to expand search criteria in databases, and the ability to find evidence to support future research, evidence-based practice, and quality improvement projects. Appropriate citation of references in professional writing will be discussed as well.

NU 428 Informatics, Quality and Safety (3 credits)
This course provides students with the concepts of quality and safety improvements in an effort to evaluate health and practice outcomes. Focus on the theoretical perspectives of quality and patient safety factors while exploring the strengths and weaknesses of selected methodology approaches. National initiatives, current use of information systems, and projected future directions on the use of information systems in healthcare for patient care.

NU 430 Nursing of Communities (3 credits)
The 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 and critical clinical judgments.

NU 432 Research and Evidence-Based Practice (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 and students are introduced to SPSS software for data analysis. Ethical implications of research involving human subjects are discussed.

NU 474 Leadership and Management in Professional Nursing (3 credits)
This course provides an overview of leadership and management theories and current issues impacting healthcare in diverse settings. Topics focus on developing the knowledge, skills, and attitudes related to fiscal accountability, the regulatory environment, human resource issues, and creating healthy work environments. Assignments are designed to assist the student to portray professional values, display accountability and explore opportunities for involvement in lifelong learning and professional service.

NU 488 Transition to Professional Practice (3 credits)
This course is required for graduation in order to assure preparation for future graduate study or professional practice. It is designed to facilitate the transition to advanced studies and application of knowledge about current health-care issues. The students will demonstrate the ability to write professionally a paper on nursing theory and a final paper on a topic of interest.

NU 489 Leadership Capstone (3 credits)
The practicum 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 settings 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 persons 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, evaluation learning outcomes, and case management both within urban and rural 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.

ELECTIVE COURSES

NU 409 Statistics for Nurses (3 credits)
An introduction to the basic principles of statistics. Major topics include graphic, numeric, and algebraic summaries of data (graphs, measures of central tendency and spread, correlation and regression); elementary principles of sampling and experimental design; elementary probability; normal distributions and the central limit theorem; confidence intervals; and tests of significance.

NU 420 Cannabis Knowledge for Healthcare Professionals (2 credits)
The purpose of participating in the independent study project is to explore how health care issues and nursing are portrayed in the media, visual and creative arts and how this impacts nursing practice and the profession of nursing.

NU 452 Exploration of Intensive Care Nursing as a Specialty (2 credits)
This course exposes students to a broad array of intensive care specialties while exploring important issues experienced by nurses in these settings. Students will gain an understanding of the history of the intensive care setting, the nurses' role, and necessary attributes needed to become a successful critical care nurse. Throughout the course, students will learn different career pathways, credentials, and certifications they can gain by being a critical care nurse. Prerequisites: Pathophysiology, pharmacology, physical assessment and medical-surgical freestanding courses.

NU 453 Nurses and the Media, Literary, Visual and Creative Arts (2 credits)
The purpose of participating in this course is to explore how health care issues and nursing are portrayed in the media, visual and creative arts and how this impacts nursing practice and the profession of nursing.

NU 454 Nursing Care of Elders (2 credits)
The purpose of participating in this elective course is to provide students with the opportunity to expand their knowledge of elder care beyond what has been integrated into other courses in the curriculum. The framework of this course is based on the core competencies for gerontological nursing set forth by the American Association of Colleges of Nursing/Hartford Foundation Institute for Geriatric Nursing. The student applies knowledge from evidence based care of elders for health maintenance and in management of complex health issues. The values of compassionate, culturally sensitive, individualized care to elders are emphasized. Scientific principles and research findings are the basis for synthesizing assessment data to make increasingly complex critical clinical judgments.

NU 456 Exploring Qualitive Research (2 credits)
This course will provide a more in depth look at the theory and methods or qualitative research. Students will be exposed to various qualitative research methods from data collection through analysis to presentation. Students will explore ethical issues related to qualitative research and how qualitative research is used to improve patient outcomes and clinical practice. Prerequisites: Research course.

NU 457 Nursing Focus for Young Adults Living with Diabetes and Comorbidities (2 credits)
The course will expand knowledge of diabetes management for young adults living with diabetes based on Standards of Care published annually by the American Diabetes Association. Students apply the evidence-based practice guidelines to clinical practice for care management and diabetes self-care education and focus on enabling clients to meet diabetes self-management target and improve health outcomes.

NU 458 Fundamentals in Oncology, Palliative Medicine, and Hospice (2 credits)
The course will explore oncology nursing, palliative medicine, and hospice as specialty areas of nursing practice. Throughout this course students will explore concepts, theory, and evidence-based practice that influences the care of the patient within these specialty areas. Safe handling of chemotherapy agents and oncologic emergencies, along with the nurse's role in providing safe patient care is explained.

ADN TO MSN BRIDGE COURSES

NU 415 ADN Bridge Pathophysiology (3 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. Content within the course focuses on genetic and genomic influences on health.

NU 416 ADN Bridge 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.

NU 417 ADN Bridge Physical Assessment (3 credits)
This course provides students with theory-based assessment as the foundation to make 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 the performance and documentation of a head-to-toe assessment.

NU 427 Research and Evidence-Based Practice (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. Ethical implications of research involving human subjects are discussed.

NU 443 Nursing of Communities (4 credits)
The didactic 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 and critical clinical judgments.

The practicum 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 settings 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 persons 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; both within urban and rural 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.

NU 478 Leadership and Management in Professional Nursing with practicum (4 credits)
This course provides an overview of leadership and management theories and current issues impacting healthcare in diverse settings. Topics focus on developing the knowledge/skills/ attitudes related to fiscal accountability, the regulatory environment, human resource issues, and creating healthy work environments. Experiences are designed to assist the student to portray professional values, display accountability and explore opportunities for involvement in lifelong learning and professional service. Clinical experiences will include risk management, Director/CNO experiences, charge nurse and nurse manager as well as management of patient care technologies and information management systems when delivering care across the health care continuum.

NU 498 Transition to Graduate Studies (2 credits)
This course is required before enrolling in the graduate level courses and is designed to facilitate the transition to advanced studies and application of knowledge about current health-care issues. The students will demonstrate the ability to write professionally a number of papers on nursing theory and a formal paper on a topic of interest.

GRADUATE COURSES

MA 500 Statistics & Analysis (3 credits)
This course presents basic statistical concepts and methods most frequently used in health sciences research. Students will be introduced to SPSS software, and emphasis will be on understanding appropriate selection of statistical analysis and interpretation of data analysis. Specifically, fundamentals of sampling, levels of measurement, reliability, descriptive and inferential statistics will be discussed. Students will learn to develop a data set, clean data, and display data. Parametric tests of comparison (t-tests and ANOVA) and correlation (including regression) will be conducted. Nonparametric tests, including Chi Square, Wilcoxon Rank-Sum Test and Mann-Whitney will be explored. Pre-requisite: A graduate level statistics course completed within the last ten years is required prior to taking NU 570; may be taken concurrently.

NU 510 Applied Theories for Advancing Quality Care (3 credits)
Concepts, theories, and principles from nursing and related disciplines are examined. Interrelationships among nursing theory, research, and practice are emphasized. Theories are applied to nursing practice, education, and administration.

NU 520 Role Development for Advanced Leadership (3 credits)
This course prepares the student to lead interdisciplinary teams. Organizational structure, complexity science, and systems analysis, nursing leadership theories, communication, conflict resolution, and change process will be emphasized.

NU 540 Quality Improvement & Informatics Applications (2 credits)
The focus of this course is to prepare the student to identify, collect, process, and manage data and information to support programs that are relevant to nursing practice in selected environments. Major emphasis is on the design of measurable outcomes as well as critique of tools and systems to establish, evaluate, and promote best practices.

NU 550 Health Care Policy (3 credits)
This course provides a framework for analysis of the evolving US health care system and the nurse's role in shaping healthcare policy. The effects of social, political, organizational, cultural, economic, and historical forces are explored. Current trends related to regulation, cost, quality, and access are analyzed, with particular emphasis on the complexities and inherent counter purposes of commerce and ethical obligations manifested in healthcare.

NU 570 Research, Foundation for Evidence-Based Practice (3 credits)
This course focuses on the principles and methods of quantitative and qualitative research as applied to nursing and the ethical implications inherent in conducting research. The steps of the research process are critically examined. Skills and competencies in research design and statistical analysis are enhanced. A research proposal is developed. The vital role of research in evidenced based practice, quality management and outcomes evaluation is explored. The foundation for an EBP and Research project are established. Prerequisite: graduate level statistics and NU 510 Applied Theories for Advancing Quality Care.

NU 582 Advanced Health Assessment, Pathophysiology, & Pharmacology (3 credits)
This course is an integrated content of advanced health assessment, pathophysiology and pharmacology for nurse educator and nurse administrator. Focuses on etiology, pathogenesis, clinical presentation and principles of pharmacotherapy of common disease processes across the life span. The clinical practicum is used to integrate health assessment, pathophysiology and pharmacology using current evidence for clinical application to include screenings, physical examination, engaging client and caregiver, managing symptoms, coordinating care, and educating/promoting self-management.

NU 595 Graduate Tools for Success (1 credit)
This course is designed to assist students transitioning to graduate study in order to maximize their performance and opportunities for success. This course will introduce and begin development of the graduate scholarly synthesis project.

NU 598 Special Topics (1-4 credits)
These are specialized courses designed to examine topics within a discipline or area of study not otherwise addressed by an established course at Baker, selected according to faculty interests and student needs. Prerequisite: varies by course. This course can be repeated for credit as long as the student does not repeat the course featuring the same topic.

NU 599 Independent Study (1-4 credits)
Independent study provides an opportunity for the competent or highly motivated student to pursue a course of study in an advanced topic or in an area that is not represented by an established course at Baker University.

NU 685 Graduate Scholarly Synthesis Project (2 credits)
This scholarly project provides students with the opportunity to complete a culminating, synthesis component of their graduate education. This project requires students to present evidence of critical thinking, the ability to integrate information, to demonstrate an understanding of research processes, and finally the dissemination of information. Pre-requisite: Graduate Statistics & Analysis and NU 570 Research, Foundation for Evidence-Based Practice. IP (In progress) will be assigned at the end of the semester if the project is incomplete. A Pass/Fail grade is assigned at project completion.

NURSING EDUCATION TRACK
NU 610 Theories, Principles and Methods of Education (3 credits)
This course provides an overview of educational theory, methods, and strategies for classroom, clinical and online instruction. Theories, principles and methods that provide the basis for effectiveness in the nurse educator role will be examined along with the influence of student diversity on the teaching/learning process. Ethical and legal issues inherent in classroom and clinical teaching are explored.

NU 620 Program Assessment and Outcomes Measurement (3 credits)
In this course, the focus is on teaching environments outside the traditional classroom. A strong emphasis on outcomes measurement and program assessment is integrated throughout the course. Pre-requisite: NU 610.

NU 630 Education Practicum (3 credits)
This educational practicum provides students an opportunity to apply core concepts to an educational setting. The student is mentored by an experienced teacher to develop expertise in the nurse educator role in a setting that is an area of interest. Students will develop and implement teaching strategies in the didactic and clinical setting that contribute to safe clinical practice. Settings include academic nursing programs or secondary and tertiary health care agencies. Pre-requisites: NU 610 and 620.

NURSING ADMINISTRATION TRACK
NU 650 Fundamentals of Organizational Management (3 credits)
In this course, the student will analyze organizational dynamics and complex operational and regulatory factors that must be aligned to ensure the highest quality care, greatest efficiency and cost effectiveness. The influences of an organization's leadership will be examined as it relates to successful organizational performance.

NU 660 Health Care Financing/Economics (3 credits)
In this course, the focus is to understand accounting principles so that students can interpret financial statements. Students will learn to compare industry benchmarks with the financial strength of an organization. Trends that drive health care finance, contract negotiations, and reimbursement are explored. Connections between the role of the strategic and financial plans are examined. Pre-requisite: NU 650.

NU 670 Nurse Administration Practicum (3 credits)
In the nurse administration practicum students apply core concepts of professional advocacy, assertiveness, and leadership to a healthcare setting. The student is precepted by a nurse administrator in an area of interest. Knowledge, skills, and abilities related to safety, quality improvement, and systems thinking are an integral part of the experience. The nurse administrator practicum includes 90 clock hours of on-site experience. Pre-requisites: NU 650 and NU 660.

FACULTY

Hannah Branham, 2021
Assistant Professor, Undergraduate
MSN-Baker University, 2021
BSN-Baker University, 2016

Kristin Brassart, 2023
Instructor, Simulation Coordinator
MSN-Baker University, 2024
BSN-Emporia State University, 2009

Kimberly Cork, 2025
Instructor, MSN
MSN-University of Kansas, 2021
BSN-Wichita State University

Marlene Eicher, 2006
Associate Dean, Graduate Program; Professor
DNP-Pittsburg State University, 2021
MSN-Washburn University, 2011
BSN-Baker University, 2005

Esperanza Garza, 2023
Instructor, Undergraduate
MSN, Emporia State University, 2023
BSN, Emporia State University, 2019

Jessica Hachmeister, 2021
Instructor, Undergraduate
DNP-Fort Hays (in progress)
MSN-Baker University, 2023
BSN-Baker University, 2016

Jeri Harvey, 2017
Assistant Professor, Undergraduate and ADN
MSN-Washburn University, 2019
BSN-Washburn University, 1997

Tammy Heine, 2010
Assistant Professor Undergraduate
APRN-Carson-Newman University, 2024
MSN-Nebraska Methodist College, 2008
BSN-Baker University, 1997

Denise Johnson, 2019
Assistant Professor, Undergraduate and GTA
PhD-University of Kansas, 2025
MSN-University of Kansas, 2010
BSN-University of Kansas, 2006

Hottensiah Kimori, 2019
Assistant Professor, Undergraduate
DNP- Aspen University (in progress)
MSN-Aspen University, 2021
BSN-Baker University, 2008

Deb Mathias, 2023
Professor, Graduate & Undergraduate
DNP-Grand Canyon University, 2018
MSN-Western Governors University, 2015
BSN-Western Governors University, 2012

Vicky McGrath, 2022
Assistant Professor, Graduate & Undergraduate
DNP-University of Kansas, 2021
MBA-Baker University
BSN-Washburn University, 1998

Mark Pahls, 2020
Adjunct Graduate Instructor
Ed.D-University of Kansas, 2006
MS Applied Statistics and Analytics-University of Kansas, 2019
MBA-Fort Hays State University, 2009
MS Education Administration-Fort Hays State University, 1997
BS-Fort Hays State University, 1995

Karen Ritchie, 2024
Instructor, Undergraduate
MSN-University of Phoenix, 2005
BSN-St. Joseph's College
RN Diploma-Beth Israel School of Nursing

Libby Rosen, 2003
Dean; Professor, Undergraduate and Graduate
PhD-University of Kansas, 2009
BSN-Washburn University, 1994
Diploma RN-Stormont Vail School of Nursing, 1974

Amanda Schuster, 2017
Assistant Professor, Undergraduate and GTA
PhD-University of Northern Colorado, 2024
MSN-Fort Hays State University, 2014
BSN-University of Arkansas, 2006

Ranee Seastrom, 2009
Assistant Dean, Undergraduate Program;
Assistant Professor
DNP-Grand Canyon University, 2025
MSN/MHA-University of Phoenix, 2008
BSN-Baker University, 2003

Ashley Seematter, 2017
Assistant Professor, Program Manager, Undergraduate
PhD- KU School of Nursing (in progress)
MSN-Baker University, 2020
BSN- Fort Hays University, 2016
ADN-Manhattan Area Technical College, 2012

Jessica Shippee, 2018
Assistant Professor, Undergraduate
DNP-Pittsburg State University, 2025
MSN-Baker University, 2018
BSN-Baker University, 2010

Anna Toland, 2023
Assistant Professor, Clinical Emphasis
MSN-American Sentinel University, 2016
BSN-Northwest College, 2012

Eric Trejos, 2025
Instructor
MSN-Baker University, In Progress
BSN-St. Mary's of the Plains

CAMPUS SECURITY INFORMATION

Baker University's School of Nursing Annual Campus Security Report can be accessed online at: www.bakeru.edu. It includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Baker University, and on public property within or immediately adjacent to and accessible from the campus.

ACADEMIC CALENDARS

BSN ACADEMIC CALENDAR

FALL 2025

Orientation	M-F	August 11-15
Commitment to Compassion Ceremony	T	August 12
Fall classes begin	M	August 18
Labor Day observance	M	September 1
4th level last day to drop classes without W	F	September 5
4th Level Mid-term	F	September 19
Last day for levels 1-3 to drop classes without W	F	September 19
Mid-term	F	October 10
4th level last day to withdraw from classes	F	October 10
Fall Break	M-T	October 13-14
Last day to withdraw from classes	F	November 14
Thanksgiving Break – no classes	W-F	November 26-28
Last day of classes	F	December 5
Final Examinations	M-F	December 8-12
Pinning Ceremony	F	December 12
Final grades due	M	December 15

SPRING 2026

Orientation	M-F	January 12-16
Commitment to Compassion Ceremony	T	January 13
Martin Luther King, Jr. Day Observance – no classes	M	January 19
Spring classes begin	T	January 20
4th level last day to drop classes without W	F	February 6
4th Level Mid-term	F	February 20
Last day for levels 1-3 to drop classes without W	F	February 20
Mid-term	F	March 13
4th level last day to withdraw from classes	F	March 13
Spring Break – no classes	M-F	March 16-20
Good Friday Observance	F	April 17
Last day to withdraw from classes	F	April 24
Last day of classes	F	May 8
Final examinations	M-F	May 11-15
Pinning Ceremony	F	May 15
Spring Commencement	Su	May 17
Final grades due	M	May 18

SUMMER 2026

Memorial Day Observance	M	May 25
First day of classes	T	May 26
Last day to add classes	F	May 29
Last day to drop classes	F	June 5
Last day to withdraw from classes	F	June 26
Fourth of July Observance – no classes	M-F	June 29-July 3
Last day of classes	F	July 24
Final grades due	M	July 27

ABSN ACADEMIC CALENDAR

SUMMER 2025

First day of classes	M	May 19
Last day to add classes	F	May 23
Last day to drop classes without W	F	May 30
Last day to withdraw from classes	F	June 13
Fourth of July Observance-no classes	Th-F	July 3 and 4
Last day of didactic courses	F	August 1
Last day of finals	F	August 8
Final Grades due	M	August 11
Pinning Ceremony	F	August 15

FALL 2025

Fall classes begin	M	August 18
Labor Day Observance-no classes	M	September 1
Last Day to drop classes without W	F	September 19
Midterm	F	October 10
Last Day to drop classes	F	November 14
Thanksgiving Break- no classes	M-F	November 24-28
Last day of didactic courses	F	December 5
Last Day of Finals	F	December 12
Final Grades due	M	December 15

SPRING 2026

Spring Classes Begin	T	January 20
Last Day to drop classes without W	F	February 20
Mid-term	F	March 13
Spring Break	M-F	March 16-20
Last Day to drop Classes	F	April 17
Last day of didactic course work	F	May 8
Last day of Finals	F	May 15
Final Grades Due	M	May 18

SUMMER 2026

First day of classes	M	May 18
Last day to add classes	F	May 22
Last day to drop classes without W	F	May 29
Last day to withdraw from classes	F	June 12
Fourth of July Observance-no classes	F	July 3
Last day of didactic courses	F	July 31
Last day of finals	F	August 7
Final Grades due	M	August 10
Pinning Ceremony	F	August 14

MSN AND ADN BRIDGE ACADEMIC CALENDAR

FALL 2025

Fall classes begin	M	August 18
Last day to add classes	F	August 22
Labor Day observance – no classes	M	September 1
Last day to drop classes without W	F	September 19
Mid-term	F	October 10
Fall Break	M-T	October 13-14
Last day to withdraw from classes	F	November 14
Thanksgiving Break – no classes	M-F	November 24-28
Last day of classes	F	December 12
Final grades due	M	December 15

SPRING 2026

Martin Luther King, Jr. Day Observance – no classes	M	January 19
Spring classes begin	T	January 20
Last day to add classes	F	January 23
Last day to drop classes without W	F	February 20
Mid-term	F	March 13
Spring Break – no classes	M-F	March 16-20
Good Friday Observance – no classes	F	April 3
Last day to withdraw from classes	F	April 24
Last day of classes	F	May 15
Commencement	Su	May 17
Final grades due	M	May 18

SUMMER 2026

Memorial Day Observance	M	May 25
First day of classes	T	May 26
Last day to add classes	F	May 29
Last day to drop classes without W	F	June 5
Last day to withdraw from classes	F	June 26
Fourth of July Observance – no classes	M-F	June 29-July 3
Last day of classes	F	July 24
Final grades due	M	July 27

ADN TO BSN ACADEMIC CALENDAR

FALL 2025

TERM 1

Fall classes begin	M	August 18
Last day to add classes	F	August 22
Last day to drop classes without W	F	August 29
Labor Day observance – no classes	M	September 1
Last day to withdraw from classes	F	September 19
Last day of classes	F	October 10
Final grades due	M	October 13

TERM 2

Fall classes begin	M	October 13
Last day to add classes	F	October 17
Last day to drop classes without W	F	October 24
Last day to withdraw from classes	F	November 14
Thanksgiving Break – no classes	M-F	November 24-28
Last day of classes	F	December 12
Final grades due	M	December 15

SPRING 2026

TERM 1

Martin Luther King, Jr. Day Observance – no classes	M	January 19
Spring classes begin	T	January 20
Last day to add classes	F	January 23
Last day to drop classes without W	F	January 30
Last day to withdraw from classes	F	February 20
Last day of classes	F	March 13
Final grades due	M	March 16

TERM 2

Spring Break – no classes	M-F	March 16-20
Spring classes begin	M	March 23
Last day to add classes	F	March 27
Last day to drop classes without W	Th	April 2
Last day to withdraw from classes	F	April 24
Last day of classes	F	May 15
Final grades due	M	May 18

SUMMER 2026

Memorial Day Observance	M	May 25
First day of classes	T	May 26
Last day to add classes	F	May 29
Last day to drop classes	F	June 5
Last day to withdraw from classes	F	June 26
Fourth of July Observance – no classes	M-F	June 29-July 3
Last day of classes	F	July 24
Final grades due	M	July 27