2011-2012
RN-BS Online/Distance Completion Student Handbook
THE BACHELOR OF SCIENCE NURSING PROGRAM AT BOISE STATE UNIVERSITY IS ACCREDITED BY THE NATIONAL LEAGUE FOR NURSING ACCREDITATION COMMISSION (NLNAC)

THE NURSING MASTER’S PROGRAM AT BOISE STATE UNIVERSITY HAS RECEIVED CANDIDACY STATUS FOR ACCREDITATION FROM THE NLNAC WITH AN ACCREDITATION VISIT SCHEDULED FOR FALL 2010

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http://www.nlnac.org/home.htm
Dear Nursing Students:

Welcome to the School of Nursing at Boise State University. Some of you are Boise State graduates with your Associate Degree and others of you are new to our University. Please know that we value you as our student and soon to be graduate of Boise State!

The decision you have made to continue your education is one of the best decisions you have ever made. Faculty and staff in the School of Nursing are here to assist you with your questions and educational goals.

The RN-BS Online/Distance Completion Option Student Handbook has been provided to assist you during your time with the Nursing School. Included in this handbook are policies, procedures and information that will help you progress through the program. Please take a few minutes to read the handbook and familiarize yourself with the policies that govern the department.

Please use this handbook as a reference whenever needed; however, be assured that faculty and staff are also here to assist you in your academic pursuits. Welcome, we are glad you took this step and are here to walk right beside you! Please let us know how we can help.

Sincerely,

Pam Springer, PhD, R.N.
Director School of Nursing & Associate Dean College of Health Science
pspring@boisestate.edu
Dear Students,

I want to extend a warm welcome to our RN-BS Online/Distance Completion Option. I am pleased that you have taken steps in completing your BS nursing degree and am happy to assist you in reaching your personal, educational and professional goals.

This School of Nursing Student Handbook provides assistance to you during your enrollment in your online completion program. Included in this handbook are policies and procedures to facilitate your way through our program. Please take some time to review the handbook and refer to it throughout your program.

Again, welcome to our RN-BS Online/Distance Completion Option. We hope that every student who completes our program at Boise State University finds it to be a rewarding, enriching and enjoyable experience.

Take care,

Vivian Schrader, PhD, RN
Director of the RN-BS Online/Distance Completion Option
vschrad@boisestate.edu
Boise State University - College of Health Sciences

School of Nursing

Curriculum Framework and Guiding Document

Vision
To be recognized as a leading center for nursing education in the Northwest.

Mission
Foster intellectual development and excellence in nursing education through teaching, learning, scholarship and service.

Philosophy
The concepts of the nursing paradigm – Person/Client, Health, Nursing, Environment, and professional nursing education – are the guiding concepts for the art and science of nursing and the education of students. The following summaries reflect the beliefs of the School of Nursing about these concepts:

“Person/client” refers to diverse individuals, families, groups, communities, and/or populations, across the lifespan, that partner in a therapeutic relationship with a nurse.

“Health” refers to the multidimensional dynamic state of well being of the person/client. Health encompasses the physiological, psychological, cultural, social and spiritual aspects and perceptions of a person/client’s quality of life.

“Nursing” is the action, including the process of teaching and learning, by a nurse toward or in partnership with the person/client. The goal or outcome of the action is health promotion, disease prevention, health maintenance and health restoration. Nursing is a discipline and profession, and thus embodies specialized standards of education and practice.

“Environment” refers to both internal and external factors, stressors and stimuli. Environment has multiple influences including, but not limited to, physical, behavioral, age-related, political, economic, ethical, social, legal, psychological and cultural aspects. These aspects must be considered when health care is delivered to the person/client. Nursing actions take place in external environments including the home, agency, community, society, or world.

“Professional Nursing Education” refers to the education of nurses from a university-based education via a variety of delivery modes, including distance education, for an increasingly diverse student body. We believe a baccalaureate education is the foundation for entry-level nursing practice (American Association of Colleges of Nursing, 1998; American Organization of Nurse Executives, 2005; National League for Nursing, 2005). A graduate education builds on knowledge and competencies of baccalaureate education, and reflects master’s level preparation for advanced nursing roles and practice (American Association of Colleges of Nursing, 2004).

Hallmarks of a baccalaureate education include, but are not limited to:
- A liberal education, with a focus on professional values, core competencies, core knowledge and role development (American Association of Colleges of Nursing, 1998)
- Positive attitudes towards life-long learning
- Pathways for advancement for registered nurses/licensed practical nurses to obtain baccalaureate education
- A foundation for graduate education
- A grounding in professional theory
- Emphasis on evidence-based practice and research
- An emphasis on teaching/learning in person/client care
- Skills and knowledge to meet the needs of diverse populations
- Faculty roles of advisor, resource person, facilitator, and professional role model
- Student roles of peer mentor and future professional mentor

Hallmarks of a graduate education include, but are not limited to:
- An emphasis on the utilization of research
- An understanding of policy, organization and financing of health care
- An exploration of ethical values and beliefs that provide a framework for nursing practice
- The theory and practice of professional role development
- A focus on the critique, evaluation and utilization of appropriate theory to nursing practice
- An awareness of human diversity and social issues
- A strong theoretical foundation in health promotion and illness prevention with a population focus (American Association of Colleges of Nursing [AACN], 2004).

**Belief Statements**

The curriculum is organized to facilitate student learning. The beginning courses provide a foundation for the nursing major. Course content and learning experiences progress from the individual to the family and community, from simple to complex, from faculty-facilitated to student-directed learning, and from theory to application. Teaching and learning are highly interactive and multidimensional processes. Our faculty design and facilitate experiences to guide students to integrate theoretical concepts into practice, foster a spirit of inquiry, and expand critical and reflective thinking in nursing. This design enables students to acquire attitudes, cognition, and the essential skills needed to develop the knowledge and behaviors that comprise the professional nursing role.

The curriculum framework provides direction for the selection and organization of learning experiences to achieve program objectives. The curriculum is centered on the philosophy that guides the curriculum design by ensuring that the common themes necessary for nursing practice are addressed and developed progressively across the course of study. The five integral threads interwoven across the nursing curriculum are: Clinical Reasoning and Critical Inquiry, Communication, Experiential Learning, Global Worldview, and Professionalism and Leadership. They are defined as follows:

**Clinical Reasoning and Critical Inquiry**

Professional nurses are expected to “base practice on current knowledge, theory, and research, delegate and supervise patient care activities, evaluate nursing care outcomes, participate in research and utilize research findings, and participate in shaping the health care delivery system” (AACN, 1998, p. 6). To do so requires the nurse to possess both clinical reasoning and critical inquiry. Clinical reasoning is “the practitioner’s ability to assess patient problems or needs and analyze data to accurately identify and frame problems within the context of the individual patient’s environment” (Murphy, 2004, p. 227). In nursing education, “effective clinical reasoning skills enable students to collect data, solve problems, make decisions, provide quality care and survive in the workplace. Effective and efficient clinical reasoning requires knowledge, skills and abilities grounded in theory
and supported by evidence” (Kautz, Kuiper, Pesut, Knight-Brown, and Daneker, 2004, p. 1). Student clinical reasoning involves elements of focused reflection, written or verbal articulation of thoughts, assignments that connect new experiences to existing knowledge, critical inquiry, creative thinking, and nursing judgment. All activities support therapeutic interventions, preventive care, and health promotion for/with clients in a variety of settings.

Critical inquiry is the process of examining existing assumptions, knowledge, and questions; gaining (and creating) new information; gaining new perspectives; critical analysis; sharing what was learned; action and reflection (Jennings & Smith, 2002). Critical inquiry skills allow a person to identify a problem, propose solutions, find evidence for and against proposed solutions, and evaluate the solutions based on this evidence (Suthers, 1997). Critical inquiry assists students to examine and challenge the status quo and the power relations that produce inequalities, in ways that can lead to advocacy and community action (Wright, 2004). Critical inquiry is the cornerstone of evidence-based nursing practice.

Communication
Communication is the process of exchanging information, ideas, feelings and beliefs. Skillful communication occurs when a person clearly, concisely, and accurately conveys messages to another person(s). It involves active listening and careful evaluation including nonverbal, extrasensory, written, spoken and technological formats. Nursing communication has a professional, therapeutic, collaborative and client-centered focus.

Experiential Learning
Experiential Learning is an educational process of engaging learners through a variety of learning methodologies to increase knowledge, develop skills and clarify and foster values essential to nursing. One of the important components of Experiential Learning is engagement, the process whereby students and faculty are actively connected and involved in their learning about nursing and their work with persons/clients, the community, and the interdisciplinary healthcare team in various locations of the environment. Experiential Learning may include, but is not limited to:

- Student-focused learning
- Faculty and student interactions
- Field experiences and partnerships (acute, immediate, long-term, public health and community agencies)
- Civic engagement and service-learning
- Advocacy and policy development
- Participation in a variety of agencies and political-social structures
- Classrooms and distance education modalities
- International programs
- Evidence-based learning and research
- Learning tools, such as simulations, role playing, journaling, case-studies, and concept maps
- Teaching-learning techniques, such as active learning, cooperative learning, collaborative learning, self-directed and student-focused learning

Global Worldview
Global Worldview is the process of integrating an intercultural and international dimension into the teaching, research, and service functions of nursing education. A global outlook is universal in scope, not limited by what is known and familiar. It demonstrates an awareness of the interconnected world community and the importance of social justice. “Worldview” is defined as “the overall perspective from which one sees and interprets the world” (The American Heritage® Dictionary, 2006). A global world view is integral to achieving cultural competence in areas such as ability, age, ethnicity, generation, gender, race, religion, sexual orientation, and socioeconomic status.
This approach may include, but is not limited to:

- Diverse communities
- Intercultural issues
- Student and faculty foreign exchange opportunities
- Intercultural and international program development
- Faculty/institutional support services
- Service-learning programs

**Professionalism and Leadership**

Professionalism requires a body of knowledge, service to others, autonomy, self-regulation, code of ethics, and participation in professional societies (Kelly, 2008). Professionalism is exhibited in the behaviors and attitudes of each individual nurse. The integration of core disciplinary values, knowledge, and personal reflection is the foundation of professionalism in nursing. Core disciplinary values include the values of integrity, respect for human dignity, caring, and advocacy. All nurses must have knowledge of legal, ethical, and practice standards. Personal reflection includes the integration of personal evaluation and self-care practices with lifelong career and personal goals. Nursing professionalism is expressed through leadership skills such as creativity, collaboration, assertiveness, risk-taking, vision, professional accountability, role behaviors and appearance (Lenburg, 1999) that influence, motivate, and affect others to contribute to the improvement of client health care and to the success of the organization. It also underpins the management skills of administration, organization, delegation, supervision (Lenburg). Nursing professionalism is the foundation for the efficient, effective use and stewardship of human, physical, financial, intellectual, and technical resources to meet client needs and support organizational outcomes.

The curriculum of the School of Nursing was developed to be congruent with the strategic vision of the College and University. The School of Nursing recognizes clinical reasoning and critical inquiry, communication, experiential learning, global worldview, and professionalism and leadership are necessary to deliver nursing care to clients in a variety of environments to optimize health.
References


Online Teaching and Learning

Online Teaching and Learning Definition for the RN-BS Online/Distance Completion Option

The School of Nursing follows the University definition of distance education “a formal educational process in which instruction occurs when the student and instructor are not in the same place.” Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, practicum experiences, and audio, video or electronically mediated technologies.

A distance education delivery format is consistent with the mission of the university, as represented in the Division of Extended Studies mission statement, to “connect the resources of Boise State University with individuals, organizations, and communities to maximize educational opportunity and accommodates a wide range of learners and their circumstances by developing programs that feature alternative formats and locations.”

(http://www.boisestate.edu/extendedstudies/)

The School of Nursing seeks ways to serve Registered Nurses more effectively by providing alternative delivery teaching methods such as the online completion option. This, in congruence with the mission and philosophy of Boise State University, provides the mechanism for students to obtain the education they need to achieve their goals, while continuing with demanding personal and employment schedules. The RN-BS online/distance education option is congruent with the School of Nursing philosophy which supports “university-based education via a variety of delivery modes” and replicates the quality educational outcomes present in the traditional on campus program environment.
HLTHST 300: Pathophysiology
Emphasis on dynamic aspects of human disease. Disruption of normal physiology and alterations derangements and mechanisms involved.

HLTHST 380: Statistical Methods for Health Sciences
Application and use of statistical principles and methods in health sciences. General computer skills required to use SPSS: Area III Math Core

NURS 350: Professional Transitions in Nursing for the RN
Designed to meet the learning needs of registered nurses who want to continue their professional education and received a baccalaureate degree in nursing. Focus on concepts of community based nursing, advanced concepts of role transition and change theory.

NURS 392: Introduction to Nursing Research
An introduction to the research process. The emphasis is on defining researchable problems, analyzing steps in the research process and providing opportunities for practical experiences.

NURS 397: Preparing the RN for the Online Environment
Preparing for the Online Learning Environment will specifically aid the student who has been away from school for sometime or is unfamiliar with online learning.

NURS 404: Professional Practice Seminar
Seminar focused on analysis and synthesis of clinical management and leadership principles in clinical practice.

NURS 496: Nursing Independent Study
Synthesist of nursing concepts into developed projects within various health care venues.

NURS 416: Community and Public Health Nursing
Public health principles and concepts applied in populations and communities.

NURS 417: Community and Public Health Nursing Lab
Application of community and public health nursing concepts and principles in professional practice.
NURS 420: Policy, Power and Voice
Use of personal power to plan career goals. Exploration of nurses’ personal and collective power and voice to participate as leaders and advocates in health policy process.

NURS 422: Nurse As Collaborator, Advocate and Resource Manager
The role of nurse as collaborator, advocate and resource manager involving coordination of quality health care services in a cost-effective manner to promote positive outcomes for various populations.

NURS 424: Nursing Leadership and Management
Theory and concepts of issues in nursing management: Utilization of theory surrounding conflict resolution, negotiation budgeting, scheduling, ethics, human resources and policy development.

NURS 425: Nursing Leadership and Management Lab
Clinical application of leadership and management concepts tailored to student expertise and professional goals.
313.0 STUDENT BACKGROUND CHECK POLICY

Purpose:
To establish policy and procedure and to inform students of criminal background checks required for admission into and progression through programs that include the direct delivery of patient care services.

Scope:
The College of Health Science requires a Background Check (BGC) on all students enrolled in courses involving the direct delivery of patient care services. Students must maintain a clean background, no record of conviction of any of the crimes identified in II.B. (below), as they progress through clinically-based programs. Background checks are required by the clinical agencies where students participate in clinical experiences. All students in the College of Health Sciences who will be enrolled in courses that involve the direct delivery of patient care services are covered under this policy.

Responsible Party:
The department chair, or designee, of each program offering courses that involve the direct delivery of patient care services.

Definitions:
Clean Background Check: No record of conviction of any of the crimes identified in II.B. Time frame is for the last 7 years from the program application deadline date back to the offense date, unless an alternate time frame is specifically stated for the offense in section II.B.

I. Policy Statement

A. All students in the College of Health Sciences who will be enrolled in courses that involve the direct delivery of patient care services are covered under this policy.

B. Prior to admission into a program or course involving the delivery of direct patient care all students will have a clean background check.

C. Once admitted into a program:

1. Students are required to immediately report all arrests for any misdemeanors or felonies to the appropriate Department Chair.

2. Departments may check arrest records of students without notification.

3. Failure to notify the Department of an arrest is grounds for dismissal.

II. Procedure

A. The background check will be obtained from the company agreed upon by the College and will include the following:

1. Social security number and identity verification

2. Criminal search (7 years) national and county
3. Violent Sexual Offender and Predator Registry Search
4. Office of Inspector General (OIG) List of Excluded Individuals/Entities
5. General Services Administration (GSA) List of Parties Excluded from Federal Programs
6. US Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN)

B. Derogatory information of the following nature gathered as the result of a background investigation is the basis to no longer consider a candidate for the program, as clinical placement will not be possible. Pending charges for the following crimes will be considered crimes and will be deemed to be substantially detrimental to the care of patients and will result in dismissal. Timeframe is for the last 7 years unless otherwise noted:

1. Felony convictions
2. Withheld judgments for felonies
3. Other plea agreements to felony convictions
4. Sexual assault, rape, indecent exposure, lewd and lascivious behavior, or any crime involving non-consensual sexual conduct committed at any time
5. Child abuse, sexual exploitation of children, child abduction, child neglect, contributing to the delinquency or neglect of a child, enticing a child for immoral purposes, exposing a minor to pornography or other harmful materials, incest, or any other crime involving children as victims or participants committed at any time
6. Homicide committed at any time.
7. Any charge related to illegal drugs such as (but not limited to) possession of drugs or paraphernalia, or trafficking.
8. Abuse, exploitation or neglect of a vulnerable adult (disabled or elderly) committed at any time.
9. Assault or Battery.
10. Misdemeanor theft committed during the last 5 years or grand theft committed during the previous seven years.
11. Offenses involving substantial misrepresentation of any material fact to the public or an employer including embezzlement, bribery, fraud, racketeering or allowing an establishment to be used for illegal purposes.
12. DUI within the last 3 years or more than one DUI in the past five years.
13. First or second degree arson.
15. Mayhem, as defined by Section 18-5001, Idaho Code
   http://www.legislature.idaho.gov/idstat/Title18/T18CH50SECT18-5001.htm


17. Forgery or fraudulent use of a financial transaction card.

18. Forgery and counterfeiting.


20. Pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty
    and/or students at risk.

C. Students will be admitted to the program conditionally, pending the submission of a
   clean background check. All conditionally admitted students will be given a copy of the
   Information Sheet on obtaining a background check. Students will request and pay for
   the standard College of Health Sciences background check through the approved
   company. Results of the check are released to the Department Chair (or designee) of
   the admitting program and to the student.

D. Each department will access the background checks and print a copy of each student’s
   check. The check will be reviewed by the Department Chair (or designee) to determine if
   the background check is clean. If the check is clean the student will be fully admitted to
   the program.

E. If the background check has crimes on the list in II. B., the student will be notified in
   writing that their admission to the program has been withdrawn. If the student wishes to
   grieve this decision and continue the admission process, the student must:
   1. Meet with the Department Chair (or designee) and present in writing why the
      potential student should not be considered a risk to patients, faculty and/or student
      safety. This process must be completed within 10 days of receipt of notification of
      withdrawn admission.
   2. After the meeting, the Chair (or designee) will write an admission recommendation.
      The recommendation, information presented by the student, and the background
      check will be forwarded to the College of Health Sciences Academic Leadership
      Council (ALC). The ALC will make the final admission decision. The ALC will notify
      the student of the final decision.
   3. A representative from University Health Services (UHS) will provide consultation on
      appeals as a non-voting member.

F. Results of background checks will be maintained in a locked file cabinet in the
   department. Records will be shredded 6 months after an applicant is denied admission
   or when a student graduates.
G. Results of a background check performed for hire at a local health care agency may not be used for affiliation with Boise State University due to variances in quality of the background checks.

H. Students who leave the program, regardless of reason, will need to repeat the background check before being readmitted.

I. Students who have an arrest for any crime listed in this policy while in the program will be removed from clinical. In order to return to clinical, students must follow step E, and abide by the decision of the ALC.

J. Clinical sites and other agencies may require additional background checks. The criteria used may be more stringent than used by the College of Health Sciences. This may prohibit some students from being allowed into some sites.
**BOISE STATE UNIVERSITY**  
**DEPARTMENT OF NURSING**  
**RN-BS ONLINE/DISTANCE COMPLETION OPTION**

**SENIOR LEVEL OBJECTIVES**

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<th>Level Objectives</th>
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<td><strong>Clinical Reasoning and Critical Inquiry:</strong>  At the end of the Senior level, the graduate will:</td>
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<td>Synthesize theoretical and evidence-based knowledge from the sciences, humanities and nursing when planning and providing care in collaboration with individuals, families, groups and communities.</td>
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<tr>
<td>Apply critical inquiry and clinical reasoning, as a generalist, when providing care to diverse individuals, families, groups and communities across the lifespan in a variety of community-based and institutional settings.</td>
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<td>Synthesize thoughtful, focused reflection and reasoned judgment in the delivery and evaluation of nursing care.</td>
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<td><strong>Communication:</strong>  At the end of the Senior level, the graduate will:</td>
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<td>Evaluate and revise effective and respectful communication strategies (written, verbal, electronic, and other appropriate technologies).</td>
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<td>Evaluate the effectiveness of client-centered communication skills with groups and organizations while maintaining appropriate confidentiality of information.</td>
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<tr>
<td>Use information systems effectively to manage and evaluate care for diverse clients, families and groups and communities.</td>
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<td><strong>Experiential Learning:</strong>  At the end of the Senior level, the graduate will:</td>
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<td>Analyze the roles nursing plays in the larger social community.</td>
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<tr>
<td>Participate actively in effective relationships with diverse clients, inter-professional teams, community agencies and other stakeholders.</td>
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<tr>
<td>Serve as a health educator for the purpose of developing attitudes, knowledge, skills and behaviors to promote, protect, and restore health and assist the client in making informed health care choices.</td>
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**Level Objectives**

Institute activities to prepare for licensure and professional nursing practice.

**Global World View:** At the end of the Senior level, the graduate will:

- Analyze the role of nursing in global health and the effects of global health issues on nursing practice.
- Demonstrate cultural competence when providing care for diverse individuals, families, groups and communities.
- Advocate for social justice including commitment to the health of vulnerable populations and the elimination of health disparities.

**Professionalism and Leadership:** At the end of the Senior level, the graduate will:

- Manage nursing care in collaboration with clients and an inter-professional team through coordination, delegation, consultation and referral.
- Model the professional nursing role based on acceptable standards of practice including accountability for one’s personal and professional behaviors and development.
- Analyze the financial, legal and ethical implications of professional decisions involving individuals, groups, communities and organizations.
- Express informed positions on professional issues and trends, opportunities for advocacy and strategies for social and political action for health and well being.
- Explain the leadership role of nurses in addressing global health issues.
- Participate in practice settings, professional organizations, communities and government to improve nursing practice, nursing education, client care and the health care delivery system.
Purpose
The School of Nursing at Boise State University believes that academic advising is a vital student centered and learner driven part of the educational process. Through intention and design, advising facilitates students’ understanding of the meaning and purpose of higher education and fosters their intellectual and personal development towards academic success and lifelong learning (NACADA, 2004).

Advising Mission Statement
Advising is an intentional and collaborative process in which advisors use their knowledge of the university and School of Nursing to enhance students’ educational and career opportunities for professional development throughout their educational experience. Academic advising exists to:

• ensure students are aware of required classes for graduation and educational interests through support advising and to
• support career development and progression in the program.

Advisor Responsibilities in the Advising Process
Each student in the RN-BS Online/Distance Completion Option at Boise State University will be assigned to the program’s Student Enrollment Coordinator (advisor).

Advisors help students with course selection and ensure students have completed forms and documentation of required courses for graduation.

Student Responsibilities in the Advising Process
The Academic Advising Report (AAR) is an official record of the student’s progression toward a degree. The AAR is accessible over Bronco Web. Students are responsible for ensuring their major is listed correctly and for monitoring the accuracy and completion of their AAR.

The AAR should be reviewed with the Student Enrollment Coordinator during each advising appointment. Questions regarding course work and academic adjustments initiated though the School of Nursing should be discussed with the support advisor. Questions regarding all other entries should be directed to the Registrar’s office thought the link available on the AAR.

Students are responsible for updating their student files with any changes to their address, email address, and or phone number by notifying the School of Nursing in writing and Bronco Web University records.

Students’ Rights in Advising Process
Each student has the right to:

• Access an advisor who is knowledgeable about the advising process and program requirements.
• Academic advising that supports program goals and the student’s personal educational goals.
• Access and review student file with assistance of the Student Enrollment Coordinator (advisor) or the Associate Chair.

Contact Information
Telephone or personal appointments are available. Please ask Maura Rasmussen Student Enrollment Coordinator
(208) 426-1768
(800) 824-7016, ext. 1768

Students are responsible for updating their student files with any changes to their name, address, email address and/or phone number by notifying and the Department of Nursing in writing via email and Bronco Web University records. Visit the Bronco Web link at
http://broncoweb.boisestate.edu/.

Related Policies/Forms: Degree Progress Report & Credit for Prior Learning Form
DON Policy S-V-100
CHS: None
BSU: 4010, 4020, 4030
Reviewed: Spring 10
Reviewed: Spring 11
Revised: Spring 2011
Academic Integrity

Purpose
Plagiarisms in written work, whether in hard copy or in electronic communications, will not be tolerated and may be cause for failure in the course or dismissal from the program and /or University.

Process
Academic dishonesty in any form may result in failure in the course or dismissal from the program and /or the University. (See Boise State University Student Handbook and catalog for definitions, policies and judicial procedures). Falsification of academic records will result in dismissal from the program.

Students must be present at scheduled testing times. Exceptional circumstances must be discussed with the course coordinator/faculty prior to the scheduled testing date. Student seating during tests may be assigned so as to minimize opportunities for dishonesty/cheating.

When tests are handed out, all communication among students is to stop. Students should monitor their own behavior so as not to arouse any suspicion on the part of the faculty or test monitor.

Related Policies/Forms
None

Approved: Fall 2007
Reviewed: Fall 2008
Reviewed: Spring 2010

Team: Curriculum
CHS: None.
BSU: 2020 (Code of Conduct)
3130 (Academic Grievance Board)
http://www.boisestate.edu/policy/policy_docs/3140_AcademicGrievance.pdf

Search Terms: Academic integrity, plagiarism, dishonesty.
Challenging Nursing Courses

Purpose
To identify the criteria and process for challenging nursing courses in the RN-BS Online/Distance Completion Option at Boise State University.

Process
1. Refer to University Challenge Policy that states: “You may not challenge a course to improve a previous grade earned in that course.”

2. Students must have been accepted into the nursing program before they are allowed to challenge a course in the Nursing School curriculum.

3. A student may receive up to one-third of the total credits required for graduation through either challenge examinations or experiential learning. (See Boise State University catalog on Credit for Prior Learning.) A challenge examination measures course competencies as stated in the current course syllabus. Successfully passing the challenge examination is comparable to receiving a grade for the course being challenged.

4. Nursing content that a student may challenge includes knowledge gained from:
   a. Continuing education courses.
   b. Employment in a field of nursing and/or health care.

5. The challenge process must be completed by the semester add/drop date.

6. While the challenge is being processed, the student must register for and participate in the challenged class and complete all assignments/exams until the challenge process is completed.

7. A challenge examination of a nursing course must be taken in the sequence that the courses are scheduled in the nursing curriculum.

8. A challenge examination for a nursing course may be taken only one time.

9. The Associate Chair of the RN-BS Online/Distance Completion Option or designated course faculty may require successful completion of a theory challenge examination prior to taking a portfolio challenge examination as these courses are co-requisites.

10. A student may consider challenging a course with a Prior Learning Portfolio (PLP). A PLP should present evidence that equivalent preparation (i.e. work
experience, self-study, continuing education, traditional or non-traditional education) fulfills the learning outcomes and/or objectives of the course being challenged. (See Boise State University catalog.)

11. A student who successfully challenges a nursing course will receive a grade and credit for the challenged course. Note: In some cases, financial aid may be disrupted when credits are received via a challenge. Talk with a representative from the Financial Aid Office to determine whether challenge credits could impact the receipt of your financial aid.

12. It is the responsibility of the Associate Chair of the RN-BS Online Completion Option or designated faculty teaching the course being challenged to:
   a. Determine if student meets experiential criteria for challenge.
   b. Determine the content and/or process of the challenge examination/portfolio.
   c. Describe the process for challenging the course.
   d. State the titles of required text(s) and syllabus in addition to instructions where a student may obtain study references.
   e. Evaluate the student's challenge examination performance or portfolio against the current course outcomes and grading criteria.

13. Prior to initiating the challenge process, the students must satisfy any pre-requisites for the course being challenged.

   **To challenge a nursing course, the student will:**

1. Contact the Director of the RN-BS Online/Distance Completion option to discuss the possibility of challenging a nursing course the semester prior to the challenged course semester.
   a. Make a phone appointment with the Student Enrollment Coordinator to determine if residency credits are needed.
   b. Request that the necessary paperwork be developed, and sent out to the student via email, along with necessary information regarding payment.
   c. Student will print off the form, sign it, and return the paperwork along with payment to the School of Nursing.

2. It is the responsibility of the Director of the RN-BS Online/Distant Completion option to:
   a. Determine the content and/or process of the challenge examination.
   b. Describe the process for challenging the course.
   c. State the titles of required text(s) and syllabus in addition to instructions where a student may obtain study references.
   d. Evaluate the student's challenge examination performance or PLP against the current course outcomes and grading criteria.
a. It is the responsibility of the Student Enrollment Coordinator to file the Credit for Prior Learning form with the Registrar. The challenge must be filed during the semester prior to the semester in which the challenged course will be offered.

3. Student will take the challenge exam.

4. Following completion of the exam The Student Enrollment Coordinator will:
   a. Record the student’s grade on the Credit for prior Learning form.
   b. Send the form to the Registrar’s Office

5. The grade will be recorded on the Credit for Prior Learning form. The grade will be recorded with the Registrar’s Office. If the exam is successfully passed, the student will receive credit for the course. If the exam is not successfully passed, no grade or credit is given for the course, and the student must complete the course for progression.

Related Policies/Forms
Credit for Prior Learning Form

Adopted: Spring 2006
Revised: Spring 2008
Revised: Fall 2008
Reviewed: Spring 2010
Reviewed: Spring 2011

Team: Admission & Progression
CHS: None
BSU: 3040 (Credit for Prior Learning)
3070 (Requests for Academic Adjustments of Undergraduate Requirements)
http://www.boisestate.edu/policy/policy_docs/3070_RequestsforAcademicAdjustmentsofUndergraduateRequirements.pdf

Search Terms: Challenge, prior learning.
Confidentiality Policy

Purpose
The nursing faculty of Boise State University adhere to the American Nurses Association Code for Nurses. All nursing students are required to read and sign a Confidentiality Non Disclosure Statement. The Faculty utilize the following guidelines in the interpretation of confidentiality to determine safe/ethical nursing practice.

Description
A breach of confidentiality includes the following:

1. Revealing information about a client to another person who is not involved with the direct provision of care to the identified client.

2. Revealing events or partial information about a client or clinical experience to another person (such as a relative or friend) who, by virtue of knowing other information, is then able to identify the client and circumstances being discussed.

3. Revealing information about a client or clinical situation to other persons involved in that client's care in an area where the discussion may be overheard by others (such as other health care workers, visitors or client's family members).

4. Revealing privileged information about an agency's performance, personnel or practices.

Situations involving poor judgment about the sharing of information about clients or clinical situations (e.g. persons or agencies) constitute unsafe and/or unethical nursing practice. Such situations will be reviewed by the faculty and may be grounds for dismissal from the nursing program.

Related Forms
Student Non-Disclosure Statement (CHS 311)
Student Expectations/Responsibilities in Clinical/Skills Lab (S-IV-302)

Reviewed: Spring 2006
Reviewed: Spring 2010
Reviewed Spring: 2011

Team: Chairs
CHS: 311
BSU: None.
Search Terms: Confidentiality
Dress Code

Purpose
The School of Nursing requires that students adhere to a dress code when they are in a clinical setting.

Process/Description

1. Attire for community-based experiences are as follows:
   - Business casual attire.
   - Conservative jewelry only.
   - “Revealing” shorts, shirts, pants, dresses, etc. are not permitted.
   - Moderate make up and hair styles.
   - No visible tattoos.
   - Other than pierced ears, no other visible piercing is allowed. This includes: nose rings, lip rings, and eyebrow or tongue ornamentation.

Related Policies/Forms
DON: S-III-300

Approved: Fall 2008
Revised: Fall 2009
Reviewed: Spring 2011

CHS: 307, 304
BSU: None.
Search terms: dress code, uniform, clinicals
Engagement of Student Representatives on School of Nursing Teams

Purpose
To describe the process for enhancing student engagement in the School of Nursing.

Mission/philosophy
Student engagement increases connections within academic programs and in the School of Nursing. Involvement allows students to participate in activities related to the educational process and social networks with the intent to increase success and retention rates of students. A culture of collaboration between students, faculty, staff, and community members is essential for the development and maintenance of a health atmosphere and excellent decision making.

Description of Process
- At the beginning of each semester, the RN-BS governance team reviews potential representatives for the RN-BS Online/Distance Completion meetings and establishes the dates for those meetings. The Administrative Assistance will contact potential students and confirm availability.
- Each student volunteer is encouraged to remain on a team for a minimum of 2 semesters unless otherwise indicated.
- Students will participate via phone conferencing or other forms of technology.
- Students will be encouraged to place agenda items.
- Administrative Assistant will send out the minutes for each meeting for the student to review. Distribute certificates of recognition as appropriate.

Related Policies/Forms
Role of Student Representatives (S-III-200)
Purpose
Describe the participatory role of the School of Nursing student representatives in leadership activities on teams and committees.

Description of Students’ Role:
Students volunteer to serve on a team.
Each student representative is responsible to:
- send agenda items to the team/committee leaders as appropriate,
- be an active committee/team member and communicate with the team/committee leader regarding committee/team issues, and

Description of Committee Leader’s Responsibilities:
- The RN-BS Director is responsible for orienting student representatives to the function and processes of the team/committee. Orientation includes:
  - Description of the School by-laws;
  - Discussion of committee objectives
  - Agendas and minutes are sent to student representatives.

Related Policies/Forms
Department Bylaws (F-I-200)
Adopted: Spring 1986
Reviewed: Fall 2000
Reviewed: Spring 2010
Reviewed: Spring 2011

Team: Outcomes
CHS: None
BSU: None
Search terms: Representative, leadership.
Files and Records Management Policy

Purpose
To identify the different types of files available in the School of Nursing, how long they are kept by the School and student access to their files.

Descriptions

Student Files
Students who step out of the option for 2 or more semesters or more are considered to be inactive, and their file is placed in with the withdrawn students. Files are destroyed when the last activity in the file is three years old or upon request.

Record Management
Contents of each student file are stored for three years from the date of graduation. After three years, all records are destroyed.

A permanent file for each graduating class is maintained for five years beyond graduation. The file includes a class listing, each student evaluation for graduation and all Career Planning and Placement reference forms.

Access to Student Files

Accommodations will be made to assist students who wish to review their own files. Students can come into the School of Nursing office during regular office hours and review their file in the presence of the Student Enrollment Coordinator (advisor) or Director. This process can also be adapted by faxing or scanning the documents in question and discussing the files on the phone. Additionally, a CD record of selected documents can be mailed to a student.

Student files include all admission data, communications to and from the student, communications about the student's academic status, anecdotal notes, clinical performance evaluations and health records.

Boise State University faculty and staff with a legitimate educational interest may have direct access to students’ records.

Related Policies/Forms

DON S-V-203

Adopted: Fall 1993
Revised: Fall 2008
Reviewed: Spring 10

Team: Staff.
CHS: None.
BSU: 2250 (Files and Records) http://www.boisestate.edu/policy/policy_docs/2250_studentrecords.pdf

Search Terms: Files, Graduate, Student, Applicant
Search Terms: Files, Graduate, Student, Applicant
Grading

Purpose
To define the grading criteria required for progression in the nursing program.

Process
The following grading scale is utilized in the School of Nursing. A student must receive a 75 as a final grade in courses with an NURS designation for progression in the nursing program. A final course grade of 74.9% will NOT be rounded up to 75%.

A   = 93-100%
A-  = 90-92
B+  = 88-89
B   = 83-87
B-  = 80-82
C+  = 78-79
C   = 75-77 – a 75% or higher is required for progression
C-  = 70-74
D+  = 68-69
D   = 63-67
D-  = 60-62
F   = <60

Related Policies/Forms
Progression (S-IV-101)
Incompletes (S-IV-103)
Scholarship Award Process

Purpose
The purpose of the Scholarship Award Process policy is to ensure the allocation of scholarship funds to students is in alignment with the nursing's department mission and vision.

Description

Philosophy
The scholarship awards process demonstrates responsibility to the:

1. Donors, through careful stewardship of award money. Careful stewardship implies fiscal as well as academic accountability to utilize objective indicators for potential success and financial need of recipients whenever possible.
2. University scholarship awards process, through compliance with university policies regarding scholarship awards.
3. Students enrolled in the School of Nursing, through student participation in policy decisions, communication of the application requirements and application process to all eligible students, and student representation/participation in award decisions.

The priorities of the scholarship awards process:

1. Recognition of students with a high likelihood of academic and professional success as indicated by strong academic records and progression consistent with the program policy for full-time students. Awards values should demonstrate recognition of academic excellence to the extent that funding allows.
2. Assistance to students with demonstrated financial need and strong academic records.
3. Continued funding support for existing and new Honors Scholarship candidates.
4. Equitable distribution of funds by limiting individual awards to a sum equal or less than the greatest endowed scholarship award.
5. Support of as many qualified students as possible through the distribution of School of Nursing University general fund scholarship money to achieve total individual awards not less than $200 annually.
6. Support all educational options, but encourage Baccalaureate Degree completion through scholarship awards in agreement with student program intent and as funding allows.

Process:
The scholarship application and selection process will be conducted by the Scholarship Team comprised of a work group of faculty, staff and students. All team members will acknowledge their responsibility regarding the confidential nature of the academic and financial information considered in the scholarship decision process.

The scholarship application and selection process will occur each spring in conjunction with the University financial aid application process. Spring scholarships are awarded for the following academic year (Fall and Spring semesters). Scholarships are awarded for a single academic year.

Announcement of scholarship application process:

1. In January, the Financial Aid office will notify the School of Nursing regarding timeline and deadlines for scholarships to be awarded for the following academic year.
2. In February, the Scholarship Team will publish an announcement to all eligible students regarding the specific scholarships available, donor criteria, application procedures and deadlines.

3. The financial aid office will affirm the value of each award. IRS regulations stipulate that the tax deductibility of the gift prevents donor involvement in the selection process.

4. In accordance with Boise State University policy, applicants must have a total cumulative grade point average (GPA) of 3.0 or better and be enrolled in a minimum of 12 credits per semester while receiving scholarship money.

5. The applicant must be enrolled in nursing courses at the time of application (excluding Palmatier Honors Scholarship) and completing courses in accordance with the full-time progression policy specific to their option to receive scholarship money administered by the Department of Nursing.

6. To be considered for any “need based” scholarship, the student must have submitted a completed FAFSA in accordance with the Financial Aid office. The “estimated family contribution” data will be compiled by the Financial Aid office and forwarded to the scholarship work group.

Application Submission

1. The application deadline will be clearly published in the announcement of the scholarship process. No late applications will be accepted unless extraordinary circumstances are approved by the faculty coordinator and subsequently approved by the work group.

2. Applications must include completed application and any supporting documents required for specific scholarships. Incomplete application packets will not be considered by the work group. Students will receive a dated “receipt” upon submission of their application packet.

3. The faculty coordinator will work with the staff to organize the applicants by educational option and level of study as well as cumulative GPA and financial need.

4. The scholarship(s) may or may not be renewed but renewal is not automatic and students must reapply. A renewal will be based on the student maintaining satisfactory academic progress, adequate funding, or other criteria.

Scholarship awards are determined on the following criteria:

1. Submission of application meeting eligibility criteria specified by the university
2. Application criteria as specified by individual scholarship donors
3. Selection of recipients will be made without regard to race, color, gender, religion, or national origin.
4. Disbursement of awards will be credited to the student’s account at the Financial Aid Office.
5. Cumulative university GPA will be used to select scholarships not designated as need-based.
6. Need based awards will be determined using a balance of cumulative GPA and estimated family contribution data.
7. Program specific awards and duration of awards will be in accordance with the student’s program of admission, progression into subsequent programs and most recent “intent to continue” document.

Administrative Process

Scholarship awards will be forwarded to the Administrative Assistant who will oversee the following:

1. Completion of an awards database to be sent to the Financial Aid office. The Financial Aid office will verify the recipients’ eligibility. Financial Aid will notify recipients and require them to indicate acceptance of the award.
2. Notification of students not selected for awards by mail, including, when appropriate, the reason for non-selection or in-eligibility.
3. Notification of recipients by mail including the name of the award, the amount and duration of funding, expectations regarding acknowledgment of award and continued eligibility for the award.
4. Coordination of scholarship recipients’ attendance at designated events including the Friends of Nursing events and BSU Foundation events.

Issues related to continuation of awards:

Scholarship awards are contingent upon the student maintaining the eligibility requirements of the university (credit requirements and cumulative GPA of 3.0); completion of all requirements specified by Financial Aid and good standing within their nursing program in accordance with the School of Nursing progression policy. Students who do not meet progression requirements, withdraw from the nursing program or fail to comply with the eligibility requirements will forfeit their scholarship money.

Related Forms

School of Nursing Scholarship Application

Approved: Spring 2007
Revised: Spring 2009
Reviewed: Spring 2010
Reviewed: Spring 2011

Team: Scholarship Committee.
CHS: None.
BSU: None.
Search Terms: Scholarship
General Admission Health Requirements

Purpose
All RN students admitted to the RN-BS Online/Distance Completion Option, full-time or part-time, are required to fill out a health requirement form from their employer.

Process

Health Requirements for Working RNs
- Employee will provide an updated Health Requirement form for working RNs upon admission and on an annual basis.
- Current RN license upon admission and on an annual basis.

Health Requirements for Non Working RNs
- Verified negative T.B. skin test (Mantoux test, NOT Tine test) or negative chest X-ray report is required on an annual basis, obtained within the current year. The report submitted by the students must state that the student is negative for TB. You will provide proof a negative TB on an annual basis. If you have a positive report you will need to request a form that will ascertain whether or not there has been any change in health status. The TB test must be done on an annual basis.
- Written verification of CPR health care provider certification or active CPR instructor status. Class content should include CPR for client of all ages; ventilation with a barrier device, a bag-mask device and oxygen; relief of foreign-body airway; and use of an automatic external defibrillator. CPR certification must be up to date and continuous through out the program.
- Rubella ("German Measles") titer which indicates the student is protected (serologically immune).
- Rubeola ("hard measles") titer which indicates the student is protected (serologically immune). If the titer is "equivocal" or indicates the student is not protected, immunization and follow-up titers to show immunity are required.

NOTE: The Rubeola and Rubella titers are separate and distinct tests.
1. Pregnancy: You should not receive the Rubella or Rubeola vaccines (MMR) if you are pregnant or plan to become pregnant in the next 3 to 4 months.

- The reports submitted by the student must state that the student is negative for TB and is protected from Rubella and Rubeola (serologically immune). Students who do not seroconvert after two MMR immunizations will be handled on an individual basis by the Director of RN-BS Online/Distance Completion option.

- It is strongly recommended by the School of Nursing that students receive the series of three Hepatitis B Vaccinations. All students must submit a signed
"Hepatitis B Choice Form." Further information about the cost and availability of the vaccine can be obtained from the Central District Health Department. The Hepatitis B immunization can be obtained by the Central District Health Department. There are three injections to the series, and there is a fee.

☐ Documented administration of a one dose of Tdap vaccine and then Td booster every ten years thereafter is required.

☐ Documented administration of annual influenza vaccines are required by October 1\textsuperscript{st} of each year.

Related Policies:
DON S-IV-100

Approved:
Revised: Spring 2006
Revised for RN program: 2008
Reviewed: Sp 2010
Revised: Spring 11

Team: Admission & Progression
CHS: 305
BSU: 4101-D
Search Terms: Admissions, Health Requirements, Insurance
Incompletes

Purpose
To receive a grade of Incomplete, a student must meet the basic criteria specified in the current catalog for Boise State University under “Incompletes”.

Process
The student and faculty will sign an online grading contract stipulating the work the student must do to receive a grade in the course as specified in the Boise State University catalog.

However, if the incomplete will be in a course that is listed as a required course within the nursing curriculum, then the consent must specify that the grade of incomplete be removed before the start of the next semester’s nursing course(s). The online grading contract should stipulate these dates clearly.

For courses not specified for completion and beginning of the new semester in the Nursing Program progression policy, incompletes must be given and removed following university guidelines. Coursework must be completed within one year or the student will automatically receive a grade of “F”.

Related Policies/Forms
Progression (S-IV-101)
Grading Policy (S-IV-102)

Revised: Spring 2008
Reviewed: Spring 2010
Reviewed: Spring 2011

Team: Admission & Progression
CHS: None
BSU: 2230 (Changes in Awarded Grades)
http://www.boisestate.edu/policy/policy_docs/2230_changesinawardedgrades.pdf

Search Terms: Incompletes
Jury Duty

Purpose
Boise State University expects students to participate in responsibilities of citizenship. This policy outlines the school’s process for students called into jury duty.

Process
Students must first contact their instructors, informing them of their jury commitment. Students are responsible for:

1. Furnishing instructors with concrete evidence of their jury duty assignments immediately.
2. Furnishing instructors with concrete evidence (date, time, and court) of their service immediately upon serving.
3. Making arrangements to obtain course notes and assignments from other students (this is not the instructor's responsibility).
4. Taking responsibility for all course work or make-up work.

Related Forms
None

Approved: Spring 2002
Reviewed: Fall 2008
Revised: Spring 2009
Reviewed: Spring 2010
Reviewed: Spring 2011

Team: Admin.
CHS: None.
BSU: 7250 (Court or Jury Service):
http://www.boisestate.edu/policy/policy_docs/7250_CourtOrJuryService.pdf Applies to employees only.

Search Terms: Jury Duty
Problem Solving & Conflict Resolution for the RN/BS Online/Distance Completion option in the School of Nursing

Purpose
The purpose of this policy is to provide clarification for the resolution of conflicts and problems within the School of Nursing. For academic grievances related to final grade appeals, the BSU University policy named, “Academic Grievance” (#3130A and 3130B). If a student feels they have a discrimination grievance or sexual harassment grievance, this is covered by Policy #1060.

Students in the School of Nursing are provided the following methods to address group and personal concerns.

Process

Student Procedure
A student may request changes in faculty decisions or exceptions to program policies through the use of a petition. Students should contact their advisor for guidance as soon as a problem and/or conflict has been identified.

All petitions must be submitted to the Director of the RN-BS Online/Distance Completion Option. The petition must be typed, double spaced, and signed. A petition consists of:
   a. A clear statement of the problem;
   b. Supporting data;
   c. A proposal of one or more acceptable solutions and
   d. An identified time frame with potential costs and benefits for each solution.

Student Process

1. When a student disagrees with clinical or didactic evaluations, assignment/project grades, or other actions not related to the final course grade the student must:
   a. write a statement explaining his/her disagreement and attach any supporting documentation and provide the documents to the instructor; and
   b. meet/discuss with the instructor involved; and
   c. consult with the advisor as necessary.
   d. initiate above process within 10 working days of identified conflict.

2. Meet/discuss the situation with the Director who will be a facilitator of the resolution.

3. If the above problem solving method remains unsatisfactory and the student wishes to continue the matter. The student may meet with the associate dean of the College of Health Sciences.

4. If the above problem solving method remains unsatisfactory and the student wishes to continue the matter. The student may complete the University appeal form.

Lines of Communication
The chain of communication for individual concerns is:
1. a. Course Instructor, if related to a given course
2. Advisor  
3. Director  
4. Associate Dean, College of Health Science  
5. Provost  
6. President  
7. State Board of Education  

**Mediation**

The goal of the mediation is to allow all parties to see both sides of the issue, both the substantive issues as well as the feelings involved. Confidentiality must be maintained by all parties during all phases of the problem solving process.

After meeting at least once with each other to discuss the disagreement, either party (faculty or student) may request mediation from the Boise State University Conflict Management Program through the Office of Student Rights and Responsibilities (426-1527). The mediator is a neutral participant, unaffiliated with the Nursing School, trained in conflict negotiation, and whose services are free of charge. The mediation process does not disempower either person in the dispute and does not interfere with the School of Nursing policies and procedures.

**Related Policies/Forms**

Resolution Pathway.

Approved: Spring 2008  
Revised: Spring 2011

Team: Admin.  
CHS: None  
Student Mediation Program [http://www.boisestate.edu/osrr/smp/student_mediation.html](http://www.boisestate.edu/osrr/smp/student_mediation.html)  
Student Code of Conduct [http://www.boisestate.edu/osrr/scp/student_code.html](http://www.boisestate.edu/osrr/scp/student_code.html)  
Policy 7090 Student & University Personnel Grievance Board [http://www.boisestate.edu/policy/policy_docs/7090_Student_UniversityPersonnelGrievanceBoard.pdf](http://www.boisestate.edu/policy/policy_docs/7090_Student_UniversityPersonnelGrievanceBoard.pdf)

Search terms: Problem solving, conflict resolution, mediation, grievance, petition.
Student & Faculty Conflict Resolution Pathway for the RN-BS Online/Distance Completion Option

The Administration Team reserves the right to intervene at any point. For Final grade grievances follow BSU policy 3130A & B. If a student feels they have a discrimination grievance or

R = Resolved  NR = Not Resolved

May 2nd, 2011
Progression Policy

**Purpose**
Progression in the Boise State University RN-BS Online/Distance Completion Option is based upon the successful completion of course and level objectives.

NURS 350 must be taken in the first or second semester.
NURS 392 is a prerequisite for NURS 404, NURS 416, NURS 417, NURS 424 and NURS 425.

NURS 416 and NURS 417 must be taken concurrently
NURS 424, and NURS 425 must be taken concurrently
NURS 404 Must be taken in the last semester.
Remaining nursing courses can be taken in any order.

Students deviating from the Progression Policy for any reason must contact the Student Enrollment Coordinator (advisor) with the Student Enrollment Coordinator (SEC) consulting with the Director as appropriate the semester prior to the requested deviation.

**Process**

1. To progress in the program the student must:
   a. Maintain a minimum passing grade of 75% in each nursing course (courses beginning with NURS) and 70% for all support courses. A grade of 74.9% in a nursing course will NOT be rounded up
   b. Adhere to nationally accepted nursing practice standards
   c. Complete and/or renew health requirements by renewal deadline (See Policy for Health Requirements)
   d. Maintain a level of professional conduct, patient safety and appropriate legal-ethical behavior
   e. Design a plan of study in collaboration with the S.E.C. the plan designating at least one required course per calendar year. Electing not to take one required course per year means the student is:
      • Required to re-apply to the program option for readmission to enroll in required courses
      • Jeopardizing completion of the option consistent with catalog policy regarding years from entrance to degree

2. Interruption of progress due to life events:
   a. When progression in a required nursing course(s) is interrupted due to life events, and the student is passing at the time of the interruption, the student’s continuation will be subject to conditions including:
      • Space availability after registration of students with uninterrupted progress
• Time elapse of one calendar year or less with readmission not being required

3. Interruption of progression due to failure:

   a. If progression is interrupted due to failure (a grade below 75%) of a required nursing course, the student will be allowed to retake the course(s) in a subsequent semester within one calendar year based on the following conditions:
      • Space availability after registration of students with uninterrupted progress and students referenced under #2
      • Adherence to readmission policy

   b. Students who fail a nursing course after a second readmission will be required to meet with the Student Services Coordinator (Advisor), re-assess their plan of study and notify the Director outlining what steps will be taken to assure successful progression.

4. A student will be dismissed from the program at any time for academic dishonesty, breach of professional ethics, unsafe clinical practice or impairment from alcohol or drug use. If dismissed, the student will receive a grade of “F” in all nursing courses. Students who are dismissed from the program due to the above stated reasons may be considered for readmission to the nursing program option after two years. (See Readmission Policy)

**Full-time, sample 3-semester sequence**

**Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 350 Professional Transitions in Nursing for RN (taken in 1st or 2nd semester)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 422 Nurse as Collaborator, Advocate and Resource Manager</td>
<td>3</td>
</tr>
<tr>
<td>NURS 392 Introduction to Nursing Research (Prerequisite for NURS 404, 416, 417, 424, &amp; 425)</td>
<td>3</td>
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<td><strong>9</strong></td>
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**Semester 2**

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<tr>
<th>Course</th>
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<tr>
<td>NURS 416, 417 Community &amp; Public Health Nursing and Lab</td>
<td>6</td>
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<tr>
<td>NURS 420 Policy, Power and Voice</td>
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**Semester 3**

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<td>NURS 424, 425 Nursing Leadership &amp; Management and Lab</td>
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<td>HLTHST 300 Pathophysiology</td>
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</tr>
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<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
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<tr>
<td>NURS 350 Professional Transitions in Nursing for RN</td>
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<tr>
<td>NURS 392 Nursing Research</td>
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**Part-time, Semester 2**

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<td>NURS 416, 417 Community and Public Health Nursing and Lab</td>
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<tr>
<td>NURS 422 Nurse as Collaborator, Advocate and Resource Manager</td>
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**Part-time, Semester 3**

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<th>Course</th>
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<tr>
<td>HLTHST 300 Pathophysiology</td>
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<tr>
<td>NURS 420 Policy, Power and Voice</td>
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**Part-time, Semester 4**

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<td>NURS 424, 425 Nursing Leadership &amp; Management and Lab</td>
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<tr>
<td>NURS 404 Professional Practice Seminar</td>
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<td><strong>Total</strong></td>
<td><strong>6</strong></td>
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## RN-BS Online/distance Completion Option at Boise State University

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>SUPPORT COURSES</th>
<th>NURSING COURSES</th>
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<tbody>
<tr>
<td>ARTS &amp; HUMANITIES</td>
<td>Area I 6 cr.</td>
<td>Statistics 3 cr.</td>
</tr>
<tr>
<td>Communication course</td>
<td>3 cr.</td>
<td>NURS 422 Nurse as Collaborator, Advocate and Resource Manager 3 cr.</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>Area II 6 cr.</td>
<td>NURS 392 Introduction to Nursing Research 3 cr.</td>
</tr>
<tr>
<td>NATURAL SCIENCES</td>
<td>Area III 9 cr.</td>
<td>NURS 416, 417 Community &amp; Public Health Nursing and Lab 6 cr.</td>
</tr>
<tr>
<td>CORE MATHEMATICS</td>
<td>3 cr.</td>
<td>NURS 420 Policy, Power and Voice 3 cr.</td>
</tr>
<tr>
<td>English</td>
<td>3-6 cr.</td>
<td>NURS 424, 425 Nursing Leadership &amp; Management and Lab 5 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS 404 Professional Practice Seminar 1 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HLTHST 300 Pathophysiology 4 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>2 cr. *</td>
</tr>
<tr>
<td></td>
<td>Total of 33 credits</td>
<td>TOTAL: 3 credits</td>
</tr>
</tbody>
</table>

*If needed to meet the residency requirement

Lab courses in the RN to BS Online/Distance Completion Option do not require traditional, client-based clinical hours. Students develop a project with their faculty and complete the project within their agency or a community.

**Related Policies/Forms**
- General Admission Health Requirements (S-IV-100)
- Grading (S-IV-103)
- Academic Advising (S-V-100)
- Degree Progress Report (S-III-201)

Approved: Fall 2008
Revised: Spring 2010
Reviewed: Spring 2011

Team: Admission & Progression
CHS: None.
BSU: 2100-B, 2010-B
Search Terms: Progression, grading, courses, requirements.
Purpose

The Readmission Policy describes the process and establishes priorities for readmission into the RN-BS Online/Distance Completion Option, after one calendar year has lapsed.

Definitions

*Readmission:* The status of students with interrupted progression according to the Progression Policy for the RN-BS Online/Distance Completion Option and who are seeking to return to the option.

Process

1. To be eligible for readmission the student will:
   a. Complete a new application and pay the $20.00 fee.

2. Student Enrollment Coordinator will:
   a. Determine what courses the student needs. (This may result in changes to the plan of study).

3. The Director will approve all requests for readmission on a space available basis prioritizing according to the following groups:
   a. Returning students who left the program in good academic standing.
   b. Returning students who have demonstrated progression in the program with no more than one calendar year from last enrollment in a required course.
   c. Returning students that left the program for academic reasons such as failing courses in the program or violation of any School or university policies.

4. Students selected from qualified groups will be ranked within their grouping according to nursing GPA. If two or more applicants are equally qualified for limited readmission into the RN-BS Online/Distance Completion Option, a random selection will be used.

5. The School of Nursing may have fiscal or instructional limitations that may affect space availability.

Related Policies/Forms

DON Policy S-IV-200

Adopted: Spring 2002
Approved: Fall 2008
Revised: Spring 2010
Team: Admission & Progression
CHS: None.
BSU: None.
Search Term: Readmission
School of Nursing  
Boise State University

Policy: RN-IV-106  
Approved: Spring 2010

Registration Priority Policy

Purpose
The Registration priority Policy in the RN to BS Online/Distance Completion Option describes the process and establishes priorities for registration. This will facilitate students needing courses to graduate a seat in the course.

Process

New or Readmitted Students

1. Students will be able to register after they have completed their intent to enroll on their Bronco Web account.

2. Students must receive a waiver to new student orientation and a permission number from the Student Enrollment Coordinator to register for any nursing courses.

3. Students must follow the Student Enrollment Coordinator’s directions regarding expiration dates for permission numbers.

Continuing Students

1. Students may register for nursing courses after contacting the Student Enrollment Coordinator for permission numbers.

2. Students must follow the Student Enrollment Coordinator’s directions regarding expiration dates for permission numbers.

Priority is given to:

1. RN to BS Online/Distance Completion Option students who have a documented plan of study and actively progressing to graduation.

2. RN to BS Online/Distance Completion Option students who need a particular course in a particular semester to graduate.

3. RN to BS Online/Distance Completion Option student who is not following a documented plan of study or has made multiple changes to their plan of study.

4. Seat fillers – students who may not be in the RN to BS Online/Distance Completion Option.

Related Policies

RN-IV-101 Progression
Approved: Spring 10
Registered Nurse License

Purpose

RN-BS Online/Distance Completion Option students complete clinical projects in which they work independently under faculty guidance. It is mandatory that students possess and maintain a current RN license in the state they practice for the duration of enrollment in the option.

Process

Students obtain a current RN license in the state they practice by the end of the first semester of entering the option.

The only two courses that can be taken while in the process of taking the NCLEX exam is NURS 350 and NURS 397 (or any other stats course).

Students deviating from this requirement for any reason must contact the Student Services coordinator (advisor) and send a petition letter to the Director explaining the deviation.

Students are responsible for notifying the Student Enrollment Coordinator of a change in current license status immediately.

Related Policies/Forms

None.
Reviewed Spring 2011
Student Behaviors and Actions

Boise State University strives to provide a culture of civility where its members feel safe to express themselves free from discrimination, harassment, threats, and intimidation. (See Boise State Student Code of Conduct) http://www.boisestate.edu/osrr/scp/student_code.html

Student behaviors and/or performance should promote a healthy environment and not present a danger (or reasonable assumption of danger) to a student/person/client/patient or jeopardize the license of a faculty or individual working with the student.

Description
The student behaviors included in this policy fall into four main categories including 1) imminent danger to self or others, 2) unsafe practice/unethical behavior, 3) code of conduct violations, and 4) at-risk student behaviors.

Process for Imminent Danger to Self and/or Others
If a student on the BSU campus is deemed to pose an imminent danger to self or others (act or direct threat of violence), the person identifying this behavior should notify Campus Police immediately at 426-1453 or call 911 immediately. Examples of imminent danger include but are not limited to, verbal or physical threats to self or others, repeated obscenities, or unreasonable interference with the learning environment.

If this behavior is noted off campus at a healthcare facility, the policy of that institution should be followed.

If danger is suspected but not imminent, a BSU “SOS,” “Support Our Students,” notification to alert others of a potential problem may be made by sending an email to: “sos@boisestate.edu”

Process for Unsafe Practice/Unethical Behavior
At all times, student behavior and/or performance must be safe, ethical, and must not present a danger (or reasonable assumption of danger) to a person/client/patient or jeopardize the license of a faculty or nurse working with the student. Safe practice is judged by standards and codes such as the ANA Standards of Nursing Practice, the Idaho Nurse Practice Act, and ANA Code of ethics. Students are expected to behave responsibly and they do not have the right to engage in behaviors that may harm and endanger other people, including patients/clients.

1. If a student demonstrates unsafe/unethical practice, the faculty member making the assessment will meet/discuss with the student to talk about the situation; generally within 3 working days of the incidence occurrence. Faculty must notify the appropriate Associate Chair of the incident and Director of Student Services. Based on the severity of the incident, the faculty member making the assertion in consultation with the Associate Chair/Chair, and with permission from the Associate Dean/Dean may choose to remove the student from class or clinical for up to 2 days while the incident is investigated.
2. A meeting with the student will be arranged. The faculty member making the assertion may choose to invite the Associate Chair or the Director of Student Services. A representative from the Office of Student Rights & Responsibilities (OSRR) is invited to attend to act as a neutral participant. The student can invite their faculty advisor/mentor and/or another support person to attend the meeting. However, the faculty advisor/mentor and support person may not participate without the approval of the faculty member making the assertion.

3. During the meeting, a discussion will focus on the behavior(s) seen. The student will be provided with ample opportunity to give an explanation for the behavior exhibited. Notes on the meeting will be taken and a copy is distributed to all parties with a copy placed in the student’s file.

4. A recommendation/decision by the faculty (with consultation from academic leadership and OSRR personnel) is made generally within 2 working days of the meeting. The student will be notified of the decision in writing via e-mail and a formal letter will be mailed to the student’s residence.

For unsafe/unethical behavior, decisions/recommendations may include one or more of the following:

- Decision of no sanctions. Dismissal of the situation with a report being maintained in the student file until the student graduates from the nursing program.
- Decision to develop a learning contract with the student.
- Decision to refer the student to OSRR for further assessment
- Recommendation for dismissal of the student from the nursing program. The Nursing School’s dismissal policy will be followed which includes an impartial hearing for the student and faculty member making the behavioral allegation. See School of Nursing policy: Dismissal F-VI-200.

**Process for Code of Conduct Violation**

Behaviors violating the Student Code of Conduct affect the welfare and safety of students, faculty, and other members of the campus community. Such behaviors include, but are not limited to consumption of alcohol and illegal drugs, behaviors that have the potential of harming to self and others, or behaviors deemed to be disruptive to the campus or off campus facility environment.

1. If a student violates the University Code of Conduct, the faculty member making the assertion arranges a meeting with the student to discuss the situation generally within three working days of the incidence occurrence. The faculty member must notify the appropriate Associate Chair and Director of Student Services of the incident. Based on the severity of the incident, the faculty member making the assertion in consultation with the Associate Chair/Chair and with permission from the Associate Dean/Dean may choose to remove the student from class or clinical for up to two days while the incident is investigated. Removal of the student for longer than two class or clinical periods requires approval of the Dean of the College (See University Policy 2050).

2. The faculty member making the assertion may choose to invite the Director of Student Services or the Associate Chair to a meeting. The student may choose to invite their faculty advisor/mentor and/or another support person to attend the meeting. However, the faculty advisor/mentor and support person may not participate without the approval of the faculty member making the assertion. A representative from the Office of Student Rights & Responsibilities (OSRR) may be invited to attend to act as a neutral participant. A discussion of the behavior occurs among all
parties. The student is provided with ample opportunity to give an explanation for the behavior exhibited. Notes on the meeting are taken and a copy is distributed to all parties, and a copy placed in the student file.

3. A recommendation/decision by the faculty member (with consultation from academic leadership and OSRR personnel) is made generally within 2 working days of the meeting. The student is notified of the decision in writing via e-mail and a formal letter mailed to the student’s residence.

For a Code of Conduct Violation, Decisions/Recommendations Include:
- Decision of no sanctions. Dismissal of the situation with a report being maintained in the student file until the student graduates from the nursing program.
- Decision to develop a behavioral contract for the student.
- Decision to file a code of conduct report which may result in the University taking action such as:
  - Recommendation/referral to an outside agency for further assessment (done in consultation with other campus officials). If the faculty member making the assertion believes there are extenuating circumstances surrounding the event, this instructor works with the Office of Student Rights & Responsibilities to determine whether a referral to an outside agency is indicated.
  - Removal of the student from course or the University.

Process for Questionable Student Behavior
At times, a student demonstrates behavior(s) that does not fit clearly under the above categories (unsafe practice and/or code of conduct violations), yet the behaviors suggest that the student may experience academic failure or other negative outcomes. These behaviors include but are not limited to excessive absenteeism or absences without notice, a pattern of tardiness, late assignments with elaborate excuses for not meeting deadlines, deteriorating productivity, pervasive poor concentration, or difficulty making decisions, and forgetfulness. If faculty members observe these types of behaviors in students, they need to be addressed.

1. If a student demonstrates such behaviors, the faculty member will contact Director of Student Services, the appropriate Associate Chair, and if indicated the Office of Student Rights and Responsibilities for consultation. If appropriate, an “SOS,” “Support Our Students,” notification may be completed at this time by emailing “sos@boisestate.edu.”

2. The faculty member having a concern for the student will hold a meeting with the student as described above to discuss the situation generally within three working days of the occurrence of the concern. A recommendation/decision by the faculty member (with consultation from academic leadership and OSRR personnel) will be made generally within two working days of the meeting. The student will be notified of the decision in writing via e-mail and a formal letter is mailed to the student’s residence.

For at-risk student behavior, Decisions/Recommendations May Include:
- Decision of no sanctions. Dismissal of the situation with a report being maintained in the student file until the student graduates from the nursing program.
- Decision to develop a learning contract for the student.
- Referral to the Office of Student Rights and Responsibilities for follow-up and further evaluation.
Note: If the student is a nurse apprentice and is dismissed from the program, the State Board of Nursing will be notified of the dismissal. If the student is a licensed nurse and drugs or alcohol is involved in the incident, the State Board of Nursing will be notified by the appropriate Associate Chair.

Related Forms/Policies
Student Expectations/Responsibilities in Clinical/Skills Lab (S-IV-302)

Approved: August, 2007
Revised: Spring 2011

Team: Admission & Progression
CHS: None (CHS 307 archived)
BSU: Policy 2020 Student Code of Conduct
http://www.boisestate.edu/osrr/scp/student_code.html
Procedure for Academic and Classroom Misconduct (Article 6)
http://www.boisestate.edu/osrr/scp/article6.html
Sanctions (Article 10)
http://www.boisestate.edu/osrr/scp/article10.html

Search Terms: Mental illness, chemical abuse, chemical dependency, unsafe behaviors
Purpose
The School of Nursing desires to support academic-related community projects with financial support for materials costs. Priority will be given to projects with students from multiple levels.

Description
1. Nursing students must be provided nursing related teaching or research for a community group and have faculty support.
2. Nursing students must have sought other avenues for support for materials, i.e. donations from companies or health care agencies, other related nursing organizations (Sigma Theta Tau, AWHONN, March of Dimes, or other) or other students support organizations (University student body funding, Boise State SNA, or other).
3. Nursing School support will be limited to:
   a. In-kind printing (black and white)
   b. Limited $ funding – up to $200 per project.
4. Posters and displays will remain the possession of the Boise State School of Nursing and will be stored in the LRC/Equipment Supply room unless they are maintained at a partnership agency.
5. Materials will be property of the School of Nursing and will be available for use by other students/faculty after the initially funded presentation or project completion.
6. Funds will be approved by the Director of the Program option and distributed from the RN-BS Online/Distance Completion Program option budget.

Process
1. Complete a Request for Community Project Support Funds for that includes:
   a. Student name(s)
   b. Faculty sponsor
   c. Contact information
   d. Identified Community Project
   e. Amount requested
   f. Dissemination Plan
   g. Other identified funding sources
   h. Attached detailed budget for project
2. Submit funding request with budget to Director of the Program option by 1st day of the month by email to vschrad@boisestate.edu. No late requests will be funded.
Purpose
Students in the nursing program are held to the American Nursing Association Nursing Scope and Standards of Practice (2004) as well as the standards for registered nurses in the clinical agency while completing clinical projects. To insure professional conduct and appropriate legal and ethical behavior on the part of all nursing students, the following expectations are held by the School of Nursing:

Description
RN/BS Online Distance Completion Option Student Responsibilities in Course/Clinical Setting
All nursing students must adhere to the following policies:

- Nursing Practice Act for the State of Idaho, Administrative Rules of the Idaho State Board of Nursing. [http://www2.state.id.us/ibn/ibnhome.htm](http://www2.state.id.us/ibn/ibnhome.htm)
- American Nurses Association Code for Nurses
- School of Nursing Confidentiality Policy
- School of Nursing Student Behaviors and Actions Policy

Additionally:
1. Students are expected to use their clinical activity log as a means to complete all course outcomes.
2. Students are expected to notify their faculty prior to major change in clinical schedule. It is the student’s responsibility to keep their faculty informed of their clinical activities.

Conduct that violates these policies may, in the professional judgment of the faculty, be determined to be unprofessional and unacceptable practice. Conduct in violation of these policies may affect the faculty’s evaluation of the student’s clinical performance and continuation in the nursing program.

Student Responsibilities Regarding Injury/Illness
It is understood that sometimes injury or illness may prevent a student from participating in their online courses or clinical experiences or may impair his/her ability to fully function in these settings. When this is the case, the following are applicable:

1. The student is responsible for notifying faculty of any illness or injury that will affect the student's clinical or online course performance.

2. The faculty retains final authority to decide if the student's health status will affect student ability to successfully complete the program.
**Student Expectations for Clinical Projects:**

1. Students must comply with the clinical agency’s policies regarding the use of cellular telephones.
2. At no time are children allowed in the clinical settings.
3. Falsification of records of any kind will result in dismissal from the program.
4. The student is responsible for notifying faculty of any illness or injury that will affect the student’s clinical or classroom performance.

**Unethical or Other Unprofessional Practices in Clinical Settings**

Any student may be temporarily suspended and eventually dismissed from the program for conduct involving his or her attitude or competency or whose personal behavior prevents desirable relationships within the community or the School of Nursing programs. Persons having authority to suspend a student are BSU full-time nursing faculty or adjunct faculty teaching on a part-time or full-time paid appointment. Faculty are to notify the Director of the RN-BS Online Completion Option immediately. In the event that an RN student is dismissed from the program for unsafe practice, the incident may be reported to the student’s respective State Board of Nursing.

Please refer to the Boise State University Student Handbook and College of Health Sciences Policy for further description of the process (CHS-307).

**Related Policies/Forms**

Nurse Practice Act
FAQ- Nurses Association Code of Ethics
DON- S-IV-302

Approved: Fall 2008
Reviewed Sp 2010
Reviewed Sp 2011

Team: Curriculum
CHS: 307
BSU: 2020 (Code of Conduct), 3120 (Official Student Absence), 3000 (Academic Probation and Dismissal), 4190 (Faculty Initiated Withdrawal)
Search Terms: ANA, expectations, responsibilities
Student Travel  
RN-BS Online/Distance Completion Option Undergraduate

Process
1. The Director of the RN-BS Online/Distance Completion Option reviews requests for travel funding from faculty, staff and students. Funding allocations are made based on the purpose of the travel and funding availability. Not all travel requests are approved and not all travel is fully funded.

2. Each applicant must complete a “Request for Student Travel Funding” and forward to the Director. Attach submitted abstract and all relevant documents that describe the event.

3. Requests for funding are due within seven days of submission of the abstract. Students who are submitting an abstract for a conference must begin the process when the abstract is first submitted and then must submit the application to the Director of the RN-BS Online/Distance Completion option within the aforementioned seven day deadline.

4. The Director will review the application and subsequently notify the student of the decision and amount funded if the request was approved. If the request is denied, a rationale of the decision will be provided. Approval is contingent on abstract acceptance.

5. Travel arrangements will be made and managed by the designated staff member in the RN-BS Online/Distance Completion Option. At no time is the student to make his/her own reservations or purchase tickets without pre-approval of the staff member.

6. Once approved the staff member will initiate contact with the student and determine a meeting date to discuss expenses and determine appropriate conveyance and lodging. It is the responsibility of the staff member to comply with university policy regarding travel and expenses, thus times of departure and lodging arrangements are not at the sole discretion of the traveler. For example, if several individuals are attending the same conference/event, policy requires the individuals to share lodging arrangements.

7. Failure to meet with the staff member in a timely manner may result in the approved travel funding being revoked.

8. Arrangements for the printing of a poster, if applicable, will also be arranged and authorized by the staff member at the same meeting when travel arrangements are discussed. Unauthorized poster printing will not be funded.

9. Upon return, the student is required to disseminate conference in a timely manner and in accordance with the plan outlined in the original application.

Revised: Spring 2011
Request for Student Travel Funding
RN-BS Online/Distance Completion Option

REQUESTOR INFORMATION

Traveler: ___________________________________  Student #: _______________________
Contact telephone # _______________  Faculty Sponsor/Mentor: __________________________
Name of Conference/Institute/Program:

Destination: __________________________________________  Actual Conference Dates: ____________
Travel Begin Date: ___________  Travel End Date: ___________  # of Lodging Nights: ___
Purpose of Travel:  Poster  Presentation

Attach Abstract

Explain how your participation will benefit the school or contribute to your nursing education.

____________________________________________________________________________
____________________________________________________________________________

Attach Dissemination Plan & Plan to meet educational objectives.

ESTIMATED EXPENSES

Registration  Fee: $ _______________  Date Fee is Due: _______________
Transportation  Airfare: $ _______________  Vehicle (miles one way): _______________
  Public Transportation: $ _______________ (shuttle, taxi, bus)
Lodging  Hotel Rates (complete both rates) Single: $ ___________  Double: $ ___________
Per Diem costs are not to be included (Food & daily expenses)

Total Estimated Expenses $ _______________  

Other anticipated Funding Support:  Who and for how much?
____________________________________________________________________________
____________________________________________________________________________

PREVIOUS FUNDING SUPPORT
Have you been funded by the school for travel within the past 24 months? NO
YES (when) ___________________ (ksam) How much? _______________
If YES, please explain purpose:  Poster  Presentation

Director Use Only:
OP#: ______  F/Y: ______

Withdrawal Policy

Purpose
To identify the process by which a nursing student can withdraw or be withdrawn from a course by faculty after the official university drop period.

Process
A student may be withdrawn from course(s) in one of two ways:

1. Student Initiated Withdrawal where a student may voluntarily withdraw from courses. In order to initiate the student withdrawal process, the student must:
   a. Contact the Student Enrollment Coordinator or Director to discuss withdrawal.
      i. The Student Enrollment Coordinator will direct the student to submit a withdrawal letter to the Director.
      ii. A copy of the letter will be placed in the student’s file.
      iii. When withdrawal from a course affects another contingent course, additional recommendations and conditions may be specified.
   b. Notify, as a courtesy, the appropriate faculty member(s) regarding the withdrawal.
   c. Drop courses through the Registrar’s Office within the University’s drop time frames and policy guidelines.
   d. Understand that withdrawal may have implications for progression in the program option, financial aid awards and tuition. (See Progression Policy).

2. Faculty Initiated Withdrawal where Faculty members, after consultation with the Director, have the right to initiate a student withdrawal from a nursing course(s) (See University catalog - Faculty Initiated Withdrawal).

Related Policies/Forms
DON Policy S-IV-202

Approved: Spring 2002
Revised: 2003
Revised: Spring 2004
Revised: Spring 2007
Revised Fall 2008
Reviewed Spring 11

CHS: None.
BSU: 4100-D, 4102-D, 4101-D, 2115-B
Search Terms: Withdrawal