



**BACONE COLLEGE**  
**School of Health Sciences**  
**Billie R. Tower Nursing Program**

**Nursing Student Handbook**

**Statement of Policies**  
**RN to BSN Degree Completion Program**



**Academic Year 2014-2015**

Welcome to the Billie R. Tower Nursing Program,

Included in this handbook are the program policies and information that will be useful to you during your educational experiences for the Bachelor of Science in nursing degree completion program. These policies ensure that the rights and responsibilities of all involved are clearly stated and protected.

The nursing faculty adheres to the policies and information in this handbook and reserves the right to make changes through committee action. If changes are made, students will be notified with an addendum. It is the responsibility of each student to be familiar with the information presented here.

Best wishes as you pursue your nursing education to enhance your nursing career.

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Bacone College  
Billie R. Tower Nursing Program

Section I  
Nursing Program Overview

**BACONE COLLEGE  
BILLIE R. TOWER NURSING PROGRAM**

**MISSION**

The mission of the Bacone College Billie R. Tower Department of Nursing is to maintain the college commitment to serving American Indians in a Christian environment and to assist in meeting the community need for highly competent registered nurses, educated at the associate and baccalaureate degree levels, who plan and provide skilled care with respect for personal, cultural, and spiritual differences. This is accomplished through didactic classes, computer assisted instruction, and laboratory practice offered in a nurturing, Christian environment. Clinical education is provided in a variety of affiliated health care settings.

Bacone College began preparation for reinstatement of the baccalaureate programs and the RN to BSN Program was developed as a result of a needs assessment of the associate degree nursing (ADN) students, ADN program alumni, and the greater area Muskogee community. The decision by the community constituents to begin a completion program at Bacone College was overwhelming. The College's first RN to BSN class began in February of 2001 graduated the first class in May 2002 according to the National League for Nursing Accrediting Commission (NLNAC) BSN Self Study, 2007.

The primary purpose of the RN to BSN Program mirrors that of the College which is to improve quality of life to Oklahoma while serving the educational needs of the people to include individuals who are culturally diverse.

The Billie R. Tower Nursing Program, RN to BSN Program, is located in the CC Harmon Health Science Building, which was built in 1976 to specifically house the nursing program. Part the history of the nursing program includes the campus housed an Associate Degree Nursing (ADN) Program that began in 1965 with the first graduating class in 1967 which closed in 2013.

## BSN Curriculum Components

The following tables provides a list of the BSN Program Outcomes and the Program Objectives. The outcomes as objectives align with the outcomes and objectives of Bacone College.

### BSN Program Outcomes

Upon completion of the BSN program, it is anticipated:

- 75% of candidates will successfully complete the program
- 75% will develop client care sensitive to socioeconomic, religious, lifestyle and cultural diversity
- 50% will be employed in underserved areas within three years
- 30% will have an advancement in position within three years of graduation
- 25% will continue higher education or certification within three years of graduation
- 30% of graduates will be employed in non-traditional roles within 3 years
- 100% of graduates will be actively engaged in self-directed learning to maintain state-of-the-art nursing practice within 1 year
- 20% of graduates will be members of a professional organization
- 75% of graduates will remain employed in nursing in 3 years
- Employer of graduates will evaluate graduates as effective in providing quality, research-based, cost-effective, collaborative and preventive care/health promotion utilizing critical thinking, therapeutic communication, technology, teaching and advocacy to clients/identified populations.

### BSN Program Objectives

Upon completion of the BSN program, the graduate will:

- Integrate concepts of **liberal education** to guide nursing practice.
- Incorporate knowledge and skills in **leadership**, quality improvement, and **patient safety** to provide high quality health care.
- Integrate **evidence**, clinical reasoning, and inter-**professional** collaboration in **patient centered care**.
- Utilize **patient care technologies and information management** to support decision making in the provision of quality patient care.
- Demonstrate **clinical reasoning** to guide professional nursing practice reflecting: healthcare trends, ethical principles, economic influences, legal parameters, and political factors.
- Implement various **communication strategies** to guide practice decisions and improve patient outcomes.
- Develop strategies to promote **healthy lifestyles and disease prevention** for individuals/target population.
- Demonstrate **professionalism** in the contribution for the advancement of nursing.
- Utilize strategies which promote holistic patient centered nursing care for **culturally, ethnically, and spiritually diverse** patients across the health-illness continuum, throughout the **lifespan**, & in all settings.

## BSN Program Roles of the Nurse Generalist

The roles of the baccalaureate nurse were identified when the program began along with the development of the BSN competencies for the program. The terminology has changed slightly to align with the AACN's 2008 Essentials' document. The role of the baccalaureate degree nurse in relation to role functions are addressed in the following table. Other tables provide information related to BSN Competencies, Benchmarks, and examples of courses where these are acquired.

### BSN Roles of the Nurse Generalist

Nurse	Role Functions
Baccalaureate Degree Nurse	<p>Baccalaureate Degree Nurse (BSN): The baccalaureate degree nurse provides theoretically-derived nursing care. The nurse uses research-based knowledge to plan, coordinate, implement and evaluate nursing care. The nurse functions as an educator by designing, coordinating, implementing and evaluating comprehensive teaching plans for identified populations. The nurse uses critical thinking to address complex health issues.</p> <p>As a manager of care, the baccalaureate degree nurse functions as a client advocate, recognizing and addressing social and legislative issues related to client health care. The nurse promotes optimal use of human and multi-technological health care resources by coordinating client care planning and using multiple technological resources in the delivery of client care within a variety of settings.</p> <p>As a member within the profession, baccalaureate degree nurses commit to life-long learning and mentorship, which facilitates professional development and establishes networks. The nurse collaborates with other health care providers and evaluates published research for application in practice (<i>The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008]</i>).</p>

The following table provides a synopsis of a comparison of the roles and the BSN competencies within Bacone College's RN to BSN program. In describing the role of Baccalaureate Degree Nurse, the roles are more specifically addressed under the BSN Competencies in this handbook.

Role	BSN Competencies
Provider of care	The nurse assists clients throughout the life span in meeting health care needs in a wide variety of settings. The nurse coordinates care using a systematic process and a multi-disciplinary approach.
Designer/manager/coordinator of care	The nurse optimizes resources to achieve desired outcomes for the promotion of health in client populations.
Member within the profession	The nurse is accountable for the ethical, legal, and professional dimensions of the practice of nursing.

The roles and competencies are addressed in the program through course implementation and provide a basis for each nursing course objectives and weekly learning objectives. The following

table is a comparison of the roles, benchmarks, and the main courses (course examples) where the benchmarks are achieved.

<b>Role</b>	<b>BSN Benchmarks</b>	<b>Course Examples</b>
Provider of care: Caregiver of indirect and direct care	Uses theory and research based knowledge to plan, coordinate, implement, and evaluate nursing care for optimal outcomes.	NUR3243 Health Assessment and Promotion NUR4173 Nursing Research
Provider of care: Educator	Designs, coordinates, implements, and evaluates comprehensive teaching plans for identified populations.	NUR4484 Leadership and Management Practice in Health Care Organizations NUR4385 Community Health Nursing
Provider of care: Decision-maker	Uses critical thinking to address complex health care issues.	NUR3103 Theories and Concepts in Professional Nursing
Designer/manager/coordinator of care: Patient advocate	Recognizes and addresses issues related to client protection. Assists patients to make optimal use of health care resources.	NUR3303 Nursing Ethics NUR3183 Transcultural Nursing and Health Care
Designer/manager/coordinator of care: Supervise, delegate, and function	Coordinate patient care in planning and utilization of resources within a variety of settings.	NUR4484 Leadership and Management Practice in Health Care Organizations
Designer/manager/coordinator of care: User of technology	Uses multi-technological resources in the delivery of care.	NUR3003 Health Care Communication and Nursing Informatics
Member within the profession: Scholar using critical reasoning	Commits to life-long learning and professional development.	NUR4173 Nursing Research
Member within the profession: Collaborator using communication, clinical judgment, and assessment skills	Establishes professional networks for the purpose of improving client outcomes.	NUR4385 Community Health Nursing
Member within the profession: Uses evidence-based practice in critical reasoning	Evaluates published research for use in practice.	NUR4173 Nursing Research

### **BSN Competencies**

This Nursing Student Handbook describes the roles and competencies required of graduates of the Bacone College Billie R. Tower Nursing Program. These roles are derived from the Oklahoma Board of Nursing's (OBN) Goals for nursing practice and education in Oklahoma (Approved 2001, Revised 2010). Although students in the RN to BSN Program at Bacone College have already received

licensure, the program has chosen to utilize the guidelines provided by the state of Oklahoma. The following table are the nursing competencies by educational level according to roles of the nurse.

### Nursing Competencies by Educational Level

<b>COMPETENCY #1: PROVIDING CLIENT-CENTERED CARE</b>	
<b>ROLES</b>	<b>BSN</b>
<b>Caregiver</b>	Uses scientific and nursing knowledge (including current evidence from nursing research) to plan coordinate, implement, and evaluate nursing care for clients in a variety of settings.
<b>Advocate</b>	Actively engages in policy processes defining healthcare delivery and systems of care in order to support the client's participation in healthcare decisions.
<b>Teacher</b>	Uses theoretical knowledge and communication skills to develop, coordinate, implement, and evaluate client-centered teaching plans.
<b>Communicator/ Counselor</b>	Effectively listens to, communicates with, and educates clients and other caregivers about health, wellness, and disease management and prevention.
<b>Decision Maker</b>	Uses current evidence from nursing and healthcare research to evaluate healthcare needs and improve the healthcare environment.
<b>COMPETENCY #2: WORK IN INTERDISCIPLINARY TEAMS</b>	
<b>ROLES</b>	<b>BSN</b>
<b>Collaborator</b>	Establishes, promotes and evaluates the care environment for the purpose of improving client outcomes while promoting civility and an environment of safety for diverse individuals.
<b>Manager</b>	Assumes a positive role in planning, coordinating, organizing, and evaluating the effective use of human, fiscal and physical resources within the healthcare environment.
<b>Facilitator</b>	Uses group concepts to develop and environment focused on quality improvement, safety, and accountability.
<b>Ethicist</b>	Uses the ethical decision-making process to examine potential ethical situations and resolve ethical dilemmas.
<b>COMPETENCY #3: EMPLOY EVIDENCE-BASED PRACTICE</b>	
<b>ROLES</b>	<b>BSN</b>
<b>Scholar</b>	Uses research findings and other evidence to provide multi-dimensional, high quality, and cost-effective care in a changing environment.
<b>Researcher</b>	Evaluates research reports, using current standards, to determine appropriateness for utilization in clinical practice. Functions as a team member in facilitating research projects. Shares evidence of best practices with interprofessional team.
<b>COMPETENCY #4: APPLY QUALITY IMPROVEMENT</b>	
<b>ROLES</b>	<b>BSN</b>
<b>Safety Outcomes</b>	Evaluates the healthcare environment, systems of care and client and community needs within the context of National Patient Safety Goals. Support organizational change to improve quality.
<b>Quality Care</b>	Evaluates and participates in research to improve the quality of care in terms of structure, process, and outcomes.
<b>COMPETENCY #5: UTILIZE INFORMATICS</b>	

ROLES	BSN
<b>User of Information Technology</b>	Evaluates the use of information technology to ethically manage data effectively communicate, improve client care and safety, and inform practice decisions.

Curricular objectives and course objectives relate to the expected outcomes to the roles for which students are being prepared. A description of the roles of the baccalaureate nurse related to the competencies in the nursing program will be discussed. The competencies are derived from the AACN's Essentials of Baccalaureate Education for Professional Nurses (2008). The program aligned the roles of the baccalaureate generalist nurse with these guidelines. The roles are provider of care, designer/manager/coordinator of care, and member of the profession. As a provider of care, the generalist provides direct and indirect care. In this role the nurse is the patient advocate. In the role of designer/manager/coordinator of care, the generalist nurse has the knowledge and authority to supervise, delegate, and function autonomously and interdependently with other health professionals. In the role of member of the profession, the nurse has strong critical reasoning, clinical judgment, communication, and assessment skills.

### Conceptual Definitions

The conceptual definitions and beliefs were developed by the nursing faculty consistent with contemporary beliefs of the nursing profession. The definitions were approved by faculty for the foundation of program development. Faculty chose to use information from different nursing theorists in the curriculum design for each course.

#### Concepts and Definitions

Concept	Definition
Person	A person is unique and created by God in His image. Changes of growth and development from the time of conception through death are affected by physiological, psychological, sociocultural and spiritual dimensions.
Environment	Environment is defined as the circumstances, influences and conditions that surround and affect individuals. The interaction of physiological, psychological, sociocultural and spiritual dimensions creates the individual's environment. The environment may be as limiting as the wound or as encompassing as the universe.
Health	Health is a dynamic state that continuously alters as a person responds to changes in the environment to maintain physiological, psychological, sociocultural and spiritual well-being. Optimal health allows the individual to function at maximal potential. Illness is seen as a deviation from optimal health, whether actual or perceived.
Nursing	Nursing is a profession which utilizes scientific, humanistic and spiritual concepts to address the health care needs of individuals and families in a variety of settings. Nursing collaborates with clients and families in implementing theoretically-based practice, which contributes to the prevention of illness, the promotion, maintenance and restoration of health and the capacity to face life and death with comfort and dignity. Nursing care provides support for the development of the client's and family's resources and capacities for the highest possible level of independent function. The

	nursing process, which includes assessment, diagnosis, planning implementation and evaluation, provides nurses with a logical and systematic method for assisting the client and family to meet their ever-changing health care needs.
Education	Learning is continuous, progressing from simple to complex and resulting in an expanded knowledge base. Education facilitates growth by reinforcing individual strengths and assisting the learner to identify areas for needed improvement. The educator's role is primarily that of a facilitator who creates an environment that meets each individual's learning needs; uses teaching strategies that actively engage the learner in the learning process, advises and counsels, and encourages and promotes independence. Students have the responsibility, integrity, decision-making and the motivation for continued personal and professional development are highly valued.

### Comparison of Essentials Document and Program Outcomes

Essentials Document	Program Outcomes
Essential I - Liberal Education for Baccalaureate Generalist Nursing Practice	1, 2, 9
Essential II - Organizational and Systems Leadership for Quality Care Patient Safety	4, 7, 8, 10
Essential III – Scholarship for Evidence-Based Practice	5, 7, 10
Essential IV – Information Management and Application of Patient Care Technology	7, 10
Essential V – Healthcare Policy, Finance, and Regulatory Environment	3, 6, 8
Essential VI – Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	2, 3, 10
Essential VII – Clinical Prevention and Population Health	3, 9
Essential VIII – Professionalism and Professional Values	3, 4, 5, 8, 9
Essential IX – Baccalaureate Generalist Nursing Practice	1, 10

### Description of the Program

The format of the program is an accelerated format to be completed over 12 to 18 months and may take longer if students need to complete other liberal arts degree requirements. The eight core nursing courses are offered throughout the calendar year including summer over eight week segments. The first course is offered more frequently in order for students to begin without having to wait an entire year to enter the program. The program core courses are arranged from simple to more complex. The first course that students complete is NUR 3003 Healthcare Communication and Nursing Informatics and moves along the degree plan with an increase in the course numbers to the capstone course of NUR 4484 Leadership and Management Practice in Healthcare Organizations. Several courses require pre-requisites as the student moves through the program. The full-time faculty oversees the teaching of the part-time (adjunct) faculty.

The program is an online RN to BSN Program. All nursing courses are completed through the online format. Other general education courses may be completed using the online format; however, not all required courses may be online depending on the number of credits required.

Teaching learning practices for the online program include PowerPoints, resources, links, files, textbook online resources, forums, discussions, research article summaries, quizzes, short answer, exams, written assignments, case studies. Other resources include the syllabi, online library access codes, online netiquette, and course assignment rubrics.

Students in the RN to BSN program have clinical hours completed in the workplace with a preceptor. All preceptors must hold a BSN degree or higher. Online learning allows the student to provide experiences that require critical thinking that are comparable for achievement of the same goals for both the community and leadership courses.

The curriculum and teaching-learning practices are designed to be utilized by adult learners. Typical distance learning students in the RN to BSN program are employed full-time while balancing family or personal issues. The RN to BSN Program provides course delivery that is online to accommodate students who are RN's and working varied shifts.

The coursework is designed to help students develop the leadership and managerial skills necessary to advance in the workplace.

Bacone Online with Moodle's online learning environment is the classroom for the student to learn. Directions should be clear. In the College's RN to BSN program, students have access to the syllabus, assignment rubrics, messaging, discussion groups, and social forums to discuss questions. If a student has a question, the student may message in Moodle, email, or call the instructor. Students are encouraged to ask questions in Moodle. If there is a question, all students in the course may need the same information in answer to a question. Review of distance learning is ongoing. Students' comments or questions are addressed in a timely manner. If a student has a problem completing an assignment on time, the student need only to contact the instructor prior to the due date and make arrangements to complete the assignment.

Grading criteria is defined in each course syllabus. The course syllabus is to be structured based on the approved syllabus requirements at Bacone College for continuity using the Bacone College online syllabus template (Moodle Faculty Resource site). The criteria is included for assignments within the syllabus. Rubrics are encouraged to be included within each syllabus or posted for easy access to students in Moodle online learning. The nursing program uses analytical rubrics that assign points for criteria in assignments. The assignment rubrics are available for students to access in each nursing course. Moodle provides an opportunity to give feedback in comments when grades are assigned.

Bacone faculty are evaluated by students, peers, and administrators. Students evaluate professors by online surveys at the end of each semester. Course evaluations allow student the opportunity to make positive changes in the learning environment. Faculty evaluation is a means to encourage and assist faculty members to achieve quality inside and outside of the classroom.



**Bacone College**  
Bachelor of Science – Nursing  
Degree Completion Program

The degree plan illustrates the baccalaureate curricula that build the foundation of the arts, sciences, and humanities. Students are given up to 52 credit hours for previous nursing course requirement in an ADN program. The remaining college credit need for graduation include courses in communication, American history, liberal arts electives, social studies, mathematics, religion, American Indian studies, and sciences. The courses are aligned with the mission and the student outcomes of the College.

Candidates entering the BSN program must have an Associate Degree in Nursing and an active, unencumbered RN license. Candidates who have a Diploma in Nursing should check with the student's adviser or the Registrar regarding General Studies' requirements.

**Drop-Add Policy for BSN Courses**

Dates for dropping or adding BSN courses are different than regular academic semester dates due to the courses are over eight week increments instead of the semester. Consult with your advisor for specific guidelines.

**BSN Core Curriculum and ADN Requirements**

<i>Course Number</i>	<i>Course Name</i>	<i>Credit Hours</i>
AIS ____	American Indian Studies	3 Credit Hours
ENG 1113	English Composition	3 Credit Hours
ENG 1213	English Composition II	3 Credit Hours
HIS ____	History	3 Credit Hours
MTH 1513	College Algebra	3 Credit Hours
PSY 1113	Introduction to Psychology	3 Credit Hours
PSY 2023	Developmental Psychology	3 Credit Hours
REL ____	Religion	3 Credit Hours
SPC 1713	Speaking & Thinking Critically	3 Credit Hours
LOGIC 3213	Introduction to Critical Thinking & Informal Logic	3 Credit Hours
LAGE	ART/THE/LIT/or JRN 1113 Media Culture	3 Credit Hours
SCIENCES with lab	Life Sciences with lab (8 credits) Microbiology with lab (4 credits)	12 Credit Hours
<b>Total Core Curriculum Hours</b>		<b>45</b>
<b>Associate Degree Nursing Courses and Electives</b>		<b>52</b>
<b>Total Core Curriculum Hours and ADN Requirements</b>		<b>97</b>

**Upper Division Nursing Requirements**

<i>Course Number</i>	<i>Course Name</i>	<i>Credit Hours</i>
NUR 3003	Health Care Communications & Nursing Informatics	3 Credit Hours
NUR 3103	Theories & Concepts in Professional Nursing	3 Credit Hours

NUR 3183	Transcultural Nursing & Health Care	3 Credit Hours
NUR 3243	Health Assessment & Promotion	3 Credit Hours
NUR 3303	Nursing Ethics	3 Credit Hours
NUR 4173	Nursing Research	3 Credit Hours
NUR 4385	Community Health Nursing	5 Credit Hours
NUR 4484	Leadership & Management Practice in Health Care Organization	4 Credit Hours
<b>Total Upper Division Nursing Hours</b>		<b>27</b>

The following courses are the required courses for the completion of the RN to BSN Program as listed on the program degree plan.

General Studies Requirements		Related Studies Requirements	
<b>Communications (12 hours required)</b>		<b>Life Sciences (8 hours required)</b>	
ENG 1113*	English Composition I	BIO 2134*	Anatomy & Physiology I
ENG 1213*	English Composition II	BIO 2144*	Anatomy & Physiology II
SPC 1713	Speech		
LOGIC 3213	Introduction to Critical Thinking & Informal Logic	<b>BSN Core Requirements* (27 hours required)</b>	
<b>American History (3 hours required)</b>		NUR 3003*	Health Care Communication & Nursing Informatics
<b>Liberal Arts Guided Electives (3 hours required)</b>		NUR 3103*	Theories & Concepts in Prof. Nursing
		NUR 3183*	Transcultural Nursing
<b>Religion (3 hours required)</b>		NUR 3243*	Health Assessment & Promotion
		NUR 3303*	Nursing Ethics
<b>Social Sciences (6 hours required)</b>		NUR 4173*	Nursing Research
PSY 1113*	Intro to Psychology	NUR 4385*	Community Health Nursing
PSY 2023*	Developmental Psychology	NUR 4484*	Leadership & Management Practice in Health Care Organizations
<b>Mathematics (3 hours required)</b>		<b>ADN Nursing Program Courses* &amp; Electives (52 hours required)</b>	
MTH 1513	College Algebra	*A grade of "C" or better must be earned in these courses <b>One hundred twenty-four (124) academic credit hours and a minimum cumulative grade point average of 2.5 are required for the Bachelor of Science Degree in Nursing.</b>	
<b>American Indian Studies (3 hours required)</b>			
AIS 1103	Intro to American Indian Studies		
<b>Science with lab (4 hours required)</b>			
BIO2324*	Microbiology		

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Bacone College  
Billie R. Tower Nursing Program

Section II

Student Code of Conduct

## **Billie R. Tower Nursing Program Code of Conduct**

The nursing faculty adheres to the policies and information in this handbook and reserves the right to make changes through committee action subject to review by the Executive Vice President and Dean of Faculty for recommendation to the President for final approval.

The nursing program aligns with the Mission of Bacone College. The Billie R. Tower Nursing Program offers Nursing Education as part of the College's historic educational mission serving American Indians in a Christian environment. The Bacone College Catalog may be found on the [www.bacone.edu](http://www.bacone.edu) website ([http://www.bacone.edu/files/9714/0727/0094/CATALOG\\_2014-15\\_revision\\_8.1.14.pdf](http://www.bacone.edu/files/9714/0727/0094/CATALOG_2014-15_revision_8.1.14.pdf)) and provides information regarding the College Mission Statement, the Institutional Education Goals, the Core Curriculum Goals, and the Student Outcomes. All policies within the Bacone College Student Handbook precedes any policy within the Nursing Student Handbook.

### **Nursing Student Code of Academic and Practicum Conduct**

Students of nursing have a responsibility to society in learning the academic theory and practicum skills needed to provide nursing care. The practicum setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

Students have clinical practicum experiences in NUR 4385 Community Health Nursing and NUR 4484 Leadership & Management Practice in Health Care Organizations. Students will work closely with preceptors to meet the clinical requirements for those courses.

The Code of Academic and Practicum Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or practicum environment but can assist in the holistic development of the person.

As students are involved in the practicum and academic environments, ethical principles are a necessary guide to professional development. Therefore, within these environments, nursing students;

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and practicum staff to ensure the highest quality of client care.

10. Use opportunities to improve faculty and practicum staff understanding of the learning needs of nursing students.
11. Encourage faculty, practicum staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or practicum setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and practicum setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and practicum performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Any student violations of the Code of Academic and Practicum Conduct will be subject to disciplinary action which can include dismissal from the college and program.

All Students at Bacone College (including Nursing Students) are subject to the academic requirements published in the Bacone College Catalog and personal conduct requirements are published in the Student Handbook. The Student Handbook is found on the Bacone College website under Student Life (<http://www.bacone.edu/files/4913/2098/8744/StudentHandbook-11-10-11.pdf>).

Bacone College  
Billie R. Tower Nursing Program

Section III

Academic Policies

## **Billie R. Tower Nursing Program Academic Policies**

### **Attendance and Responsibility for Learning**

(See College Catalog for Academic Attendance policy)

### **Practicum Attendance**

Any absence occurring as a result of a student's representation of Bacone College or the Nursing Program should be reported to the instructor in advance of the absence. In the event of an emergency absence, the student is responsible for contacting the course instructor as soon as possible following the absence.

All excused absences must be made up. Unexcused practicum absences may result in 1) lowering of final course grade; or 2) failure to successfully complete the course.

Progression to the next course in the nursing curriculum sequence will not occur until the practicum requirements of the course involved are completed. The privilege of making up practicum hours in the above-described situation is made on an individual basis at the discretion of the course instructor(s) for the practicum and the lecture course associated with the practicum.

### **Written Assignments Policy**

1. All written assignments must be submitted on time for full credit.
2. Assignments submitted within seven days after the established due date will receive no more than 80% of the possible points.
3. Assignments more than seven days late will receive a grade of zero.
4. Students who consistently submit late work (three or more assignments/projects) may be placed on academic program probation.
5. The student is expected to assume the responsibility for discussing any possible extenuating circumstances with the instructor, in advance.

### **Course Absences**

It is the responsibility of the student to contact the course instructor regarding course absences. Extenuating circumstances will be dealt with on an individual basis.

Possible reasons to justify an excused absence could be, but not limited to, the items below. In all cases proper documentation is required.

1. Hospitalization
2. Car accident
3. Funeral of immediate family members (parent, sibling, grandparents, children)
4. Student illness

An ill child is not a valid reason for course absences; alternate care should be in place for child care if needed. An unexcused absence would be any absence not meeting the above criteria. Any make-up assignments for an unexcused absence will automatically have 20% of the maximum number of points possible deducted before grade points are determined.

### **Grading Policy**

A minimum grade of C is required in each nursing course.

The grading range for the Billie R. Tower Department of Nursing is:

92 – 100% = A

84 – 91% = B

76 – 83% = C

68 – 75% = D

0 – 67% = F

Each nursing course syllabus contains specific criteria for satisfactory completion of the course. Any questions about a specific nursing course should be directed to the course faculty.

### **Requirements for Progression in Nursing**

To successfully progress through the BSN degree completion program, students must demonstrate safe, responsible, and professional conduct and meet the following academic standards:

1. A final grade of “C” or better in all degree completion program courses, including co-requisite and pre-requisite courses. Any final grade less than “C” in nursing, related sciences or psychology courses will necessitate retaking the course in which the low grade was earned.
2. A grade of 76% or higher on the final or cumulative project.

### **Program Probation**

Students may be placed on program probation as a warning of deficiencies in certain areas. The exact terms of the probation will be specified in writing to the student. A specific probationary period will be allowed for the student to demonstrate improvement. The terms will include the behaviors required to remove the probationary status. If the terms of the probation are not met, the student may be dismissed from the program.

Conduct that may be justification for probation (but not limited to):

1. Unprofessional behavior
2. Frequent absences
3. Progress Report grade of 76% or less
4. Theory or practicum grade less than “C”
5. Written work grade less than “C”
6. Turning three or more assignments for one course in late
7. Not meeting minimum expectations for practicum safety

### **Program Suspension**

Students may be placed on program suspension for deficiencies in certain areas. Terms for removal of the suspension status will be specified in writing to the student. If the terms of the suspension are not met, the student may be dismissed from the program.

Conduct that may be justification for suspension (but not limited to):

1. When enrolling in a nursing course the next semester is not possible due to:
  - a) Failure to earn a grade of C or better in a nursing course.
  - b) Failure to satisfactorily complete a practicum.
2. Failure to complete pre-requisites as outlined in course descriptions.

### **Dismissal from the Program**

Students may be dismissed from the program for the following reasons:

1. Failing to earn a "C" or better in any 2 nursing classes.
2. If academic or personal performance is inconsistent with Bacone's student conduct expectations and policies
3. If behavior is inconsistent with the National Student Nurses Code of Academic and Clinical Conduct
4. Patient safety is in danger or at risk
5. Being placed on probation/suspension and failing to meet the specified expectations.
6. Failure to complete degree requirements within three years of admission to the RN to BSN degree completion program.

### **Admission by Transfer**

Selection of transfer students for initial entry into practicum courses is based upon indicators of the applicant's likelihood of success in the Department of Nursing and in professional practice. Admission by transfer is subject to space availability.

Transfer students will not be permitted to pursue a nursing major at Bacone College if they have been previously enrolled in another nursing program and were not in good standing upon exit or are not admissible to the previous program(s). All transfer student applicants who have been previously enrolled in a nursing program must submit, as part of their application, a letter from the dean or director of that nursing program indicating eligibility status.

A student may be admitted by transfer, according to college policy. If credit is to be allowed for nursing courses from other programs, this is done by nursing faculty action. According to college policy, the last thirty credit hours must be completed in residence at Bacone College.

Courses in nursing completed more than two years prior to application for transfer may not be accepted.

### **Leave of Absence Status (See College Catalog)**

### **Academic Appeals for Grievances (See College Catalog)**

### **Student Discipline Process (See College Catalog)**

### **Student Discipline Appeals Process (See College Catalog)**

### **Complaints and Resolution Policy**

Upon receipt of written notification of a complaint, the Bacone College Billie R. Tower Nursing Program will address the complaint appropriately and properly. If the issue cannot be resolved to both the student and the Nursing Program's satisfaction, then the faculty and Director of Nursing Program will assist the student in submitting written notification of the unresolved concern to the Office of Academic Affairs.

The student may also utilize the President's Hotline under the Quicklinks tab or the Campus Conduct Hotline under the Student Life tab on the Bacone College Website ([www.bacone.edu](http://www.bacone.edu)).

If the student does not feel a complaint has been addressed justly, the students may also write to the agencies listed below.

The accrediting agency for the Bacone College Billie R. Tower Nursing Program is:

Accreditation Commission for Education in Nursing, Inc. (ACEN)  
3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326  
Phone: (404) 975-5000 Fax: (404) 975-5020  
Website: [www.nlnac.org](http://www.nlnac.org)

The accrediting agency for Bacone College is:

The Higher Learning Commission, (HLC)  
North Central Association of Colleges and Schools (NCA)  
30 North LaSalle St. Ste. 2400, Chicago IL 60602-2504,  
Phone # 800-621-7440

Bacone College  
Billie R. Tower Nursing Program

Section IV

Other General Information

### **Academic Dishonesty Policy (See College Catalog)**

### **Drug Free Policy (See the Student & Residence Life Handbook)**

#### **Use of Alcoholic Beverages**

Neither students nor staff (sponsors for clubs and organizations of Bacone) will consume any alcoholic beverages/alcohol while participating in club activities on or off campus, educational field trips, and games scheduled during the school year by Bacone College or student organizations.

A copy of the complete Bacone College Drug and Alcohol Policy and Procedures may be obtained at the Office of Student Life.

### **Increment Weather Policy (See College Catalog)**

#### **Student Governance**

Students may choose to participate in student governance through on campus activities. Students are asked to volunteer to participate in the RN to BSN Program Faculty Meetings as a student representative. Student representatives are invited to the annual Advisory Board meeting held in July.

Students participate in student governance through end of course surveys, college course evaluations, and student input surveys. Students may also submit comments or concerns to the Director of the Nursing Program via the Comments and Concerns Form located on the Moodle Nursing Resource Page or through the following link:

<https://docs.google.com/forms/d/1U9YT0h4CvK5oAexaypUWY-esCXMmXg-3MalyQ6xu1f0/viewform>

#### **Name, Address, or Phone Number Change**

A change of name or address is to be reported promptly to the Registrar, Director of the Department of Nursing, and to your advisor.

### **Statement on Learning and Physical Disabilities (See College Catalog)**

#### **Liability Insurance**

Students will need malpractice insurance if not working in the facility he/she is completing the practicum for NUR 4484 Leadership & Management Practice in Health Care Organizations.

#### **Graduation Requirements**

1. Completion of BSN degree completion nursing program within three years from initial admission to the nursing program.
2. A cumulative GPA of 2.0 or better.
3. Completion of application for graduation by deadline per Registrar's office.

**Awards**

**Florence Nightingale Award** - The Florence Nightingale Award is presented to a nursing graduate during the Honors Awards Ceremony. The selection is made by the nursing faculty and is based on professionalism and delivery of quality nursing care.

**BSN Leadership Award** - This award is presented to a nursing graduate during the Honors Awards Ceremony. Selection of the graduate is made by the nursing faculty on the basis of academic achievement, leadership, and community service.

**Pinning Ceremony**

Students may choose to participate in the Pinning Ceremony held on campus prior to graduation commencement. Details are sent to eligible students prior to the event with an invitation to participate.

**Graduation Commencement**

Commencement is held each May for all Bacone College students who have completed their academic work for his/her degree. All graduating BSN students are encouraged to participate in commencement. The cap and gown can be ordered via the bookstore. If the nursing graduate would like to purchase a nursing pin, ordering information will be provided during the spring semester.