

# **Westminster College:** Department of Nursing



RN-BSN/Post-licensure  
Program Student Handbook:  
2021-2022

## Westminster College: Department of Nursing

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This Catalog is for informational purposes and does not create a contract, nor does it constitute a guarantee of continued enrollment. Westminster College continuously attempts to improve the Nursing program and reserves the right to modify admission criteria, course content, and policies as deemed necessary.

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## Welcome

Dear Student;

Welcome to the RN to BSN/Post-licensure Program at Westminster College (<https://www.westminster.edu/academics/majors-programs/nursing/>). You have completed the first three years of the Collaborative Nursing Plan. Congratulations, your hard work has paid off and I am very proud of you.

This handbook of valuable information is presented to you as a guide to the final year of the Collaborative Nursing Plan (RN-BSN/Post-licensure Program) at the College. Our team of highly dedicated faculty and staff are committed to providing a challenging and satisfying educational environment for you. Lifelong learning is important to all of us at Westminster College. The RN-BSN/Post-licensure Program curriculum and End of Program Learning outcomes are aligned with the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing (2009) and the Quality and Safety Education in Nursing (QSEN) Competencies (2012).

I hope you find your time and experience during your final year at Westminster College enlightening and rewarding. On the College's website ([www.westminster.edu](http://www.westminster.edu)), I encourage you to frequently check the Department of Nursing webpage by clicking on "Academics" then "Nursing" for additional information and updates. Please take the opportunity to fully review this handbook and feel free to contact me with any questions or concerns.

Best wishes for your continued success;

*Dr. Tricia Ryan*

Tricia Ryan, PhD, RN, CNE  
Department of Nursing Chair and Assistant Professor of Nursing  
Westminster College

## History of Nursing at Westminster College

Shortly after World War II, Westminster College developed a relationship with the Jameson Memorial Hospital School of Nursing, located in nearby New Castle, PA. Nursing students from Jameson completed courses at the College in biology, speech, writing, psychology, chemistry, anatomy and physiology, and sociology. Around Westminster's campus, these students were often called "nurses with purses" because of the bag they carried that held their school books and lunch for the day. The nursing students at that time lived in the Jameson Residence Hall in New Castle. The relationship continued through 1984, when with the changing nature of nursing education, recognition of the importance of the Bachelor of Science in Nursing (BSN) degree, and the evolving academic structure of the College led to a mutually-agreed upon dissolution of that arrangement. (Excerpt adapted from "History of Nursing as a Program at Westminster College" by Dr. Clarence E. Harms, Professor Emeritus: August 28, 2015)

In 2016, the Jameson Health System was purchased by the University of Pittsburgh Medical Center (UPMC), and The UPMC Jameson School of Nursing became one of four hospital-based UPMC Schools of Nursing. Not long after the purchase, the leadership of UPMC and Westminster College recognized an opportunity to restore a nursing program. The result is a four-year Collaborative Nursing Plan that leads to both a diploma in nursing from The UPMC Jameson School of Nursing and a Bachelor of Science in Nursing (BSN) degree from Westminster College. On July 1, 2016, the Collaborative Agreement was signed, and on September 19, 2016, Tricia Ryan, was hired as the Director of Nursing at Westminster College.

In May 2017, Westminster College was approved for institutional membership in the American Association of Colleges of Nursing (AACN). In summer 2017, the College initiated pursuit of the Commission on Collegiate Nursing Education (CCNE) accreditation for Year Four of the Collaborative Nursing Plan which is known as the RN-BSN/Post-licensure Program. In August 2017, the first cohort of students began Year One courses of the four-year plan. Year One through Year Three of the Collaborative Nursing Plan provide a reliable influx of students who are dedicated to completing the BSN degree.

## Westminster College Mission and Student Outcomes

The mission of Westminster College is to help students develop competencies, commitments, and characteristics that have distinguished human beings at their best. The liberal arts tradition is the foundation of the curriculum continually designed to serve this mission in a rapidly changing world. The College sees the well-educated person as one whose skills are complemented by ever-developing values and ideals identified in the Judeo-Christian tradition. Westminster's quest for excellence is a recognition that stewardship of life mandates the maximum possible development of each person's capabilities.

The College thus realizes its mission in men and women who as students:

- Develop intellectual curiosity and the competencies to reason logically, evaluate critically, communicate effectively, imagine creatively, appreciate and produce aesthetic and creative expressions of humanity;
- Acquire a knowledge and appreciation of self, society, human cultures, and the natural world, and human relationships to God;
- Develop and demonstrate moral and ethical commitments to neighbor, society, and the natural world consistent with the understanding of self;
- Commit themselves to lifelong learning and the acquisition of skill for careers and responsible service as world citizens.

The College's mission statement expressed as statements of student ability-based outcomes:

- To reason logically and evaluate critically;
- To communicate effectively;
- To think creatively, and appreciate aesthetic expressions;
- To demonstrate intellectual curiosity;
- To acquire knowledge of self, society, human cultures, the natural world, and human relationships to God;
- To apply knowledge to contemporary issues;
- To demonstrate moral and ethical commitments to neighbor, society, and the natural world;
- To demonstrate commitment to lifelong learning and the acquisition of skills for careers and responsible service as world citizens.

The curricular and co-curricular learning programs are designed as a means by which the College endeavors to fulfill its mission. As part of its 2018-2027 strategic plan, College stakeholders created a vision statement that is aligned with the mission. The vision statement directs the work of College operations, including the design and delivery of the nursing program.

**Vision:** Westminster College will be nationally recognized as a leader in providing a supportive and transformative educational experience for all students. Forged in a tradition of academic excellence and inclusion, Westminster's approach to a comprehensive liberal arts education focuses on critical thought, collaboration and experiential learning, which empowers students to lead successful lives of meaning, integrity, and service to others.

## Westminster College: Department of Nursing

### **Collaborative Plan Description, Mission, Vision, Values, and Beliefs**

#### **4-year Collaborative Nursing Plan Description:**

In the first year of the Collaborative Nursing Plan, accepted Westminster College students are enrolled in general science and first-year courses in preparation for applying to The UPMC Jameson School of Nursing. Year One courses are aligned with the required college-level courses that are a part of Jameson's Diploma Program and the Westminster RN-BSN/Post-licensure Program curriculum. In Year Two and with acceptance into The UPMC Jameson School of Nursing, students in the Collaborative Nursing Plan complete nursing courses, lab experiences, and clinical placements within the School of Nursing. Simultaneously, they complete additional liberal arts courses required for the BSN degree at Westminster. At the end of Year Three, successful graduates of The UPMC Jameson School of Nursing are eligible to complete the NCLEX-RN examination for licensure as registered professional nurses. With active RN licensure, students are enrolled in the College's RN-BSN/Post-licensure Program to complete upper-level nursing course work and remaining college courses to fulfill Westminster's graduation requirements for the BSN degree.

#### **Mission:**

The Mission of the Westminster College RN-BSN/Post-licensure Program is to provide a high-quality, innovative RN-BSN education grounded in academic rigor and the science of nursing. This Mission promotes the professional skills of leadership, inter-professional teamwork, compassion, and cultural competence within all healthcare practice settings. It is aligned with the Westminster College Mission of assisting students in developing the competencies, commitments, and characteristics to function at their personal best.

#### **Vision:**

The vision of the Westminster College RN-BSN/Post-licensure Program is to be the most academically respected, innovative RN-BSN Program in the region by preparing baccalaureate nurses who excel in the rapidly changing world of healthcare.

### **Westminster Nursing Values and Beliefs:**

In developing the Collaborative Nursing Plan, Westminster faculty and administration considered the values and beliefs that form the basis of a strong education for nursing students. Following many discussions and thoughtful review of the nursing literature, the nursing faculty adopted three beliefs that reflect the values that weave through their teaching and scholarship.

1. The nursing faculty believe that the individual within a family, group or community is the center of all health care experiences. Nursing advocacy is based on respect for individual preferences, values, and needs.
2. The nursing faculty believe that nursing is a highly regarded profession that is and essential to the effective functioning of an inter-professional healthcare team across settings. Supportive of this belief, the faculty have adopted the International Council of Nurses' (ICN) definition of nursing:

“Nursing encompasses the autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles” (ICN, 2002).

3. The faculty believe that nursing education is based on principles of quality and safety. The curriculum of the RN to BSN Program incorporates the Quality and Safety Education for Nurses (QSEN) Competencies, the Institute of Medicine (IOM) Core Competencies for Health Care Professionals, and the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice.

Original 8-26-18

Revised 12-14-18, 10-3-19



## RN-BSN/Post-licensure End of Program Learning Outcomes

### The professional nursing graduate will....

1. Incorporate into professional nursing practice, the intellectual perspectives obtained from the liberal arts and science underpinnings of the Westminster College RN-BSN/ Post-licensure Program.
2. Employ knowledgeable leadership skills and quality improvement practices to provide safe, high-quality patient care.
3. Maintain a commitment to inquiry by appraising the most recent health care research and advances for the provision of safe, high-quality care.
4. Integrate current evidence to inform clinical decision making in professional nursing practice.
5. Apply knowledge, skills, and attitudes (KSAs) of healthcare delivery and utilization of informatics to facilitate safe, high-quality patient care.
6. Effectively communicate and collaborate with all members of the healthcare team to assure high-quality, safe care for individuals and groups.
7. Incorporate knowledge of health promotion and disease prevention in all nursing practice encounters from the individual to the population level.
8. Demonstrate professional behaviors that reflect the values of altruism, autonomy, human dignity, integrity, and social justice as the foundation for professional nursing practice.
9. Provide professional nursing care for individuals, families, groups, communities, and populations that is culturally responsive and reflective of patient needs and preferences, as well as the increased use of healthcare resources in meeting those needs.
10. Engage in life-long learning and professional development to maintain practice relevancy and competency to further inform professional nursing practice.

## Year Four Curriculum Plan

### Cohort 2 (class of 2022) RN-BSN/ Post-licensure Program of study\*

\* This curriculum plan is used for scheduling and advisement purposes. Repeat courses may affect the student's ability to complete the program in two semesters. RN-BSN/Post-licensure Program students begin the Program with approximately 95 Semester Hours (SH) earned.

#### Fourth Year (RN-BSN/Post-licensure Program)

Semester Hours= 32

#### Semester 7 (fall)

- NUR 401: Community and Public Health Nursing (4)
- NUR 402: Nursing Research for Evidence Based Practice (4)
- MTH 135: Concepts of Statistics (Quantitative Reasoning IP) (4)
- FS 101: Introduction to Film Studies (Humanity and Culture IP) (4)  
- CLUSTER with NUR 401

#### Semester 8 (spring)

- NUR 403: Advanced Health Assessment (4) (includes practice experience hours)
- NUR 404: Nursing Care of Vulnerable and Diverse Populations (4)
- NUR 405: Nursing Leadership Seminar (4)
- NUR 601: Nursing Capstone (4) (includes practice experience hours)

## Course Descriptions

### **NUR 401: Community and Public Health Nursing (4)**

A course covering contemporary evidence-based practices of nursing care for the improvement of individual, family, community, and global health. The Registered Nurse will use critical thinking strategies to explore complex nursing situations outside of an institutional setting. The course will expand the student's knowledge of determinants of health, primary health care, public health nursing roles and activities, and health care settings within a community. Topics covered include ethics, trans-cultural care, epidemiology, environmental health, public health, and disaster preparedness. (4 SH)

### **NUR 402: Nursing Research for Evidence-Based Practice (4)**

An introduction to the concepts of research in nursing and the use of evidence-based practices in a clinical setting. Topics covered include identifying a clinical practice problem or issue, appraising research, developing a research question, exploring research methodologies and completing a literature review. (4 SH)

### **MTH 135: Concepts of Statistics (IP: Quantitative Reasoning- QR) (4)**

An introduction to the concepts of statistics. Topics include graphical and numerical summaries of data, confidence intervals and significance tests about hypotheses. Emphasis is placed on conceptual understanding and interpretation of data and statistics. -Meets Quantitative Reasoning Intellectual Perspective requirement (QR). (4 SH)

### **FS 101: Introduction to Film Studies (IP: Humanity and Culture-HC) (4)**

This course focuses on the major language systems of film: photography, mise en scene, movement, editing, sound, acting, sets and costumes, writing and narrative structure, and ideology. Emphasis is on how formalist and realist filmmakers use these language systems to create meaning. Through lecture, reading, discussion, and screening of films, the students will become informed, sophisticated, active observers of cinema. -Meets Humanity and Culture Intellectual Perspective requirement (HC). (4 SH)

### **NUR 403: Advanced Health Assessment (4) (includes clinical hours)**

This course builds upon basic physical assessment skills acquired in a pre-licensure program to provide a progressive, modern approach to comprehensively assessing patient's health status. The Nursing Process, Quality and Safety Education for Nurses (QSEN) and Patricia Benner's "*Novice to Expert*" research provide a framework for development of critical thinking in practice. Topics covered in this course include the health history, general and regional examination by body systems, and application of advanced assessment skills to the care of pregnant women, infants, children, adolescents, adults and the elderly. This course includes required practice experience hours. (4 SH)

### **NUR 404: Nursing Care of Vulnerable and Diverse Populations (4)**

In 2016, ensuring quality of care and safety for vulnerable populations was identified as a top performance challenge by the U.S. Department of Health and Human Services. This course

integrates the AACN Cultural Competence in Baccalaureate Education and applies the framework to the care of vulnerable, marginalized and diverse populations. Using community survey techniques and skills gained in the NUR 401 course, the Registered Nurse will identify vulnerable and diverse populations in need of healthcare at a community, national or global level. Unfolding case studies provided by the National League of Nursing's *Center for Excellence in the Care of Vulnerable Populations* adds critical thinking, problem solving and realism to the course. Topics covered include identification of the needs of vulnerable and diverse populations, skill development, advocacy, healthcare literacy education, and communication. (4 SH)

**NUR 405: Nursing Leadership Seminar (4)**

This course presents advanced leadership in nursing practice topics such as current workforce issues, effective use of nursing informatics, leadership development, legal/ethical challenges, professional identity, healthcare policy, and Quality Improvement (QI) practices. Students are guided through current leadership challenges and opportunities in preparation for leadership roles in various healthcare settings. (4 SH)

**NUR 601: Nursing Capstone/Internship (4) (includes clinical hours)**

This course is primarily taught within a community or acute care setting that the student has identified as a practice area of interest. The student will learn alongside the practicing Registered Nurse to explore how the research problem identified in NUR 402 is affecting that given setting. The student will participate in clinical hours, collaborate with nursing staff and conduct independent research with the goal of identifying evidence-based strategies and interventions to improve patient outcomes. This course includes required practice experience hours. (4 SH)

## Academic Progression Policy

**Subject:** Progression of Students in the RN-BSN/Post-licensure Program

**Effective Date:** August 1, 2020

Due to the progressive nature of the RN-BSN/Post-licensure Program's curriculum, NUR 401 and NUR 402 must be taken before NUR 403-405 and 601. The 400-600 level nursing courses are offered once annually. For more information about licensure requirements for courses and clinical, please refer to the Admission Policy.

Students may use transfer credits to satisfy requirements of MTH 135 and FS 101 (as an HC-credit). Students planning on taking courses at a college or university other than Westminster College should complete the Transient Credit Permission form prior to enrolling in the course. Some courses transferred from other colleges and universities are most often accepted as 3 credits. Official transcripts are to be sent to the College Registrar's Office for evaluation of transfer credit.

Students who need to complete a Cluster Course in the fall, will need to enroll in both NUR 401 and FS 101. The student is responsible for ensuring the credit and semester hours earned will meet the College's minimum requirement of 125 hours to graduate.

**Approved:** 12-17-19

**Reviewed:** 5-18-21

**Revised:** 5-18-21

## Admission Policy

**Subject:** Admission into the RN-BSN/Post-licensure Program

**Effective Date:** August 1, 2020

Students are highly encouraged to schedule the NCLEX-RN examination within 30-60 days of graduation from UPMC Jameson School of Nursing. Prior to enrollment in the final year of the Collaborative Nursing Plan, also known as the RN-BSN/Post-licensure Program, verification of active Registered Nurse (RN) licensure will be confirmed using the appropriate State Board of Nursing's online licensure verification system. Documentation of licensure verification will be maintained in the student's academic file for a minimum of five years.

If a student is unsuccessful in passing the NCLEX-RN on the first attempt, a wait period of 45 days before taking the examination again is required by the National Council for State Boards of Nursing (NCSBN). In the event that a student is not successful in passing the NCLEX-RN prior to August 30, 2021, the student will contact the Department of Nursing Chair to request conditional acceptance to begin the RN-BSN/Post-licensure Program. Documentation of plans for remediation and a timeline for retake may be requested. If conditional acceptance to being the RN-BSN Program is approved, passing the NCLEX-RN (preferably before 12-31-21) will be required before participation in the NUR 403 and NUR 601 practice experiences.

Following admission, RN-BSN students will adhere to the policies of Westminster College as found in the Student Handbook and the Undergraduate Catalog. In addition, RN-BSN/Post-licensure Program Nursing Students will abide by specific policies of the Department of Nursing as presented in this Student Handbook.

**Approved:** 12-17-19

**Reviewed:** 4-15-20

**Revised:** 5-18-21

## Advisement Policy

**Subject:** Academic advisement of RN-BSN/Post-licensure Program Students

**Effective Date:** August 1, 2020

Each student enrolled in the College is assigned an academic advisor. In most cases, the academic advisor is the same throughout the student's progression throughout the Collaborative Nursing Plan. Students are highly encouraged to consult their academic advisor prior to registration each semester and discuss any questions or concerns related to academic progression. Additional academic support for topics such as time management, study skills, and test taking are available through the Academic Success Center located on the campus. Documentation of academic advisement meetings and personal Performance Improvement Plans can be found in each student's academic advisement file. These files are maintained in the Department of Nursing for a period of five years following graduation from the College.

Contact information for a variety of student support services such as residence life, the health center, spiritual life, disability resources, the College's student handbook, and resources of the library can be found on the College's website under the "Campus Life" tab. An overview of financial aid options and contact information for the financial aid staff can be found on the College's website under the "Admission" tab. Students are encouraged to proactively identify and communicate with services needed to best support their personal academic success.

**Approved:** 12-17-19

**Reviewed:** 5-18-21

**Revised:**

## Attendance Policy

**Subject:** Attendance of students in the RN-BSN/Post-licensure Program

**Effective Date:** August 1, 2020

1. Expectations for class attendance, excused absences, and absences from examinations are found in the College's Undergraduate Catalog and on specific course syllabi.
2. If an RN-BSN/Post-licensure Program student is ill or experiencing an emergency that prevents the student from attending class, the student is asked to notify the course professor as soon as possible. It is the student's responsibility to be aware of all material or information missed if an absence occurs.
3. If an RN-BSN/Post-licensure Program student is ill or experiencing an emergency that prevents the student from attending scheduled practice experience hours, the student must contact the course professor as soon as possible. Make-up experiences for clinical or capstone hours may be scheduled at the discretion of the course advisor.
4. RN-BSN students are expected to share their academic schedule with work managers/supervisor to avoid class schedule conflicts. Missing class for work may be considered an unexcused absence. Practice experience hours that were not attended due to an absence may need to be made up at a time convenient for the instructor.
5. Attendance of RN-BSN/Post-licensure Program students is tracked by the Department of Nursing for advisement purposes.

**Approved:** 1-20-20

**Reviewed:** 5-18-21

**Revised:** 5-18-21



## Disability Accommodations Policy

**Subject:** Accommodations for students with a disability

**Effective Date:** August 1, 2020

A student who seeks accommodations for a disability will be referred to the College's Office of Disability Services. This office works with the student and the Department of Nursing to approve reasonable accommodations for RN-BSN/Post-licensure Program students. The student is expected to communicate (verbally or written) the approved accommodation to appropriate professors or advisors when needed.

Note: The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability. The ADA also makes it unlawful to discriminate against a person based on that person's association with a person with a disability. <https://adata.org/faq/what-definition-disability-under-ada-2018>.

**Approved:** 1-20-20

**Reviewed:** 5-18-21

**Revised:**

## Practice Experience Dress Code Policy

**Subject:** Dress Code Policy for RN-BSN Practice Experiences

**Effective Date:** August 30, 2021

**NOTE:** The RN-BSN student will be required to adhere to the dress code of the facility in which the clinical experience is scheduled. The following information will serve as general guidelines.

### Practice Experience Dress Code:

1. In practice experience settings for NUR 403 and 601, RN-BSN students will wear navy blue scrub pants with a white scrub top. A navy or white lab jacket may also be worn. The Westminster College ID (Titan Card) will be affixed to the uniform with the provided badge holder and worn on the chest. Plain white t-shirts (short or long sleeve) or tank tops may be worn under the scrub top. Color appropriate undergarments are to be worn under the uniform.
2. Students in NUR 401 may participate in community based learning experiences. For those experiences, professional attire (no jeans) and a white lab jacket with the Westminster College ID (Titan Card) will be required. Specific directions will be provided as needed.
3. A watch with a second hand is required.
4. Clothing will be clean, wrinkle free, and free of odors.
5. Clean, white, grey, black or dark blue non-canvas shoes are required. Shoes will have a closed toe and heel and be free of any holes in upper part of the shoe as to provide complete protection from spills or splashes. Socks are required.

### Hair:

1. Hair should be neat, clean and pulled off the face with small, simple hair accessories. Hair bands should be a neutral color (white, tan, brown, black) and will not be more than one inch wide. Long ponytails or braids must be fastened as to interfere with patient care.
2. Hair color will be a natural tone (blonde, natural red, brown, black).
3. Beards will be short, clean, and well groomed.

### Jewelry:

1. Hand jewelry is not to be worn with the exception being a flat band (such as a wedding band).

2. Hoop or hanging earring are not permitted. Earrings will be a plain post. Solid gauge posts of a flesh-tone color may be worn in gauge pierced ear lobes. No other facial jewelry is permitted. Band-Aid or other coverings over facial jewelry is not permitted.
3. If a religious medal or neck chain is worn, it is to be secured under the top as to not interfere with patient care.

**Tattoos/Body Art:**

1. All visible tattoos must be compliant with the dress code policy of the student's assigned facility and/or unit.

**Perfumes:**

1. Students are not permitted to wear fragrant products in practice experience settings. This includes cologne, perfumes and lotions.

**Nails:**

1. Nails will be neat, clean, and short (not extending more than ¼ inch past the tip of the finger).
2. Polish will be clear or a pale, neutral color free of embellishments.
3. Artificial nails are prohibited. This includes, but is not limited to, acrylics, overlay tips, bonding, extensions, tapes, inlays, wraps, and gel.

**Use of Tobacco Products While in Uniform:** No student will engage in the use of tobacco products while in the clinical uniform. This includes chewable tobacco products, snuff, and smoking by inhaling, exhaling, burning, or carrying any lighted cigarette, cigar, pipe, e-cigarette or other device with contains smoke or vapor. Students who engage in tobacco use while in clinical uniform may be dismissed from the clinical experience resulting in an absence for the day.

**Approved:** 6-19-20

**Reviewed:** 5-18-21

**Revised:** 8-21-20, 5-18-21

## Formal Complaint Policy

**Subject:** Process for Submission of a Formal Complaint

**Effective Date:** August 1, 2020

**Purpose:** The faculty and staff of the Department of Nursing strive to serve stakeholders in a respectful and professional manner at all times. Situations may arise in which a concern or complaint cannot be resolved in an informal manner. The person (ex. student, parent, community member or other) with a complaint may wish to submit a formal complaint. The process to attempt resolution of the complaint will be as follows:

1. Per the College's Undergraduate Catalog, for a concern or grievance about an RN-BSN course, the concern or grievance is to be addressed first with the pertinent instructor.
  - a. If the response is not satisfactory at the instructor level, the person with a complaint should then appeal to the chair of the department in which the course, program, or instructor is housed.
  - b. If the response is not satisfactory at the chair level, the person with a complaint should then appeal to the Dean of the College. The Dean of the College will review any written and signed student concerns or grievances related to academics.
2. For a concern or grievance about the RN-BSN Program, the person with a complaint will submit a written complaint to the Chair of the Department of Nursing. The chair will provide a written response within 14 business days.
  - a. If the resolution is not satisfactory at the chair level, the person with a complaint should then appeal to the Dean of the College. The Dean of the College will review any written and signed student concerns or grievances related to academics.
3. All complaints and associated documentation will be kept in a Department of Nursing folder marked "Formal Complaints" for a period of five years.
4. For a complaint related to a student's financial aid, academic status at the College, repeat of a course, academic integrity violation, or a final course grade dispute, the appeal process as outlined in the College's Undergraduate Catalog is to be followed.

**Reviewed:** 2-6-21

**Revised:** 4-27-21

**Approved:** 6-26-19, 4-27-21

## Grading Policy

**Subject:** Grading for RN-BSN/Post-licensure Program Students

**Effective Date:** August 1, 2020

RN-BSN/Post-licensure Program Students are required to satisfactorily complete each Upper-level 400-600 Nursing course with a minimum earned grade of C (2.0). Upper-level Nursing courses in which a student earn less than a C (2.0) will need to be repeated prior to program completion.

Within the RN-BSN/Post-licensure Program, satisfactory completion of non-nursing courses, such as FS 101 and MTH 135 is determined by the College. Grading Policies are found in the College's Undergraduate Catalog.

Department of Nursing faculty provide evaluation and grading of courses with practice experiences requirements. Preceptors within a clinical setting may provide feedback of student performance but grading is the responsibility of the faculty member.

**Approved:** 12-17-19

**Reviewed:** 5-18-21

**Revised:**

## Retention Policy

**Subject:** Retention of RN-BSN/Post-licensure Program Students

**Effective Date:** August 1, 2020

To demonstrate program effectiveness, the program completion rate of students will be calculated annually. Expected program length is two full-time semesters. The program completion rate will be calculated by dividing the number of students who complete the Program by the number of students who started the Program in Year Four of the Collaborate Nursing Plan, also known as the RN-BSN/Post-licensure Program. The program completion rate will be reported per calendar year and is expected to be at 70% or higher. In addition, students who require more than the expected two semesters will be tracked for ongoing program improvement. Per the Program's SPE calendar, the program completion rate will be calculated in May annually.

**Approved:** 12-17-19

**Reviewed:** 5-18-21

**Revised:**