

# CLARION UNIVERSITY

## **RN-BSN HANDBOOK 2019-2020**

College of Health Sciences and Human Services

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**CLARION UNIVERSITY OF**

**PENNSYLVANIA RN-BSN STUDENT**

**HANDBOOK**

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Dear Student,

Welcome or welcome back to Clarion University! We are excited that you have decided to continue your academic journey with us. Thank you for choosing Clarion University to complete your BSN degree. I wanted to share with you that recently the RN-BSN program received national recognition as one of the top 50 online Bachelor of Science programs in the country.

Clarion's RN- BSN program is presented in an accelerated format. Courses are very fast paced, and to be successful, you must pay particular attention to assignment deadlines. The terms will go by very quickly, so being organized is critical to your success in this program. Make sure to seek clarification from your professor if there is something you do not understand. In most cases, you should expect that the faculty member will respond to your request for the assistance within 24-48 hours if you do not hear from the faculty member, attempt to contact him or her again. If they do not respond, you can contact Patti Shontz in at [pshontz@clarion.edu](mailto:pshontz@clarion.edu) or by calling 814-393-1251. She will assist you to get in touch with your professor. Your feedback is important to us, so please let the faculty know if you have recommendations on how they might improve the program.

I welcome hearing from you, however, if you have a concern about a class, I would ask that you discuss your concerns with the faculty member first. If for some reason, you have spoken with the faculty member and do not feel that he or she has effectively addressed your concerns, you can feel free to contact me. The easiest way to reach me is by emailing me at [dkelly@clarion.edu](mailto:dkelly@clarion.edu). You may also call me at (814) 393-1258.

It is essential that you become familiar with the contents of this handbook. The faculty regularly reviews and updates this handbook, so that it contains the most up-to-date policies, procedures, and information that you will need throughout the program. In a majority of circumstances, Clarion University policies and procedures are followed. In some circumstances, the policies and procedures of the Department of Nursing may be more stringent than those of the University. Nursing policies and procedures that differ from the University are contained in this handbook.

This handbook is intended to supply accurate information; however, it is NOT to be regarded as an irrevocable contract between the student and the Department of Nursing. The Department of Nursing reserves the right to make changes at any time such changes are considered desirable or necessary. Any changes made throughout the year will be announced to students before implementation.

If you have questions or concerns about any of the policies in the handbook, please direct them to a faculty member, your academic advisor, a student representative, or me.

Stay Courageous, Confident, and Clarion proud!

Sincerely,

Deb Kelly

Dr. Deborah Kelly Nurse Administrator  
Department of Nursing [dkelly@clarion.edu](mailto:dkelly@clarion.edu)  
814-393-1258

## OVERVIEW OF RN-BSN PROGRAM

### Accreditation Statement

Clarion University of Pennsylvania's (RN-BSN), Bachelor of Science in Nursing Program, is accredited by the Accreditation Commission for Education in Nursing.

Accreditation Commission for Education in  
Nursing 3343 Peachtree Rd. NE Suite 850  
Atlanta, GA. 30326  
P: 404-975-5000 F: 404-975-5020  
[www.acenursing.org](http://www.acenursing.org)

### Equal Educational Opportunity Statement

It is the policy of Clarion University of Pennsylvania that there shall be equal opportunity in all of its educational programs, services, and benefits, and there shall be no discrimination with regard to a student's or prospective student's race, color, religion, sex, national origin, disability, age, sexual orientation/affection, veterans status, or other classifications that are protected under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and other pertinent state and federal laws and regulations. Direct equal opportunity inquiries to Assistant to the President for Social Equity, 207 Carrier Administration Building, Clarion, PA 16214-1232, (814) 393-2000.

### Mission of Clarion University and the Department of Nursing

The mission of Clarion University is to provide transformative, lifelong learning opportunities through innovative, nationally recognized programs delivered in inclusive, student-centered environments. Consistently, the mission of the Clarion University Department of Nursing is to provide quality education in nursing and across the collegiate continuum that is affordable, accessible, and responsive to the changing healthcare landscape.

### RN-BSN Program Description

Clarion's ACEN accredited RN-Bachelor of Science in Nursing program is an online program. The program is intended to build upon the background and knowledge of registered nurses and to allow them to continue their education at a professional level. The program's primary goals are the provision of educational experiences designed to promote scientific inquiry, creative thinking, critical judgment, and personal development.

Clarion University's RN-BSN program integrates liberal arts with career education at the RN level, establishing the basis for a variety of BSN learning activities that focus on professional nursing practice. Also, the RN-BSN program at Clarion University provides a foundation for graduate education at the masters and doctoral level. Clarion University accepts transfer credits from other accredited colleges and universities.

## **RN-BSN Program Purpose**

Clarion University of Pennsylvania's RN-BSN Program is designed to build upon the knowledge and experience of registered nurses. The program prepares the graduate to practice theory-based nursing in a variety of settings through the internalization of concepts relevant to professional nursing.

## **RN-BSN Program Vision**

The BSN programs will promote excellence in nursing enabling graduates to practice professional nursing care, assume leadership roles, collaborate with other health care professionals and promote health in a rapidly changing healthcare environment.

## **American Association of Colleges of Nursing Standards of Professional Performance**

The Clarion University RN-Bachelor of Science in Nursing Program subscribes to the American Association of Colleges of Nursing: *The essentials of baccalaureate education for professional nursing practice* [BSN Essentials]. The BSN Essentials can be located at <http://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf>

## **Sigma Theta Tau - International Honor Society of Nursing**

The Mu Xi Chapter of Sigma Theta Tau was founded at Clarion in 1990. Sigma Theta Tau International is committed to fostering excellence, scholarship and leadership in nursing to improve health care worldwide. The society promotes the use of nursing research in health care delivery and makes its resources available to all people and institutions interested in the latest nursing care knowledge.

RN-BSN students and community leaders may be invited to join the Mu Xi Chapter yearly. Information regarding induction procedures and candidate qualifications are available from Mu Xi Counselors at the Clarion Campus of Clarion University (See Appendix A).

## **TECHNICAL REQUIREMENTS: ONLINE NURSING PROGRAM**

Technology requirements for online programs can be found at:

<http://www.clarion.edu/about-clarion/computing-services/for-new-students/Index.html>

### **Email:**

Students are expected to maintain an active Clarion University student email account. Information can be found at <http://www.clarion.edu/about-clarion/computing-services/email/Index.html> . Here are some tips for more effective communication with your faculty and staff. Always use your Clarion University email. If you use a personal or work email account, you run the risk of the faculty and staff not recognizing who the email is coming from and they may not promptly answer you. Always put something in the subject line to alert the recipient of what the email is about. It is also very helpful if you include your student identification number especially if you are dealing with advisement issues.

## RN- BSN Core Values & Educational Threads

### Core Values

**Excellence:** Excellence in nursing embodies the commitment to the high standards of professional practice in the delivery of health care and advocacy for all individuals, families, and communities.

**Culture of diversity:** A culture of diversity is an environment that values the uniqueness of each and embraces acceptance and mutual respect. This environment promotes an on-going debate and dialog based on these differences.

**Integrity:** Integrity is a belief system that manifests as an uncompromising adherence to moral and ethical principles in all aspects of one's life. It is demonstrated in professional nursing practice by respecting the dignity and wholeness of every person without conditions or limitations.

**Collaboration:** Collaboration is the process of professional nurses, multidisciplinary team members, and individuals, families, and communities working together to develop and implement strategies that promote health. Collaboration in nursing education is the joint effort of faculty and students to contribute to the development of nursing knowledge.

**Patient-centeredness:** Patient-centeredness describes a partnership between nurses and patients to ensure that healthcare decisions respect patients' wants, needs, and preferences. This enables patients through the nurse's actions and supports to make decisions and participate in their care to the best of their ability.

### BSN Threads:

**Evidence-based practice:** is an ongoing process in which evidence, nursing theory, and the nurse's clinical expertise are critically evaluated and considered, in conjunction with patient involvement, to provide delivery of optimum nursing care for the individual.

- Scott, K., & McSherry, R. (2009). Evidenced based nursing: Clarifying the concepts for nurses in practice. *Journal of Clinical Nursing, 18*, 1085-95.

**Leadership** includes the skills required to inspire and motivate others to achieve outcomes. Nurses develop their leadership capacity by helping others grow by responding to needs and by empowering individuals, families, and communities. Nurse leaders practice collaboration within a multidisciplinary environment to improve health care.

- Curtis, E. A., de Vries, J., & Sherrin, F. K. (2011). Developing leadership in nursing: Exploring core factors. *British Journal of Nursing, 20*, 306-30

**Communication** is the active process of exchanging information between individuals using written, verbal, nonverbal, and listening skills. To be effective in improving health outcomes, a nurse must be cognizant of the components of health literacy and changes in technology impacting communication, while working in a multicultural environment. Understanding communication is achieved when individuals express their knowledge, opinions, and concerns.

**Clinical thinking** describes the higher-level thinking skills practiced by the professional nurse demonstrated through the nursing process. Clinical thinking skills evolve from decision-making and critical thinking skills to a complex reasoning process necessary for the synthesis of knowledge required for clinical judgments. The nurse's clinical judgment ensures a safe health care environment and forms the basis for delegation practices.

**Professionalism** is demonstrated through the personal growth of the nurse integrating responsibility, accountability, advocacy, and autonomy into nursing practice.

Professionalism fosters lifelong learning, global citizenship, and the innovative spirit that is the foundation of the caring nature of nursing.

**Health Promotion** Health Promotion is the process of empowering people to improve their health and well-being by providing health information and increasing awareness with the intent of improving health outcomes and decreasing health consequences. Health Promotion in nursing consists of efforts to change behaviors, methods to promote healthy lives, and strategies to prevent illnesses or accidents.

## **RN-BSN CURRICULUM**

### **End of Program Student Learning Outcomes**

Clarion University of Pennsylvania's RN-Bachelor of Science in Nursing Program prepares the graduate to:

1. Integrate scholarly inquiry, research, and theory into evidence-based nursing practice;
2. Promote health and well-being for individuals, families, and communities including vulnerable and diverse populations;
3. Provide leadership to initiate change within communities, the profession of nursing, and the healthcare delivery system.
4. Apply clinical thinking skills into professional nursing practice;
5. Communicate effectively with others in a variety of settings;
6. Demonstrate professionalism in nursing

### **Length of RN-BSN Program**

The RN-BSN Completion program is designed in an accelerated format to meet the needs of the working professional nurse. While most students will complete the program on a part-time basis, students who enter the program with a significant amount of prior learning credits can complete the program within one year. All students are required to complete the RN-BSN Program within seven years.

The following plans have been developed to demonstrate the flexibility in the curriculum and assist the student in mapping their individualized pathway towards completion of the program. There are nine core nursing courses and one nursing elective for a total of 30 upper-level nursing credits in the RN-BSN curriculum. To meet the in-residence requirement of the Pennsylvania State System of Higher Education regulations, students who are completing their bachelor's degree must take the last 30 of 60 credits through Clarion University. To graduate with a BSN degree, students are required to have completed a total of 120 credits. Students are given credit for prior learning for the lower level courses completed in the diploma or associate degree program. Each student's prior learning is assessed upon entry into the program by the department chair or the faculty to determine how many prior learning credits can be awarded. Upon acceptance into the RN-BSN program, students will receive notification of what prior learning credits will be accepted and an individualized curriculum plan that specifies the courses including general education requirements that need satisfied.

## Course Requirements

The faculty have developed courses in the RN-BSN program that are designed to build upon the knowledge the student gains in previous courses. For this reason, it is imperative that you take certain courses in sequence. This chart is designed to help you understand what courses you should take first. If you are in doubt, it is best to discuss this with your academic advisor before registering for classes.

<b>NURS 340-Nursing in Transition:</b> When possible this course should be taken within the first or second session and must be taken before all 400 level courses. Prerequisite English 111
<b>NURS 342-Professional Nursing Practice:</b> Must be taken before all 400 level courses
<b>NURS 343-Information Management for Nurses:</b> Must be taken before all 400 level courses
<b>NURS 345-Healthcare Policy and Nursing:</b> Must be taken before all 400 level courses
<b>NURS 445-Research in Nursing:</b> Must be taken before 492
<b>NURS 457-Leadership in Nursing:</b> Must be taken before 492
<b>NURS 470-Promoting Healthy Communities:</b> Must be taken before 492
<b>NURS 492: Capstone 1: Advanced Concepts I Professional Nursing</b> Must be taken before 493
<b>NURS 493-Capstone 11: Advanced Concepts in Professional Nursing:</b> All other core courses must be completed before taking this course

- Students are also required to take a nursing elective. This can be taken at any point in the curriculum.

## Course Offerings

Each student will be provided an evaluation of his/her prior learning when he/she enters the program. As part of this evaluation, the faculty will determine what additional general education courses the student may need to take to satisfy the requirements for graduation (120 credits, in major and residency requirements). While the general education courses are available online, they are not in the 7.5-week format; they are in a 15-week format. Your Academic Advisor will provide you with a course plan. *At a minimum, students need to communicate with their academic advisor at least once each semester.* Students typically take two nursing courses per semester (2 -7.5-week terms) because it works best with their work and other commitments. Students are permitted to take more than two courses per term or a total of 18 credits/semester if taking both 7.5 and 15-week courses. To take more than two accelerated courses/semester, the student must obtain written approval of the Department of Nursing Chair and Dean of Health and Human Services.

### **RN-BSN COURSE DESCRIPTIONS CORE NURSING COURSES**

#### **NURS 340: Nursing in Transition 3cr (Flag Course: Writing Intensive Course [W-Flag])**

Competency in written communication skills is an essential element of professional nursing practice. The ability to communicate on a scholarly level differentiates the baccalaureate prepared nurse as a professional. Through the development of scholarly writing skills, students will have the opportunity to explore ideas and develop connections between new knowledge. This course requires students to complete a substantial body of finished written work in a variety of forms. Topics for professional writing will include an examination of values important to the discipline of nursing and the application of theory to nursing practice. (Open to RNs and Pre-RN- BSN students; Prerequisite: English 111). (3 hours) (Offered every term as needed.)

#### **COURSE LEARNING OUTCOMES:**

Upon completion of this course the student will be able to:

1. Demonstrate effective professional written communication utilizing APA format.
2. Apply theory to practice in a formal document.
3. Participate in scholarly discussions regarding ethical issues in nursing.
4. Explore the role of the nurse within the inter-professional team.
5. Demonstrate clinical thinking skills through scholarly discussions and professional writing.
6. Understand the concepts of health promotion as it relates to professional nursing practice

#### **NURS 342: Professional Nursing Practice 3 cr**

This course focuses on the knowledge, skills, and attitudes of the professional nurse at the baccalaureate level. Emphasis is placed on individual critical thinking skills, conflict resolution, advocacy, and ethical standards as they relate to professional practice. The course examines inter-professional communication skills and collaboration with other health care professionals. Students are provided with opportunities to apply theoretical models of professional nursing to clinical experiences. (Open to all students enrolled in the RN-BSN Program and Pre-RN-BSN Students.)

#### **COURSE LEARNING OUTCOMES**

Upon completion of this course, the student will:

1. Apply concepts of clinical models and theories to clinical practice (EBP)
2. Evaluate the critical thinking and problem-solving skills necessary for making sound clinical

judgments. (Clinical thinking)

3. Examine the impact of personal values, biases, and experiences on individual thinking about nursing practice. (Professionalism)
4. Integrate clinical judgement, interprofessional perspectives, and individual and family preferences in promoting health. (Health Promotion)
5. Reflect on how to think like a nurse within a collaborative, inter-professional team. (Leadership)
6. Communicate effectively with individuals, families, and member of the health care team. (Communication)

### **NURS 343: Information Management for Nurses 3 cr (Flag Course: Information Literacy [I-Flag])**

This course provides nursing students with a basic understanding of information literacy to enhance the efficacy of patient-centered and nurse-driven healthcare outcomes. This course will educate nurses to identify essential information that is available in electronic health records and common databases to coordinate care for patients. Nursing students will be able to effectively and efficiently use healthcare technology to identify, collect, process, and manage healthcare information relevant to decision making and problem-solving to guide patient care. Nurses will become familiar with the foundation of knowledge, technology-based health applications which support clinical, administrative, research, and educational decision-making. This course will enable baccalaureate nursing graduates to deliver quality patient care in a variety of health settings. (Open to students enrolled in the RN-BSN program. & Pre-RN- BSN Students)

#### **COURSE LEARNING OUTCOMES:**

Upon completion of the course the student will be able to:

The course aims at providing nursing students with foundational concepts and skills relevant to informatics with a focus on information literacy (Iflag) and the American Association of Colleges of Nursing (AACN) Essentials IV: Information management and application of patient care technology.

Upon completion of the course, the learner will be able to:

1. Demonstrates knowledge of information literacy by articulating the need for information, accesses information effectively, and synthesizing knowledge to construct new concepts to improve patient outcomes. (Scholarly inquiry)
2. Explore the role of nurses in using technology to achieve nurse-sensitive outcomes. (Leadership)
3. Discuss the ethical practice of data mining about social responsibility and ethical behavior regarding information literacy, information technology, and intellectual properties. (Professional growth)
4. Examine information systems to promote patient safety, quality outcomes, and interdisciplinary collaboration by using decision-support tools. (Clinical thinking)
5. Investigate the techniques to use information in the process of evidence-based nursing care effectively. (Communication).
6. Appraise the use of information science in the art of delivering patient-centered care. (Health Promotion).

### **NURS 345: Health Care Policy and Nursing 3 cr**

In this course, the student will explore the concepts of basic health policy, agenda setting, design, implementation, and evaluation. The effect of statutes, rules, and regulations on both the community and

professional nursing practice is discussed. Health care organization and financing with an emphasis on vulnerable and diverse populations are explored. Students will integrate scholarly inquiry, research, and theory in addressing health care concerns for individuals, families, and communities from a multi-cultural and interdisciplinary perspective. A pervasive theme throughout the course is the goal of the role of nurses in health promotion of all persons, by encouraging positive health policy change. (Open to licensed RN and others with the permission of the instructor).

#### COURSE LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Describe statutes, rules, and regulations that authorize and define professional nursing practice at both state and national levels. (Professionalism)
2. Identify the role of the nurse in agenda setting, governmental legislation, regulation, and public policy design to improve health. (Health Promotion)
3. Describe how health care is organized and financed including the implications for individuals, families, and communities including vulnerable and diverse populations. (Leadership)
4. Integrate scholarly inquiry, research, and evidence-informed nursing practice in understanding local, state, national, and global healthcare trends. (Evidence-based practice)
5. Communicate a health policy issue or concern while using a nursing and inter-professional perspective and integrating leadership skills. (Communication)

#### **NURS 445: Research in Nursing 3 cr**

This course emphasizes the role of research in developing evidence-based nursing practice. Students will explore the principles of systematic method of inquiry and the application of clinical thinking, group process, and decision-making skills. The course focuses on the ways research influences decisions in nursing and nursing care. As consumers of research, students will have an opportunity to critique current research for applicability to professional nursing practice. As novice producers of research, students will develop a research proposal of value to nursing. (Open to licensed RNs)

**Prerequisite:** NURS 340, 342, 343, and 345. Offered each term as needed.)

#### COURSE LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Understand the role of the nurse researcher within a multidisciplinary team;
2. Incorporate clinical thinking, group process, and decision-making skills into the research process;
3. Evaluate research findings used in the development of evidence-based practice guidelines;
4. Communicate effectively between and among the members of the research team;
5. Integrate research findings into the practice of nursing;
6. Develop research proposals to study the health and well-being of individuals, families, and communities.

#### **NURS 457: Leadership in Nursing 3 cr**

The course focuses on the role of the professional nurse as a leader in a changing healthcare environment. Theories and principles of leadership are explored and applied to professional nursing practice. Course content includes concepts of motivation, change, communication, empowerment, ethical considerations, and clinical thinking in diverse health care systems.

(Open to licensed RNs, **Prerequisite:** NURS 340, 342, 343, and 345. Spring, annually, and as needed.)

## COURSE LEARNING OUTCOMES

Upon completion of the course, the student will:

1. Compare and contrast theoretical frameworks in leadership relevant to the delivery of nursing care in a variety of health care settings;
2. Discuss the nurse leader's role as a client advocate;
3. Create leadership strategies that promote a healthy work environment and influence change;
4. Describe the effects of legal and regulatory processes on nursing practice, quality care, and patient safety;
5. Demonstrate effective communication skills within the context of the multidisciplinary healthcare team;
6. Integrate knowledge, experience, and clinical judgment to guide clinical thinking in the nurse leadership role.

### **NURS 470: Promoting Healthy Communities 3 cr**

This course introduces essential knowledge and important nursing roles for health promotion and disease prevention at the family and community levels. Students will explore concepts related to social justice, the impact of globalization on communities, and the role of nurses in disaster planning and management. Students will apply principles of epidemiology, demography, and relevant nursing and health-related theories in developing health promotion plans for families and communities. (Open to licensed RN students. Prerequisites: NURS 340; 342; 343; 345. Spring, annually, and as needed.)

## COURSE LEARNING OUTCOMES:

Upon completion of the course, the student will:

1. Incorporate research, theory, and evidence into the care of families and communities
2. As a leader in healthcare, analyze the impact of globalization, social, cultural, economic, environmental, and political factors on the health of populations.
3. Utilize a risk assessment to identify family and community health needs.
4. Apply findings from a community or family-focused assessment in developing a health promotion plan.
5. Create strategies to advocate for vulnerable and diverse populations
6. Demonstrate methods of effective communication at the family and community levels.

### **NURS 492 Capstone 1: Advanced Concepts in Professional Nursing 3 cr.**

This is the capstone course for the RN- BSN program. The student will engage in a capstone project that reflects an understanding, synthesis, and evaluation of concepts and nursing issues studied throughout the program. Application of the educational experience to professional growth and the contribution to the nursing profession is emphasized. The goal of this course is for students to complete the question identification, proposal development, and obtain the necessary approvals to implement and evaluate the capstone project in NURS 494. (Opened to licensed RN's Prerequisites: Minimum grade of B in NURS 340, 342, 343, 345, 445, 457, and 470. Offered Fall and Spring annually, and as needed.)

## COURSE LEARNING OUTCOMES:

Upon completion of the course, the student will:

1. Apply scholarly inquiry, theory, and research to professional nursing practice
2. Demonstrate methods of health promotion for individuals, families, and communities

3. Describe leadership skills necessary for meeting the health care needs of others.
4. Apply clinical thinking skills in professional nursing practice
5. Demonstrate professional growth through the development of a capstone project.
6. Demonstrate effective communication skills.

### **NURS 493 Capstone II: Advanced Concepts in Professional Nursing 3 cr.**

This is the capstone course for the RN-BSN program. The student will engage in a capstone project that reflects the application, synthesis, and evaluation of concepts and nursing issues studied throughout the program. Application of educational experience to professional growth and contribution to the nursing profession is emphasized. Open to licensed RNs. Prerequisites: NURS 340, 342, 343, 345, 445, 457, 470, and 492. Offered Spring, Fall and as needed.

#### Course Learning Outcomes:

Upon completion of this course, the student will:

1. Apply scholarly inquiry, theory, and research to professional nursing practice;
2. Demonstrate methods of health promotion for individuals, families, and communities;
3. Describe leadership skills necessary meeting the health care needs of others;
4. Apply clinical thinking skills in professional nursing practice;
5. Demonstrate professionalism in the development of a capstone project;
6. Demonstrate effective communication skills

### **NURS 494 Advanced Concepts in Professional Nursing 3 cr**

This is the capstone course for the RN-BSN program. The student will engage in a capstone project that reflects the application, synthesis, and evaluation of concepts and nursing issues studied throughout the program. Application of educational experience to professional growth and contribution to the nursing profession is emphasized. The goal of this course is the project implementation, evaluation, and dissemination of the project through an oral presentation and poster display. (Open to licensed RNs) **Prerequisite:** A minimum grade of “B” in NURS 340, 342, 343, 345, 445, 457, 470, and NURS 492. Offered Fall and Spring annually, and as needed.

#### COURSE LEARNING OUTCOMES

Upon completion of this course, the student will:

7. Apply scholarly inquiry, theory, and research to professional nursing practice;
8. Demonstrate methods of health promotion for individuals, families, and communities;
9. Describe leadership skills necessary meeting the health care needs of others;
10. Apply clinical thinking skills in professional nursing practice;
11. Demonstrate professionalism in the development of a capstone project;
12. Demonstrate effective communication skills.

### **RN-BSN Nursing Electives**

#### **NURS 320: Death and Grief**

**3cr**

Explores the dying process from various conceptual and theoretical frameworks. Focuses on historical, ethical, socio-cultural and interpersonal perspectives on death. Students address their own mortality and develop a personal philosophy of death and grief. Opportunities are provided for students to interact with professional experts as well as individuals experiencing grief/death issues. Open to all students. Annually, and as needed.

**NURS 322: Disaster Management**

3 cr.

This course is designed to increase students' awareness of the essentials of disaster planning. Disaster management, triage, and hospital preparedness for natural and human-generated disasters will be explored. Also, students will examine social responsibilities during disasters, the leadership and inter-professional coordination responsibilities, and legal and ethical issues that may arise during a disaster, mass casualty, and other public health emergency situations. (Open to all students)

**Course Learning Outcomes**

Upon successful completion of the course, the student will be able to:

1. Identify the changing health care needs of the elderly population.
2. Describe interventions to promote health for an elderly client in a holistic manner.
3. Describe the value of the client advocacy role for the elderly.
4. Discuss current issues impacting the health care of the elderly including spirituality.
5. Explain the impact of socioeconomic and cultural factors on health promotion activities for the elderly.
6. Identify creative interventions that will enhance the quality of life of the aged in a variety of settings.
7. Discuss the impact of community resources on the health status of the elderly.

**NURS 335: Alternative Therapies**

3 cr

Explores various approaches to health and healing that lie outside the realm of conventional Western medicine. Focuses on how these therapies are presented on the World Wide Web and how the registered nurse can evaluate their effectiveness. Students will research selected topics and critically appraise the quality of the information found on the Internet. Open to all students. Fall annually, and as needed.

**NURS 347: Creating a Wellness Lifestyle**

3 cr

Introduces the student to the concepts of wellness and health promotion from a holistic perspective. Within this framework, students explore how to gain more control over their lives through effective stress management, management of time and change, and adequate self and social support. Assists students in increasing self - responsibility and negotiating the health care delivery system. Discusses health measures such as diet, exercise, and sleep as they relate to a wellness lifestyle. Explores the balance of caring for others and caring for self.

Each student is guided in formulating an individualized wellness plan. Open to all students. Annually, and as needed.

**NURS 365: Health Promotion for the Elderly**

3 cr

This course provides students with the opportunity to explore the concepts of health promotion for elderly populations. Course topics include theories of health promotion and aging, adaptation to the aging process, and factors that influence the health of elders. Finally, the concept of healthy aging will be situated within an interdisciplinary team approach to health promotion strategies.

**Course Learning Outcomes**

Upon successful completion of the course, the student will be able to:

1. Identify the changing health care needs of the elderly population.
2. Describe interventions to promote health for an elderly client in a holistic manner.
3. Describe the value of the client advocacy role for the elderly.
4. Discuss current issues impacting the health care of the elderly including spirituality.
5. Explain the impact of socioeconomic and cultural factors on health promotion activities for the elderly.
6. Identify creative interventions that will enhance the quality of life of the aged in a variety of settings.
7. Discuss the impact of community resources on the health status of the elderly.

**NURS 368: Human Caring**

**3 cr**

Provides an opportunity for in-depth exploration of the concept of caring. Appropriate to students entering any human service major. Derives content primarily from scholarly works in the discipline of nursing. Supplements Jean Watson's theory of human caring with guided experiences designed to facilitate the personal discovery of one's caring capacities and opportunities to more fully integrate them into the work of one's discipline. Open to all students. Annually as needed.

**NURS 499: Special Topics in Nursing**

**1-6 cr variable**

Deals with topics of special interest to professional nurses. Focuses on identified nursing subjects pertinent to the practice of professional nursing. May be offered during the academic year as well as summers and weekends, according to demand.

## STUDENT RIGHTS AND RESPONSIBILITIES

### Student Rights

In the case of a dispute between the student and a faculty member involving academic concerns (i.e., classroom evaluation, course grades, etc.), the student should follow the procedures outlined in Clarion University's *Student Rights, Regulations, and Procedures Handbook*. The Handbook may be obtained at <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/>

### Student Responsibility for Academic Requirements

Provisions in the Clarion Undergraduate catalog cannot be considered an irrevocable contract between the university and the student. The university makes every effort to keep information in the catalog current. It must reserve the right, however, to amend any academic, administrative, or disciplinary policies or regulations and to update fees or service charges described in the university catalog without prior notice to persons affected. The online and printed copies of the Undergraduate Catalog are static documents that are only updated annually. Any changes made by the Department of Nursing after the catalog has been published will be conveyed to students in writing.

Students are held responsible for reading and understanding the academic, administrative, and disciplinary policies or regulations and for understanding the general education requirements as published in the catalog. They are held responsible for knowing the requirements of the major they declare. If students change majors, they are responsible for the requirements which are in effect when they officially change majors.

Requirements for graduation as well as those for various curricula and degree programs may change after students matriculate at Clarion. Such changes will not be retroactive, although students will have the option to elect to meet the new program requirement if desired. Exceptions may be necessary when changes in professional certification or licensure standards mandate such changes in requirements or programs.

### Online Class Attendance

The university expects students to participate in all instructional activities. Online courses are no different from classroom courses in this regard; however, participation must be defined differently. The grade a student earns in a course should be a measure of comprehension and achievement. Regular class attendance, whether in a traditional classroom or online, promotes both of these goals.

Student "attendance" in online courses will be defined as active participation in the course as described in the individual course syllabus, and assignment instructions. Online courses may, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

1. Submission/completion of assignments
2. Use of the Discussion Board
3. Communication with the instructor

Students who do not log on to the course within the drop/add period for the course will be dropped

from the course. Drop/add, and withdrawal dates are determined by the Registrar and posted on the Registrar web page that can be found at <http://www.clarion.edu/registrar/>

Faculty have the prerogative of assigning a failing grade to those students who fail to maintain active participation in an online course as defined in the course syllabus.

In the event of an unexpected “absence,” such as a serious illness, the faculty member should be notified by email or phone so that a decision can be reached regarding continued enrollment in the course.

### **Academic Integrity**

Students at Clarion University shall maintain a high standard of integrity in scholastic work. As members of the university community, students have a responsibility to be familiar with the conduct regulations found in the university catalogs, Student Handbook and Calendar, Student Rights, Regulations, and Procedures Handbook, and other university documents.

Among the conduct regulations addressed are acts of academic dishonesty, including plagiarism, cheating on assignments, examinations, other academic work, or submitting work already completed for another course without prior approval of the instructor.

Students shall avoid all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** the use of another's words without attribution and without enclosing the words in quotation marks. Plagiarism may also be defined as the act of taking the ideas or expressions of ideas of another person and representing them as one's own--even if the original paper has been paraphrased or otherwise modified. An extended paraphrase may also be considered plagiarism even if the source is named.
2. **Self-plagiarism:** A student's coursework submitted for a grade in one nursing course cannot be submitted in another course without the written permission of the current instructor.
3. **Collusion:** when specifically prohibited in advance by the instructor, with another person in the preparation of notes, themes, reports, or other written work offered for credit.
4. **Cheating on an examination or quiz:** giving or receiving information or using prepared material on an examination or quiz.
5. **Falsification of data:** manufacturing data, falsification of information, including providing false or misleading information, or selective use of data to support a particular conclusion or to avoid conducting actual research.
6. **Violation of Copy Right Laws:** copying, printing, or reproducing other's work without the permission of the author. This work includes all emails,

discussion board postings, and presentations.

Complaints of academic dishonesty or violation of academic integrity may be brought against a student by any member of the academic community. Sanctions for violations related to academic integrity or student conduct can range from a failing grade on a particular assignment or examination to dismissal from the university based on the seriousness of the action and whether it is part of a pattern of academic dishonesty. Instructors imposing a lowered or failing grade on an assignment or course because of a charge of academic dishonesty must inform the student. Students have the right to appeal instructor decisions (*Student Rights, Regulations, and Procedures Online Handbook* <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/>) related to academic honesty or violation of Student Code of Conduct either through the Grade Appeal Process (see the section on Student Rights) or directly to the Conduct Board depending on the nature of the dispute. Sanctions extending beyond a particular course, such as suspension or dismissal from an academic program or the university, can only be imposed as the result of complaints filed under the Disciplinary Procedures Code and Formal Hearings under this Code.

### **Student Records**

It has been a long-standing policy of Clarion University of Pennsylvania to publish a statement of Student Rights and Regulations. Included in this statement is a policy on student records. This policy is included in a *Student Rights and Regulations Handbook* which is available to all students during each registration period.

Current nursing student records are maintained in the Nursing Office located on the Venango campus. Official transcripts are maintained by the Registrar's Office on the Clarion Campus. Student education records, except information that is otherwise public, are confidential and shall be released only to appropriate faculty, administrative officers, and parents and guardians (if the student is a minor). Release of these records to other persons, institutions or governmental and legal agencies shall occur only upon approval of the student or graduate or upon subpoena.

1. No record of information shall be made or retained unless there is a demonstrable need for it which has reasonable, substantial relevance to the educational and related purposes of the university.
2. The student shall have the right to inspect their records, the release of which requires their consent, except for recommendations and evaluations gathered for placement credential purposes.
3. Every record containing information about a student's character shall state when the information was required and the name and position of the person who gave it.
4. For additional information relating to maintenance of Records and Release Procedures, please refer to *Student Rights and Regulations Handbook--Clarion University of PA*.

## ACADEMIC POLICIES OF RN-BSN PROGRAM

### Acknowledgment of Handbook Policies

Upon initial entrance (or readmission) into the RN-BSN program and each fall semester after that, Students are required to read the RN-BSN Handbook. All students are expected to follow the policies and procedures within the handbook. The RN-BSN student Handbook is updated annually and is posted on <http://www.clarion.edu/academics/colleges-and-schools/college-of-health-and-human-services/department-of-nursing/RN-BSN/index.html>. It is the student's responsibility to ask the instructor or academic advisor for clarification. Students should seek clarification if needed.

The following statement will appear in all RN-BSN courses:

*All students in the RN BSN program are required to acknowledge that they have read, understand, and have had the opportunity to ask questions regarding the course syllabus, course calendar, and the RN BSN handbook. If you have any questions and need clarification on these materials, it is your responsibility to ask your instructor. By beginning the course, you acknowledge that you have received the course syllabus and calendar, RN BSN Handbook, and other materials for the course and program.*

### Communicating Policy Changes

Any changes in policy that are made during the academic year, either by the University or by the Department of Nursing will be communicated in the following manner. Announcements will be made by instructors in all appropriate classes. An announcement will also be sent via the RN-BSN list serv. The policy revisions will be posted on the RN-BSN web page.

### Relationship between Clock and Credit Hours

Credit for classroom instruction is computed based on 15 clock hours per credit per semester. Therefore, a three-credit course involves 45 hours of classroom instruction (six hours weekly throughout the seven 1/2-week term semester).

### College-Level Examination Program (CLEP)

A maximum of 60 credits may be earned through the College-Level Examination Program (CLEP). No more than 30 of the 60 credits may be earned after admission. These examinations, administered by the College Entrance Examination Board, may be taken at the Venango Campus of Clarion University. They are designed for adult learners and non-traditional students who have gained college-level knowledge through prior education or training. The College-Level Examination Program includes five general examinations and approximately 31 subject examinations, which if successfully passed, will earn the student three credits per examination.

A list of the general and subject examinations, minimum acceptable scores, and credits available is published in the Clarion University of Pennsylvania Undergraduate Catalog.

## Credit for Life Experience Procedure (CLEF)

The faculty of the RN-BSN Program recognizes that some students enrolled in the program have had specific life experiences directly related to the nursing courses of the program. By the University's policy and procedure on granting academic credit, the following steps describe the procedure students would follow when requesting credit for life experience.

1. Review Clarion University's policy and procedure for Credit for Life Experience found at [www.clarion.edu/admissions/Life\\_Experience\\_Credit.pdf](http://www.clarion.edu/admissions/Life_Experience_Credit.pdf)
2. Obtain from the School of Nursing a course syllabus for each course you are seeking credit for life experience.
3. Complete the Credit for Life Experience Form (CLEF).
4. Attach to the form a detailed narrative documenting life experiences related to specific course work. Each objective of the course is to be addressed in the narrative.
5. Submit a portfolio of additional documentation which supports the life experience. Documentation may include but is not limited to a resume, certificates, grant proposals, project descriptions, brochures, pamphlets, and conference agendas.
6. Submit a hard copy of all of the above information to the School of Nursing. Packets may be mailed to the office, or hand delivered to either Venango campus or the Pittsburgh site. Credit for Life Experience will not be considered until the packet is complete.
7. Faculty and the Department Chair will review the packet and make a recommendation to the Director of the School of Nursing within four weeks of receiving the packet.
8. The final decision for Credit for Life Experience rests with the Director of the School of Nursing. Students will be notified of the decision of the Director within two weeks of receiving the recommendation of the faculty and Department Chair. Students may apply for a maximum of six (6) credits for life experience in nursing.

## Grading Policy

The academic requirements for the RN-BSN Program are higher than the university at large, and the student must earn grades of at least "B" in nursing courses. Nursing as a practice discipline involves theoretical and clinical components. Students are graded in the RN-BSN Program according to the following scale:

A	93 - 100
B	84 - 92
C	75 - 83
D	66 - 74
E	65 – below

Additionally, RN-BSN students must achieve a C or better in ENG 111 and MATH 111 or greater.

## Credit/No Record Option

After students have earned a minimum of 30 semester hours of credit and are in good academic standing, they may schedule a maximum of six courses or 18 semester hours for credit-no record. One such course may be taken each semester or summer session. This regulation does not apply to MATH

050 or internships in the cooperative education program. All such internships are an automatically credit-no record. Courses in one's major and minor fields may not be taken for credit-no record. The option for taking a course for credit-no record is limited to the first five weeks of each semester and the first four days of any five-week Summer Session. Satisfactory work in a credit-no record course shall be shown on the grade report as "CR," with no record and no credit for less than satisfactory work. Satisfactory work is defined as the equivalent of "C" grade or better under the letter grading system in use by the university. Students who desire to have a credit-no record course changed from "CR" to a letter grade must retake the course. Credit-no record courses are counted in determining the course load for a semester.

### **Incomplete Grades**

Incomplete is not used unless a student has been in attendance throughout a semester or a session. It indicates that the work of a student is incomplete and that the final grade is being withheld until the student fulfills all the requirements of the course. The grade of incomplete is only used when conditions and circumstances warrant and when justification is presented. Students receiving incomplete grades are required to make arrangements with the instructor who submitted the incomplete grade to fulfill the requirements of the course by the end of the following semester or the incomplete becomes a failing grade. Incompletes are not removed by repeating the course. Students receiving incomplete grades are subject to academic probation temporarily until the final grade or grades have been submitted to the Office of the Registrar. The probationary action will be removed from the student's academic record upon receipt of the grades, provided both semester and cumulative QPAs are 2.00 or above.

### **Grade Appeal**

Disagreements between students and faculty on student rights and academic complaints against faculty members may be dealt with as described in the Clarion University *Student Rights, Regulations, and Procedures Handbook*. <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/rights-regulations-procedures-handbook.pdf>

### **Class Withdrawal**

All class withdrawals must be made through the Office of the Registrar. Classes that a student drops during the drop/add period will not appear on his or her record. The drop/add and withdraw periods are different for classes offered in the 7.5-week format, for specific deadlines visit:

<http://www.clarion.edu/academics/registrar-office/for-students/important-dates-and-deadlines.html>.

The date of students withdraw from the class will be determined by the last login that displays student activity as verified by the instructor of that course.

### **Refunds**

Refunds are granted by the policy established by the Board of Governors of the State System of Higher Education. The refund policy is subject to change at any time by the Board.

A student eligible for a refund must officially withdraw through the CUP Nursing Office and also submit a written request to the Office of the Registrar at Clarion Campus. This procedure should be

handled through the CUP Nursing Office.

### **Readmission**

Students who are dismissed or withdraw from the nursing program because of unsatisfactory performance in a nursing course, failure to complete the course requirements, or failure to complete the prerequisites may apply for readmission to the nursing program if they have a cumulative QPA of 2.5 or higher. Readmission to the nursing program is based on the professional judgment of the nursing faculty and is contingent upon class size (space available).

The faculty evaluates the student's request for readmission and grant or denies the petitions according to the student's general academic history, nursing course grades, and potential for success.

A student dismissed from the nursing program is not dismissed from the university. Either academic probation or academic suspension from the university is based upon the failure to achieve academic standards detailed in the university catalog. Thus, a student who is dismissed from the nursing program for unsatisfactory performance in nursing courses may be eligible to transfer into another area of study.

### **Retention/Progression**

The retention/progression policy for the Bachelor of Science in Nursing (RN-BSN) Program of Clarion University is consistent with that of other four-year programs in the university.

To be retained or progress in the RN-BSN Program the student must:

1. Students must maintain a cumulative GPA of 2.5 to progress in the RN BSN program.
2. A student who earns a D or F letter grade in a core nursing course is (a) placed on provisional status and (b) must repeat the course regardless of the cumulative GPA. The student may not take any other nursing course until the grade has been removed. A student can repeat the same course for a maximum of three courses. Please see University's policy on repeating courses in the Undergraduate Catalog.
3. If a student earns a C in one nursing core course and the nursing major GPA remains a 2.5 or higher, the student may progress in the program.
4. If a student earns a C in one nursing core course and the nursing major GPA falls below a 2.5, the student (a) is placed on provisional status and (b) must repeat the core course as soon as the course is offered. The student may not take any other RN BSN courses until the nursing major GPA is a 2.5 or higher.
5. If a student earns the 2<sup>nd</sup> C in a core nursing course and the nursing major GPA remains a 2.5 or higher, the student (a) is placed on provisional status for the RN BSN program and (b) must repeat that course as soon as the course is offered again. The student may take ONE additional nursing course before repeating the failed course providing that the additional nursing course does not have the repeated course as a pre-requisite (Example: student earns a C in Nurs 343. The student cannot enroll in Nurs 470 until he/she has repeated Nurs 343. The student can take Nurs 345 before repeating Nurs 343).

6. Course instructors will report failures and grades of C to the students' faculty advisor.
7. The faculty advisor, in consultation with the RN BSN coordinator, will notify RN BSN faculty and the Department Chair of the student's advisement progression according to the Progression Policy.
8. The Department Chair will notify any student required to repeat a course.

An unsatisfactory grade in any nursing course and/or failure to maintain a 2.5 QPA each semester is regarded as a failure in the program. The student is then placed on academic probation effective the next semester of attendance. See Academic Suspension Policy in the Clarion University Undergraduate Catalog and the RN-BSN Dismissal Policy.

### **Requirements for Pre-RN- BSN Program**

Clarion University has articulation agreements with associate degree and diploma programs in the region. A student who is currently enrolled in these pre-licensure programs is eligible to complete 300-level RN-BSN courses if he/she meets the following requirements:

1. Completed 50% or more of the pre-licensure nursing program.
2. Completed ENG 111-Writing II or the equivalent with a grade of C or better.
3. Cumulative Grade Point Average (GPA) 2.75 or higher and successfully passed all nursing courses.
4. Receives approval from the department chair/director.

Students are not permitted to enroll in 400-level RN-BSN courses until they have completed the pre-licensure program and obtain an RN license.

### **Dismissal**

A student will be dismissed from the Bachelor of Science in Nursing (RN-BSN) Program for any of the following reasons:

1. Failure to maintain current licensure.
2. Failure to progress through the RN-BSN Program (see Retention/Progression Policy)
3. Serious misconduct or disciplinary involvement resulting in dismissal from the University (See Clarion University's policy on dismissal from the university in the *Student Rights, Regulations and Procedures Handbook*)

A student dismissed from the university is also dismissed from the RN-BSN program; however, a student dismissed from the RN-BSN program is not necessarily dismissed from the university. A student who is dismissed from either the RN-BSN program or the university will be notified in writing of the dismissal action.

### **Leave of Absence**

Any student requesting a leave of absence from the Nursing Program must submit a request in writing to the Chairperson of the Department of Nursing. This letter must include a reason for requesting the leave and the student's plans for return. A leave of absence is not granted for academic underachievement. The Chairperson has the right to request a personal interview with the student requesting the leave before the decision is made.

1. Each leave of absence will be handled individually according to the specific need, and academic standing,
2. The Chairperson will present the request to the nursing faculty with all pertinent information.
3. The program faculty will recommend denial or granting of the Leave of Absence.
4. No leave of absence will be granted for longer than two years or four full semesters.
5. If the leave is granted, the student will be informed as such and must withdraw officially from the Nursing Program. At this time, the student will be informed of any conditional requirements for return.
6. Before returning to the Nursing Program from a leave of absence, the student must submit a written request to the Chairperson of the Nursing Department, the semester **before** anticipated return. This allows time for proper scheduling and registration.

## **Graduation**

To graduate with a Bachelor of Science in Nursing degree, students must:

1. Complete the Bachelor of Science in Nursing curriculum with at least 120 credit hours.
2. Complete at least 50% of the 30 required nursing credits at Clarion University.
3. Complete a minimum of 30 of the last 60 credits required for graduation at a Clarion University.
4. Maintain an overall quality point average (QPA) of 2.5 on a 4.00 scale.

## **FINANCIAL AID AVAILABLE TO ONLINE RN-BSN STUDENTS**

### **Financial Aid**

Admission to the RN-BSN program does not include financial support. Students who are enrolled in a program where they take all of their courses online are eligible to use federal financial aid (PELL grants, Federal Work-Study, Federal Direct Student Loans, Federal Direct PLUS Loans, Federal Perkins Loan and Federal Direct Graduate PLUS Loans) for which they qualify as per the FAFSA.

Any student who is taking more than 50% of her or his courses online in a single semester, and any student who is enrolled in a program that is delivered online or predominately online, are not eligible to use a PHEAA state grant for which s/he might otherwise qualify.

Online and Virtual Campus students are subject to the same financial aid regulations and conditions as any student taking courses on campus, including the requirement that they make Satisfactory Academic Progress toward a degree to continue to be eligible to receive financial aid.

Visit the Financial Aid website at <http://www.clarion.edu/tuition-and-financial-aid/index.html>

### **Scholarship Opportunities**

Several scholarships are available to Clarion University students. To learn more about the scholarships you may be eligible for, please visit the following website:

<http://www.clarion.edu/tuition-and-financial-aid/financial-aid/scholarships/>

## **ADVISEMENT AND REGISTRATION**

**Upon admission to the program, students will be assigned an RN-BSN faculty academic advisor. Whenever possible, you will have the same advisor throughout your program.**

### **Academic Advisement**

The purpose of the academic advisement program at Clarion University to:

- assist students in their growth and development;
- promote advisor-advisee relationships characterized by trust, mutual respect, and openness;
- establish a climate of purposeful learning which maximizes student growth and minimizes student withdrawal.

### **Advisor Roles and Responsibilities:**

In the advisor-advisee relationship, the student is primarily responsible for seeking academic advisement from the advisor. The central roles and responsibilities of the advisor are to:

1. Assist students in developing a sound academic program plan by:
  - a. exploring with students their individual interests, abilities, and goals;
  - b. assisting students in developing an academic plan that satisfies graduation requirements;

- c. offering advice in the selection and sequencing of courses which meet requirements for general education, major, and electives;
  - d. monitoring student progress and helping students make desired adaptations in their programs.
2. Make known to students the program requirements, resources, and services available in the university.
  3. Be a responsive listener to students and to assist them by referral to specialized sources of help when needed
  4. Discuss matters of general university adjustment with students
  5. Keep informed about university policies, regulations, programs, and procedures to accurately answer student questions and concerns

### **Student Roles and Responsibilities:**

Each student must bear ultimate responsibility for the development of his or her academic program plan and for meeting all graduation requirements

In the advisor-advisee relationship, the students' responsibilities are:

1. Speak with their advisor as frequently as necessary to keep the advisor informed about changes in progress, the course selection, and career goals;
2. Discuss course(s) selection during the registration period;
3. Seek sources of information which will assist them in making life/career decisions;
4. Contact the advisor when confronted with major academic problems and to keep the advisor aware of other problems which may affect their academic performance;
5. Meet all graduation requirements, following the academic plan established in consultation with their advisor;
6. Maintain personal records of academic progress and resolve any discrepancies on the official grade reports; and
7. Become knowledgeable about university regulations, program requirements, and procedures.

For more information on advising, see the University Advising Center website at [www.clarion.edu/advising](http://www.clarion.edu/advising).

### **Class Registration**

The following is a brief synopsis of the steps involved in registering for classes at Clarion University. Please refer to the Schedule of Classes published on the Registrar's Office Homepage online.

It is the responsibility of the student to be aware of University regulations and requirements as published in the Clarion University Catalog and the Student Handbook.

3. Review all emails regarding course selection and registration. These e-mails are sent

to your Clarion e-mail account and contain your registration scheduling date, time, and credit hours you have already earned, your advisor and any registration hold you may have.

4. Review your academic progress on *My Clarion* using the degree audit feature.
5. Contact any office that has a hold on your account and takes the appropriate action to remove the hold at least 24 hours in advance of registration.
6. Email your advisor for advisement.
7. Plan a tentative course schedule with your advisor. Check course availability, general education requirements and flags, co-requisite and pre-requisite courses, and any additional restrictions for the course. Pay special attention to course section notes.
8. Register for classes. Eligibility is based on the number of credits you have earned as of October
  1. Web registration is available seven days a week from 8 a.m. to 11 p.m. during the registration period. Protecting your user name and password will keep your information confidential.

### **Instructions for Registering for Classes**

To register for classes, you must log in to MyClarion at

[www.clarion.edu/myclarion](http://www.clarion.edu/myclarion)

#### **Add a Class**

All changes to your student schedule must be processed during the add/drop period. You can check the availability of classes using the MyClarion Student Center.

- \* Click the Student Center link.
- \* Click the Enroll link.
- \* Choose the class you wish to add, either by entering the class number or choosing a search option.
- \* Click Select Class next to the class section you wish to add.
- \* Click Next.
- \* Repeat the above steps for all the classes you wish to enroll in.
- \* Click Finish Enrolling to attempt to enroll in each of the classes.
- \* The View Results page displays the results of the enrollment. From this page, you can view any errors, add other classes, and view your schedule.

#### **Drop a Class**

- Click the Student Center link.
  - \* Click the Enroll link.
  - \* Click the Drop tab.
  - \* Select the class or classes to drop and click Drop Selected Classes.
  - \* Click Finish Dropping.
  - \* The View Results page confirms the drop.

## Swap a Class

- \* Login to MyClarion
- \* Next, click the Student Center link.
- \* Click the Enroll link.
- \* Click the Swap tab.
- \* Choose the class you wish to drop.
- \* Choose the class to add by searching for it, selecting it from the Enrollment Shopping Cart or entering the class number.
- \* Verify the swapping information and click Finish Swapping to complete the swap.
- \* The View Results page confirms the swap.

It is your responsibility to verify the accuracy of your schedule

## **STUDENT RESOURCES**

### **Student Accounts, Passwords, and Resources**

All students are provided with passwords to utilize the computer system. Verification of student identity occurs through the use of a username and password protection. Do not share your password with anyone.

A student's MyClarion username is s\_ followed by their first initial, middle initial (if provided) and their last name up to 12 characters. Your username and initial password are mailed to you upon your enrollment at the university.

For security purposes, you must change your password before you can use your accounts. To do so, go to <http://www.clarion.edu/computing> select "Password Change" from the Web Services list on the right side of the page, then follow the directions for Change Your Password. If you have password problems, call the Computing Services Help Desk at 814-393-2640.

### **MyClarion Student Center**

MyClarion Student Center gives you access to your course history, student account, grades, and financial aid. Access to the Student Center can be obtained at <http://www.clarion.edu/myclarion>

### **Desire2Learn (D2L)**

D2L is the learning management system for Clarion University. Orientation, login instructions, and technical help may be obtained at <http://www.clarion.edu/d2l>

### **Library Services**

Online students have access to multiple library services via the Virtual Library at <http://www.clarion.edu/library>

### **Clarion University Bookstore**

Online students have access to the Clarion University Bookstore. Information about textbooks may be obtained at their website: <http://www.bkstr.com/clarionstore/shop/books/textbooks-and-course-materials>

### **Online Writing Center**

Online students have access to the writing center. The writing center may be of assistance for APA documentation style, feedback, or your professor suggested the writing center. More information may be obtained at their website: <http://www.clarion.edu/academics/student-success-center/writing-center/online-writing-center/index.html>

### **Student ID Cards**

Distance Education and Web students may obtain a photo ID card following the procedure listed.

Because photo identification is required for all new ID cards, and since that is not possible for distance or Web students, the student must provide their full name, Clarion ID number, home address, and phone number for verification along with their photo in jpeg format. E-mail to [dismith@clarion.edu](mailto:dismith@clarion.edu)

### **Math Placement Test**

Every student in the RN-BSN program (and at Clarion University) is required to have a math course before graduation. The Math requirement in the RN-BSN program is MATH greater than 111. This requirement may be met through the transfer of a math course, CLEP of math course or taking a math course greater than 111 at Clarion University.

If a lower level math course has not been taken, the student must complete the math placement exam before registering for Math courses greater than Math 111. Please contact Ms. Lynne Fleisher ([lfleisher@clarion.edu](mailto:lfleisher@clarion.edu)) to register for the placement exam. The test is completed online.

If the exam is completed, the student will be allowed to register for a math course greater than 111. Students failing the placement test will be required to take Math 050 - a non-credit remedial math course as a pre-requisite to a math course greater than Math 111.

### **Official Transcript Acquisition**

Information regarding official transcripts may be obtained at <http://www.clarion.edu/academics/registrars-office/transcripts-and-diplomas/index.html>

### **Disability Statement**

If you have a disability and would typically request accommodations in traditional classroom settings, there may also be the reason for us to discuss the possibility of accommodations for this class. Online courses often present new challenges to full accessibility that are best resolved by early review. All students requesting accommodations must be registered with the Office of Disability Support Services. Please contact Disability Support Services (DSS) by e-mailing Jennifer May (Coordinator of DSS) at [jmay@clarion.edu](mailto:jmay@clarion.edu) as soon as possible to begin this review process so that all appropriate arrangements can be put in place in a timely fashion. More information can be found on the Disability Services website: <http://www.clarion.edu/academics/student-success-center/disability-support/> responsible

## APPENDIX A

### SIGMA THETA TAU INTERNATIONAL HONOR SOCIETY OF NURSING

Sigma Theta Tau International is the honor society of nursing, and it exists to promote the development, dissemination, and utilization of nursing knowledge. Sigma Theta Tau International is committed to improving the health of people worldwide through increasing the scientific base of nursing practice. In support of this mission, the Society advances nursing leadership and scholarship and furthers the use of nursing research in health care delivery as well as public policy.

Sigma Theta Tau International serves as a link between professional nurses and others and participates in scholarly endeavors of interest to the health care profession and the public. Its founders believed that love, courage, and honor were critical values for leadership in nursing; these values continue to be inherent in all of the association's interactions. Research and scholarly development through Sigma Theta Tau programs and services respond to the ethical, moral, and humanistic issues of society, while also enhancing scientific discovery to shape nursing's responses to societal needs.

Based on a commitment to strengthening nursing and nursing scholarship, Sigma Theta Tau International provides member services through the chapter, regional, national and international forums. Programs and services encompass education, leadership, recognition, networking and career development. Respect for scholarly discipline, research, and strength through group interaction are fostered in all of Sigma Theta Tau International's activities. Members form a worldwide community of scholars recognizable within the profession and by the public, who act to sustain, support and interpret nursing's development and to provide a vision for the future both of the discipline and health care.

Membership is by invitation conferred on students in baccalaureate and graduate nursing programs demonstrating leadership in nursing and excellence in scholarship, and to qualified college graduates demonstrating exceptional achievement in nursing.

Sigma Theta Tau International Honor Society of Nursing  
550 West North Street  
Indianapolis, IN 46202  
317-634-8171  
Fax 317-634-8188

## APPENDIX B

**CLARION UNIVERSITY OF PENNSYLVANIA**  
**Degree: Bachelor of Science in Nursing (RN-BSN)**  
**Department of Nursing**  
**Advisor Worksheet**

NAME	Transfer:				
ID					
ENTRANCE DATE	CUP-				
PROGRAM ENTRY DATE					
MAJOR	MINOR				
CONCENTRATION					
ADVISOR					

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GENERAL EDUCATION REQUIREMENTS - 48 CREDITS

Please refer to the approved list of Gen. Ed. Courses that appear in the newspaper schedule.

I. LIBERAL EDUCATION SKILLS - 12 CREDITS CR. GR.

A. English Composition (3-6 credits)

ENG 111	Writing II	3	
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B. Mathematics Requirement (3 credits)

Math		3	
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(Per University Gen Ed Req- Math >110)

C. Credits to total 12 in Category I, selected from at least two of the following: Academic Support, Communication, Computer Information Science, Elementary Foreign Language, English Composition, Logic, Mathematics, & Speech Communication.

		3	
		3	

II. LIBERAL KNOWLEDGE - 27 CREDITS

A. Physical and Biological Sciences (9 credits) selected from at least two of the following: Biology, Chemistry, Earth Science, Mathematics, Physical Science & Physics.

		3	
		3	
		3	

B. Social and Behavioral Sciences (9 credits) selected from at least two of the following: Anthropology, Economics, Geography, History, Political Science, Psychology, Social Work, Sociology, and Women's Studies.

		3	
		3	
		3	

C. Arts and Humanities (9 credits) selected from at least two of the following: Art, English Language and Literature, Humanities, Intermediate Foreign Language and Cultures, Music, Philosophy, Speech and Theater.

		3	
		3	
		3	

III. GEN. ED. ELECTIVES - CREDITS TO TOTAL 48 FROM GEN. ED. (9) excluding credits in Nursing Major.

		3	
		3	
		3	

IV. REQUIREMENTS IN MAJOR

LOWER DIVISION NURSING CORE (30 Credits)

	Maternal & Child Health	10	TR
	Mental Health	10	TR
	Adult Health	10	TR

UPPER DIVISION NURSING CORE- (30 Credits)

A. Requirements in Nursing Major (30 Credits)

NURS340	Nursing in Transition	3	
NURS342	Professional Neg. Practice	3	
NURS343	Information Management for Nurses	3	
NURS345	Health care Policy & Nursing	3	
NURS445	Research in Nursing	3	
NURS457	Leadership in Professa. Nursing	3	
NURS470	Promoting Healthy Communities	3	
NURS492	Capstone I: Advanced Concepts in Professional Nursing	3	
NURS493	Capstone II: Advanced Concepts in Professional Nursing	3	
NURS	Elective	3	

Electives- General Education and Nursing Major (12) to total at least 120 credits.

		3	
		3	
		3	
		3	

A minimum "B" grade in all upper division nursing courses; "C" in ENG 111 is required.