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Section A
DEPARTMENT OF NURSING MISSION STATEMENT

In harmony with the Mission of the University, the Department of Nursing provides educational experiences within a Christian environment, designed to promote excellence in nursing.

INTRODUCTION

Congratulations on your decision to pursue your Baccalaureate Degree in Nursing at Adventist University of Health Sciences. You may have just recently graduated and earned your registered nurse license, or perhaps you have been planning for a while to further your professional education. Whether you are a novice or an experienced nurse, you have made the first step in turning that dream into an action-oriented goal. In order to make your goal a reality, the Baccalaureate Degree in Nursing Completion Option (Baccalaureate of Science Degree) is designed to meet a variety of student needs.

The RN-BSN Option Student Handbook includes essential information that will help you understand the philosophy, requirements, and policies specific to the nursing program. This handbook supplements the generic information found in the Academic Bulletin. With this information, the Academic Bulletin, and the guidance of your advisor, you will develop a study plan that is individualized and workable.

NURSING PHILOSOPHY

The faculty believe that the discipline of nursing is both an art and a science that promotes health through the delivery of wholistic care to individuals, families, and communities. The nursing department utilizes the Neuman Systems Model as a framework for understanding professional health-oriented service to individuals, families, and communities. The practice and teaching of nursing is a calling to exercise God’s gifts in a life of service to humanity.

Through the profession of nursing, graduates extend the healing ministry of Christ by practicing healthcare as ministry. Faculty and students, guided by Christian principles, achieve personal and professional excellence through quality education and life-long learning.

OPTION DESCRIPTION

The Baccalaureate Degree in Nursing (RN-BSN Option) is designed to prepare registered nurses to provide wholistic health care to individuals, families, and communities. The program is grounded in Christian principles and integrated with courses from the arts and sciences that enrich the course of study, and contribute to the development of a broader worldview of nursing. The program provides a foundation for the graduate to enhance professional growth, facilitate career mobility, and establish a foundation for graduate studies.

The faculty have identified specific areas of professional development which move students’ practice from that based on Associate degree preparation to performance founded on Baccalaureate degree completion. The courses include a variety of clinical assignments that intentionally address these concerns. These include:

1. Integrating of theory with practice
2. Broadening focus from individual toward group clients
3. Practicing on the basis of evidence
4. Expanding focus from therapeutic to prophylactic/preventive interventions
5. Assuming leadership roles
6. Undertaking teaching roles
7. Participating as a member of the profession

STUDENT OUTCOMES

The goal of the RN-BSN Option is to prepare graduates to use theoretical and research-based knowledge as providers, designers, coordinators, and managers of wholistic health care in diverse settings.

ONLINE EDUCATION

The RN-BSN Option is offered through online education. The RN-BSN Option online nursing courses include real-time (synchronous) interaction with faculty and peer students. Asynchronous interactions in discussion threads foster collaboration and community-building through student engagement, learning accountability, and strong instructor presence. Collaborative activities and other interactive content enhance comprehension and retention. Opportunities to learn from real-world involvement and activities demonstrate relevance of coursework to the practice environment. Online learning provides education to students located anywhere without compromising, quality, rigor, or integrity.

RN-BSN OPTION LEARNING OUTCOMES (with correlated University graduate characteristics in parentheses)

Upon completion of the RN-BSN Option, the graduate will be able to:
1. Integrate Christian principles to guide interactions with patients/clients, health care professionals, and the public (Caring)
2. Use effective skills in communication and information management (Communication)
3. Use critical thinking/reasoning/nursing process to address healthcare needs throughout the lifespan. (Critical Thinking)
4. Evaluate ethical, legal, economic, and political factors that affect the management of health care for individuals, families, and communities (Ethical / Moral).
5. Participate in activities that foster on-going professional growth and development in self, others and the profession (Lifelong Learning)
6. Integrate nursing research and other evidence-based approaches for use in safe practice (Professional Expertise)
7. Incorporate community resources to meet the primary, secondary and tertiary health care needs of individuals, families and communities. (Professional Expertise)
8. Function in the roles of a nurse as a provider, designer, leader, educator, advocate and coordinator of nursing care as appropriate (Professional Expertise)
9. Synthesize knowledge from nursing, the arts, sciences and humanities to meet patients’/clients’ physiological, psychological, socio-cultural, developmental, and spiritual needs (Professional Expertise)
The University learning outcomes and the RN-BSN Option learning outcomes are measured through a series of academic activities that include, but are not limited to:

1. The students’ ability to apply APA writing format in academic papers
2. The students’ ability to communicate professionally in online discussion forums, syncsessions, written and verbal messages, assignments, and interpersonally
3. The students’ ability to progress through the RN-BSN Option with grades of C+ or better
4. The students’ ability to apply critical thinking on a professional level
5. The students’ ability to incorporate theoretical and evidence-based practice protocols in written work and practice settings
6. The students’ ability to satisfactorily complete clinical projects at the undergraduate level of performance
7. The students’ involvement in service learning activities in the community

CLINICAL EXPERIENCES

The RN-BSN Option includes clinical experiences that are integrated into some of the nursing courses. The clinical assignments are completed in community or other health care agencies outside of the virtual classroom setting. Students must satisfactorily complete all components of the clinical assignments to successfully complete the course. Failure to complete a clinical assignment may result in failure of the course.

*Note*: Students are required to complete service learning activities in addition to the clinical projects.

STUDENT PARTICIPATION

Students also have opportunity to participate in Student Business Meetings once or twice each term. Issues of concern are posted as threaded discussion options in each nursing course and are open for one week for students to express their feelings about the issue under discussion.

Students also have opportunity to influence program policy and function through end-of-course evaluations and end of program evaluations as well as direct discussion with course faculty throughout any course.
DEPARTMENT OF NURSING CONCEPTUAL FRAMEWORK
(with explanation of relevant terms)

The departmental model addresses the four metaparadigm concepts of nursing: (a) person, (b) environment, (c) health, and (d) nursing. The definitions of the metaparadigm concepts are an integration of the Neuman Systems Model and Adventist University of Health Science’s Christian principles. In the academic setting this goal is translated into the development and attainment of a sound educational program that enables learners to attain the program outcomes.

Person
A person is a child of God who is an integrated whole, and is created to live in harmony with God, self, and others. A person also is a patient/client system who may be the learner, the faculty, the support staff, as well as an individual, family, or community patient/client. The individual human system consists of five integrated variables that include physiological, psychological, socio-cultural, developmental, and spiritual factors. Recognizing that these variables present differently in each individual, coursework emphasizes respect for diversity in whatever form it manifests itself. These variables are integrated into the nursing curriculum to prepare graduates with the capacity for caring, compassion, critical thinking, and respect for the dignity and self-determination of others. The nursing faculty are committed to caring, compassion, critical thinking, and respect for students by modeling these behaviors in the delivery of the curriculum.

Environment
The environment is all of God’s creation. The environment is an open and dynamic system consisting of intrapersonal, interpersonal, and extra-personal forces influenced by, and influencing the person’s response to stressors. The external environment include all factors in the environment which influence the individual; for students it may include virtual classrooms, teaching/learning media, practice settings, home and professional employment settings. Internal environments may include spiritual, cultural, psychological, social, and physiological factors that impact teaching, learning transactions, and the capacity for learning. These environmental factors are built into the planning, design, implementation, and evaluation of the curriculum.

Health
Health is a continuum of wellness to illness, and is dynamic in nature. Optimal wellness or stability is achieved when total patient/client system needs are being met. A reduced state of wellness is the result of unmet patient/client system needs. Health is dependent on the interplay of internal and external resources to support the patient/client system. The nursing curriculum advocates for the health of the self and for others. Concepts basic to health are detailed using an acronym: Choice-making, Rest, Environment, Activity, Trust, Interpersonal relationships, Outlook, Nutrition (CREATION). These principles underlie coursework related to health promotion, health maintenance, disease prevention, and health restoration. Students engage in health-related activities across the lifespan that benefit the individual, family, community, and society to enhance optimal functioning.

Nursing
The nursing component of the curriculum is based on the Neuman Systems Model that focuses on the provision of wholistic health care. The Neuman Systems Model is health oriented, wholistic, open, and dynamic. The model focuses on two components: the patient/client system’s response to stressors and the interventions used to assist the patient/client in response to those stressors. The goal of the model is to facilitate optimal wellness of the patient/client. Nursing is both an art and a science that promotes
health through the delivery of wholistic care to individuals, families, and communities. Nursing is a dynamic, interactive process and treats human responses to stressors throughout the life span. The curriculum is structured with a focus on the development of nurses who are accountable and responsible for developing and delivering caring, compassionate, wholistic nurse-patient/client system interactions. These interactions are extended through the healing ministry of Christ. Students are nurtured by faculty, and learn to nurture others. Pedagogical excellence is modeled in preparing students for patient/client-focused professional nursing care using evidence-based practice.

**CREATION Health Concepts**

- **Choice** – accept responsibility for optimal health
- **Rest** – enjoy replenishing sleep and relaxation
- **Environment** – create a nurturing, rejuvenating surrounding
- **Activity** – put your body into motion
- **Trust** – express your faith and belief in God
- **Interpersonal relationships** – celebrate relationships
- **Outlook** – practice a positive, happy attitude
- **Nutrition** – fuel your high performance life

*Note:* Students are encouraged to review the application of each of the elements that comprise CREATION Health at the following website: [http://www.creationhealth.tv/](http://www.creationhealth.tv/)

**Definition of Terms in the Neuman Systems Model**

- **Basic Structure:** The basic structure consists of common client survival factors related to system variables, as well as unique individual characteristics.
- **System variables:** Physiological, psychological, socio-cultural, developmental, and spiritual factors

- **Lines of Resistance:** The lines of resistance protect the basic structure. These lines are activated following stressor invasion of the normal lines of defense.

- **Normal Lines of Defense:** An adaptation level of health developed over time and considered normal for a particular individual client or system; it becomes a standard for wellness deviance determination.

- **Flexible Lines of Defense:** Protective system for the client’s stable state. Ideally it prevents stressor invasion and protects the normal line of defense. It is strengthened by primary prevention.

- **Stressors:** Environmental factors that are intra-, inter-, and extra-personal in nature and have the potential for disrupting system stability by penetrating the system lines of defense and resistance. A stressor is inherently neutral or inert. The outcomes may be either positive or negative. The client system’s perception of the stressors and coping abilities are major considerations for caregivers and clients.

- **Intrapersonal stressors:** The internal environmental forces that occur within the boundary of the client system.
Interpersonal stressors: The external environmental interaction forces that occur outside the boundaries of the client system at the proximal range.

Extra-personal stressors: The external environmental interaction forces that occur outside the boundaries of the client system at the distal range.

Primary Prevention Level: Interventions before a reaction to stressors has occurred

Secondary Prevention Level: Interventions after a stressor reaction has occurred.

Tertiary Prevention Level: Interventions following treatment of a stressor reaction.

Reaction: Response based on the perception of the stressor by the basic structure and may occur in varying degrees.

Intervention: Any preventive mode of action that modifies an actual or potential stressor at the primary, secondary, or tertiary level. These modes of action can be implemented by the client system, significant other, family, community, nurse, or other health care provider.

Reconstitution: Represents the return and maintenance of the system stability following treatment of a stressor reaction which may result in a higher or lower level of wellness.
OPTION ADMINISTRATIVE AND ACADEMIC PERSONNEL

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Orlando, FL 32803

Academic Administrator
Edwin Hernandez
Provost
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e-mail: edwin.hernandez@adu.edu

Faculty and Staff
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Chair & Professor, Department of Nursing
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e-mail: Alicia.Franco.Bruno@adu.edu

Rilla D. Taylor, Ed.D., M.N., RN
Vice-Chair for RN-BSN Option
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Lead faculty: NRSG 496 – Seminar in Nursing
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Lynelle Callender
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Lead faculty: NRSG 480 – Leadership for RNs
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Lead faculty: NRSG-490 – Health Care: Policies and Access
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Lily Cruz
Online Student Manager
Off-Site Adventist University Online Learning Center
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Zoe Orn
Support Specialist to the Assistant Registrar of Online Education
Phone: 407-303-7747 ext. 110-1184  Fax: 407-303-9408
e-mail: zoe.orn@adu.edu

24/7 Help Desk Technical Support:
Toll Free Telephone: 1-877-642-1902
External e-mail: https://supportcenter.embanet.com/adu
CONTACT INFORMATION

The information in this section is provided to assure that students are able to utilize the full array of course support that is provided by Adventist University

Contact Sequence (See roles below)

Address course content questions in the following sequence:
Section Adjunct
Lead Faculty / Course Coordinator and then
BSN Option Vice-Chair

Address process questions (“how do I …”) in the following sequence:
Online Student Manager (Lily Cruz)
Lead Faculty
The Online Student Manager also is available M-F 8:30 a.m.-5:30 p.m. to assist you with contacts or finding any other information you may need

Address technological questions:
24/7 Help Desk first to document the issue, receive immediate assistance, and obtain a problem identification number.
Toll-free 24/7 telephone access at 1-877-642-1902 or
send email to external e-mail: https://supportcenter.pearson.com/adu ;
then the Online Student Manager.

Section Adjunct (in some courses)
The Section Adjunct is responsible for the following activities:

1. Moderating small group syncsessions
2. Facilitating students’ understanding of course concepts
3. Monitoring and responding to discussion board postings
4. Engaging students’ active participation in the course content
5. Grading student assignments in a timely manner (within 6 days) and providing feedback to the student
6. Monitoring and recording weekly student participation in the course.
7. Contacting students not actively participating in the course
8. Coaching students based on performances recorded in the grade-book
9. Responding to student questions within 24-48 hours
10. Notifying the Lead Faculty/Course Coordinator of students not actively participating in the course.

Students should contact the Section Adjunct for the following issues:

1. Clarification regarding assignments and quizzes
2. Clarification regarding understanding of the course content
3. Inability to attend syncsessions
4. Concerns related to performance in the course
Lead Faculty / Course Coordinator

The Lead Faculty / Coordinator is responsible for the following activities:
1. Developing course content, including syncsessions and discussion boards
2. Monitoring student discussion forums and participation
3. Analyzing results of quizzes and examinations
4. Monitoring students’ progress in the course
5. Maintaining communication/team meetings with the section adjuncts
6. Reviewing requests for extensions / incomplete grades
7. Monitoring the section adjuncts’ engagement in the course
8. Recording and submitting final course grades and course data in TaskStream

Students should contact the Lead Faculty for the following issues:
1. Questions about the material, including readings, assignments,
2. multimedia presentations, discussion forums, and syncsessions not answered by the Section Adjunct
3. Course policies or procedures
4. Requests for extensions / incomplete grades

Online Student Manager (Lily Cruz)

The Online Student Manager is responsible for the following activities:
1. Student access to the course website
2. Posting general course announcements
3. Maintaining student records
4. Maintaining databases, including address changes
5. Facilitating course drops and withdrawals
6. Maintaining syncsessions and discussion boards

Contact the Online Student Manager for the following issues:
1. Change of Address
2. Non-receipt of course materials
3. Difficulty logging onto the course website
4. Difficulty contacting a faculty member
5. Submitting student-completed Drop/Withdrawal form

RN-BSN Option Vice-Chair (Dr. Rilla Taylor)

The RN-BSN Vice-Chair is responsible for the following activities:
1. Faculty and program evaluation
2. Implementation of program policies
3. Assignment of faculty
4. Compliance with accreditation and regulatory standards

Contact the RN-BSN Vice-Chair for the following issues:
1. Suggestions concerning program improvements/modifications
2. Issues not satisfactorily addressed by the Section Adjunct and the Lead Faculty / Course Coordinator
Nursing Department Chair (Dr. Alicia Franco Bruno)
The Nursing Department Chair is responsible for the following activities:
1. Oversight of the nursing program
2. Management of nursing faculty and staff
3. Approval of student requests for academic exemptions (petitions)
4. Enforcement of compliance with departmental and university-wide accreditation and regulatory standards

Contact the Department Chair for the following issues:
1. Suggestions concerning program improvements/modifications
2. Issues not satisfactorily addressed by other program faculty or staff

Admissions & Records
Contact Zoe Orn in Admissions & Records for the following:
1. Transcript Request
2. Enrollment Verification
RN-BSN OPTION POLICIES

The following guidelines describe regulations of the program governing specific situations. Please read this information thoroughly. Students participating in the program are expected to abide by these policies.

PROFESSIONAL LICENSURE

Students in the RN-BSN Option are required to maintain a current registered nurse license in good standing throughout their course of study. The nursing program reserves the right to request updated evidence of licensure status at any time. If at any time a student becomes unlicensed for any reason, if obligated to surrender licensure in any jurisdiction for disciplinary reasons, or experience any other change in licensure status (for example, new expiration dates, revocation, suspension, change of names, etc.) the student must inform the University of the change. This notification must occur immediately if the student is currently participating in a course. If the student is not in a course at the time of the change, the notification must occur prior to registering for the next course. A copy of all licensure changes must be submitted to the Online Student Manager. Please be aware that the University is obligated to report any attempts at misrepresenting licensure status to appropriate regulatory agencies.

CONFIDENTIALITY OF INFORMATION

All agency and client information students receive while completing clinical projects is considered confidential. Release of this data (oral, written, electronic, or through any other means) to an individual or entity who does not have an authorized need to know is prohibited. It is possible to work with, have access to, and overhear information regarding patients, physicians, and others that must be considered confidential while implementing clinical projects. Students are directed, therefore, not to discuss agency business outside the clinical agency with anyone, including other students, family members, or agency personnel by any means—orally, in writing or via social media; doing so will violate the right of privacy of others. Relevant client/agency information that is shared in sessions, discussion threads, or written assignments must be done in a manner that ensures confidentiality and anonymity of the involved clients and/or agency. Students may ensure confidentiality and anonymity by using alternate names or initials. If photos are taken of students engaged in clinical assignments, they should show only the back of the head of any client included in the picture. Any inappropriate or unauthorized retrieval, review, or sharing of confidential information is considered a breach of confidentiality. Students who violate or participate in a breach of confidentiality will face disciplinary action (see Disciplinary Policy).

DRESS CODE

Adventist University of Health Sciences subscribes to a dress code that reflects principles of Christian modesty, neatness, simplicity, and appropriateness. In keeping with this philosophy, students are required to adhere to the following dress code when completing clinical projects, service learning projects and/or assignments:

1. Students who implement clinical assignments within an agency are expected to abide by the agency’s dress code. Students must identify themselves as students of the University by wearing their University-issued identification badges. Students are not permitted to wear employer identification badges while in the pursuit of course-related activities.
2. The acceptable jewelry is a wedding band and/or engagement ring and post-type earrings; one on each ear.
3. Makeup and nail polish, if worn, should be worn in a manner that maintains a healthy, natural look.
4. Any time students are on official [non-clinical] business in an agency, they are expected to dress appropriately. This means professional-type attire that would be worn in an office or business-type setting (dress slacks or skirt with professional top). **Jeans, flip-flops, shorts, low-cut tops, and revealing clothing are not considered appropriate attire.** Uniforms and scrubs are not appropriate for these activities unless specifically required by the agency personnel.

**GRADES**

Students must obtain a grade of C (78%) or better to successfully complete the nursing courses. Grades of C- and below cannot be applied to fulfill the requirements of the program.

**Letter Grade Distribution**

The department of nursing uses the following grade scale for all nursing courses:

- **A** = 93.50-100
- **B-** = 81.50-84.49
- **D+** = 71.50-74.49
- **A-** = 90.50-93.49
- **C+** = 79.50-81.49
- **D** = 68.50-71.49
- **B+** = 87.50-90.49
- **C** = 77.50-79.49
- **D-** = 65.50-68.49
- **B** = 84.50-87.49
- **C-** = 74.50-77.49
- **F** = 00.00-64.49

**Grading Policy**

A variety of assignments and other tools will be used to evaluate student progress and in computing course grades. The criteria for these evaluations are listed within each specific course syllabus.

**WITHDRAWAL/DROP POLICY**

Students must download the withdrawal form from the Adventist University website, complete the form and submit to the Online Student Manager (Lily Cruz) to withdraw/drop from any course. The grade recorded will be based on the date the withdrawal form is received by the Online Student Manager. If the student stops attending a course and does not submit the withdrawal form by the deadline, a grade of “WF” (withdrawal/failing) may be recorded for that course. When a student withdraws from the course:

1. The application fee is non-refundable.
2. The matriculation fee will be refunded if the student receives 100% tuition refund on ALL classes for the trimester.
3. The refund is based on the last log-in date once the withdrawal form is received. Students **should not** log into the course(s) once the decision to withdraw is made. **Refund Policy:** First week of class – 100% refund. No refund thereafter.

**Grade Policy**

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<th>Weeks in Session</th>
<th>No grade will be recorded during this period</th>
<th>Grade of “W” will be assigned during this period</th>
<th>Grade of “WF” will be assigned</th>
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<td>7</td>
<td>End of 1st school week in the session</td>
<td>Beginning of 2nd week to end of 5th week</td>
<td>Beginning with the 6th week</td>
</tr>
<tr>
<td>14</td>
<td>End of 1st school week in the session</td>
<td>Beginning of 2nd week to end of 11th week</td>
<td>Beginning with the 12th week</td>
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INCOMPLETE GRADE POLICY

An Incomplete grade (I) is assigned when extenuating circumstances, such as illness, the death of a family member, or a family emergency prevent a student who is passing a course from completing the final assignment and other course requirements by the end of the trimester. Students must notify the course’s lead faculty of their intent to apply for an incomplete grade. Students are encouraged to discuss the need for an incomplete grade with the lead faculty before making the final decision. The student retrieves the incomplete form from the University’s website and submits the incomplete request to the lead faculty no later than one week before the end of the trimester (either Friday of week 6 for 7-week courses, Friday of week 13 for 14-week courses; but no later than the due date for the last assignment submitted for grading). Petitions for incomplete grades submitted outside of these guidelines will normally not be approved and the student will receive the grade earned.

The information submitted to the lead faculty must be specific enough that an appropriate determination for approval may be made. The lead faculty determines whether the request meets the criteria for an incomplete grade and forwards the request to the Nursing Department Chair who makes the final determination for approval. The form then is sent to the Office of the Registrar. Incomplete coursework is usually to be completed within the first 2-3 weeks of the subsequent trimester or, in the case of 7-week A term courses, the work is completed the first 2-3 weeks of the B term of the trimester. It is the student’s responsibility to maintain contact with the lead faculty during the time contracted to complete the course work. Students must submit all course work established in the incomplete contract to change an incomplete grade to a course grade. If the student does not complete the contracted work by the established deadline, the incomplete grade will automatically revert to the grade earned at the end of the course. Students who cannot complete the contractual work by the specified deadline may request an extension from the lead instructor. Requests for extensions are individually considered and must be submitted in writing at least three days before the deadline established in the contract. Students will not be granted additional time to complete assignments submitted after the contracted date without the approved extension. Students are assessed a charge for the processing of an Incomplete grade. Refer to Fee Schedule in the Academic Bulletin.

ATTENDANCE POLICY

The course syllabus outlines the specific learning outcomes, assignments, and student evaluations for each online course. Students failing to participate in course activities are subject to administrative withdrawal from the course. The student will be administratively withdrawn from the course if there are two consecutive weeks of recorded absence without notification to the faculty. In general, the following expectations regarding attendance and participation in course activities apply.

Attendance expectations:

Students must interact in their respective courses on the first and no later than the second day of the trimester to record attendance. Several opportunities are provided in the course to validate attendance, including participation in synccessions, posting and responding the discussion topics and introductions, and posting assignments. Students not present in the first week of class will be administratively withdrawn. All students are required to complete a variety of course assignments which may require participation in discussions – either synchronous or asynchronous as well as group projects, recorded lectures, written and/or reading assignments.

Students who do not provide prior notification of an intended absence (except in extenuating circumstances, for example, if the student is hospitalized) will normally not have opportunities to make up lost work. Students who have extenuating circumstances that will prohibit them from actively participating in the course for an extended time are responsible for notifying the appropriate faculty. If accommodations cannot be made, the student may consider requesting an incomplete grade (if applicable) or withdrawing from the course. Documentation of the circumstances necessitating the absence may be required.
SYNCSESSION POLICY

Syncsessions are critical interactive components of the program although in most cases attendance is not mandatory. The following policy applies to absences from syncsessions. Each course will state the expectations regarding syncsessions; students should be certain to clarify these expectations.

PROGRESSION

Students may progress in the RN-BSN Option when they:
1. Maintain unencumbered current licensure to practice as registered nurses in their states of residence or practice.
2. Earn a minimum grade of at least “C” (2.0) in each baccalaureate degree nursing course and maintain a minimum baccalaureate degree nursing GPA of 2.50. Evaluation of the nursing GPA occurs when 15 baccalaureate degree nursing program credits are completed.
3. Earn a grade of at least “C” (2.0) in each cognate and general education course.
4. Successfully repeat all courses in which the minimum grade of “C” (2.0) was not achieved. Normally no more than two courses may be repeated, only one of which may be a nursing course. One may repeat: one nursing course and one cognate course, one nursing course and one general education course, two cognate courses, or two general education courses.

COMPLETION

Adventist University of Health Sciences will consider students for graduation and conferral of a Baccalaureate of Science Degree in Nursing when they have met the general requirements for graduation (see Graduation in the “Academic Information” section in the Academic Bulletin) and when they:
1. Complete a minimum of 127 trimester hours of applicable credits
2. Complete the prescribed course of study for the degree with a minimum nursing GPA of 2.50 and a minimum cumulative GPA of 2.50
3. Achieve a minimum grade of “C” (2.0) in each nursing, cognate, and general education course
4. Complete a minimum of 36 residency hours at Adventist University of Health Sciences.
5. Complete the required service learning activities. Credit for service learning activities will be included on the students’ transcripts at the completion of the nursing program.

NURSING HONORS

Students in the RN-BSN Option are awarded BSN honors to commend outstanding performance in the nursing program. BSN honors are granted to students who earned a nursing GPA of 3.5 or above, and
1. Have not failed a nursing course (grade of C- or below)
2. Have not breached the standards of academic integrity

PETITIONS

Petitions for academic exemption will only be considered for students enrolled in the last two trimesters of the RN-BSN Option. Petitions for academic exemption will only be considered in extenuating circumstances.

Petitions requesting concurrent nursing courses with NRSG496 will not be approved except for those listed as concurrent (NRSG480, 490). Students may normally have only one academic petition granted during their enrollment in the RN-BSN Option.
READMISSION AFTER A BREAK IN THE PROGRAM

Students who have not matriculated for one-two trimesters may resume their studies by submitting a Reactivation/Readmission Form, with proof of current licensure. Students who were not enrolled in course work for three or more trimesters must apply for readmission by completing a new application process. The program guidelines for the current Academic Bulletin will apply.

READMISSION AFTER DISMISSAL

Students who are dismissed from the RN-BSN Option with 10 or fewer credits to complete the program may apply for readmission. All applications will be considered individually. The following circumstances will normally disqualify the student from consideration for readmission:

1. Dismissal from the program due to plagiarism
2. Dismissal from the program due to breach of academic integrity
3. Dismissal from the program after repeated failures of the same nursing course

To apply for readmission, the student must complete and submit the Petition for Academic Exemption form to the RN-BSN Option Vice-Chair. Attach a separate, detailed analysis of the circumstances that led to the dismissal and a plan of action for corrective measures. The RN-BSN Readmission Committee reviews the petition, and if approved, a learning contract is sent electronically. The contract must be completed in its entirety. Upon return of the learning contract to the RN-BSN Option Vice-Chair, the Nursing Department Chair will sign the contract and forward to the Vice-President for Academic Administration for final approval; then to the Office of the Registrar for processing.

Approval for readmission is a process. Students should not anticipate re-entering the nursing program immediately after dismissal. All students readmitted after a dismissal re-enter the program on a probationary status. Students must be continuously enrolled in all registered courses through completion of the program (no breaks in courses or voluntary withdrawals). Failure to comply with any part of the learning contract is subject to dismissal.

PROFESSIONAL BEHAVIORS DURING CLINICAL EXPERIENCES / OBSERVATIONS

When completing clinical assignments, students are responsible for:

1. Arriving on time for scheduled appointments
2. Completing required documents and reviewing procedures related to clinical experiences or project presentations
3. Seeking every possible learning opportunity by using initiative, asking questions, and becoming active participants in the learning process
4. Notifying the staff / clinical agents when leaving the clinical area
5. Behaving as a “guest” in the clinical facility
6. Establishing positive rapport with the "host" by:
   i. Being polite in one’s interactions with the staff
   ii. Abiding by policies and procedures unique to the facility
   iii. Using professional judgment when expressing negative feelings about occurrences in the clinical agency
   iv. Showing interest and enthusiasm for learning
   v. Expressing appreciation to those who helped contribute to one’s learning experiences
PHOTOGRAPHS

A University-issued identification badge is required during attendance at clinical assignments. It is also required that a photograph of each student is posted in the online classroom for the following verification purposes:

1. Identification as an Adventist University student to the clinical agents when completing community clinical assignments
2. Identification as the presenter in certain clinical assignments
3. A face contact in online communication and examination

ACADEMIC AND PROFESSIONAL INTEGRITY

Students in the Baccalaureate of Science RN-BSN Option are expected to exhibit high levels of integrity in all activities. Adventist University reserves the right to deny admission to, or remove a student from the nursing program if the student has a record of misconduct unbecoming a professional practitioner or demonstrates behaviors that put the student, his or her peers, or the University at risk. Academic dishonesty is not tolerated in the Baccalaureate of Science in RN-BSN Option.

Students who violate standards of academic and professional integrity may receive a failing grade for the assignment or the course. The student will not have the option of a grade of “W” in the course and depending on the nature of the offense, may be put on academic probation, suspension, or immediate dismissal from the program and/or the University. Refer to the Disciplinary Policy that follows for further information regarding disciplinary action and procedures for violations of academic and personal integrity.
NETIQUETTE

Over time a set of rules (conventions) have emerged to make online communication more pleasant and more effective. Your e-mail messages and message board postings should conform to the following guidelines, which are adapted from Greg Kearsley’s (1997) Guide to Online Education.

1. **Brief is best.** Readers find it difficult to process and remember too much information at one time, so keep messages short and focus on a single idea or topic. When you need to address multiple ideas or topics, use a separate message for each one. Similarly, use separate files for different kinds of data/information instead of putting it all in one large file.

2. **Be careful with formatting.**
   - Don’t use fancy formatting (e.g., tables, fonts, layouts) unless certain that all users can read it.
   - Don’t type in all capital letters—use upper- and lower-case letters, which are easier to read.
   - Don’t use a font size that’s too big or too small, both of which are hard to read. Use 10 or 12-point font which is most effective.
   - Make messages more readable by using spacing, paragraphing, and subheadings.
   - Don’t include graphics, images or multimedia components (audio/video clips) in messages or files unless you are sure your intended audience can view them.

3. **Provide structure.** Take the time to create meaningful subject headings or file names to help readers understand the purpose and context of the information. Also, begin messages and postings with a summary, recap or reminder of an ongoing discussion to provide context. When people are reading dozens of messages or files, they need a brief orientation to help them understand how the new message relates to what has come before.

4. **Remember the public domain.** Think carefully about what you write. First of all, readers can easily forward some or all of you e-mail messages and files to others, so always assume that anything you post could be made quite public. Also, your message may be read by a wide variety of people (particularly if posted to a public forum on the internet), so be especially sensitive to any form of cultural bias in what you say.

5. **Be kind and gentle.** Avoid sarcasm and mean-spiritedness. If you read something that upsets you, don’t immediately reply with an angry message of your own; either ignore it or wait a day and send a rational response. The online environment is a wonderful place for debate and discussion, however, remember to be civil and considerate.

6. *Inappropriate language in the virtual environment is not congruent with the mission of the University and will be subject to disciplinary action. Students are encouraged to report such incidences as soon as they occur.*

DISCIPLINARY POLICY

The disciplinary process is intended to help the student identify and correct unacceptable behaviors or noncompliance with one or more of Adventist University or the Department of Nursing policies. Implementation of disciplinary action is used to maintain a positive learning environment and to promote professional growth. There are four steps in the disciplinary process and these steps may be implemented at any time throughout the program. The process may begin at any step depending on the circumstances and behaviors. A formal documentation of the circumstances warranting the disciplinary action and the outcomes of the action is recorded in the student’s academic file. The disciplinary process is cumulative and remains in effect throughout the RN-BSN Option. The four steps of the disciplinary process are:

1. Documentation
2. Warning
3. Probation
4. Dismissal

Depending on the circumstances and severity of the infraction, the student may be immediately placed in the warning, probation, or dismissal status. The following are common infractions that would lead to disciplinary action, up to and including dismissal from the program. (Note: this list is not inclusive of all possible infractions):

1. Breaching confidentiality (see Confidentiality Policy)
2. Fabricating of data
3. Giving, receiving, or using unauthorized information
4. Cheating on assignments, examinations, or other academic work
5. Plagiarizing the work of others
6. Being disruptive or unpleasant to others in sessions, threaded discussions, student lounges, or other interactive communication media
7. Using unacceptable language or tone in any means of communication
8. Engaging in dishonest, unethical, or unprofessional conduct with clinical agency staff
9. Inflicting physical, mental, or emotional harassment directed at any student, faculty, or staff associated with Adventist University or its affiliate agency partners
10. Failing to follow rules and regulations established by the Nursing Department
11. Failing to follow rules and regulations established by Adventist University of Health Sciences

Disciplinary Process

1. **Documentation.** Documentation is initiated immediately following an unacceptable or noncompliant behavior. Application of other steps in the disciplinary process may be required, based on the severity of the action.

2. **Warning.** Students are placed on warning status with the second documentation of an unacceptable or noncompliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.

3. **Probation.** Students are placed on probationary status with the third documentation of an unacceptable or noncompliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.
4. **Note**: All students who are readmitted to the nursing program after dismissal re-enter the program on a probationary status. Failure to comply with the terms of the readmission contract will lead to the next step in the disciplinary process, which is dismissal.

5. **Dismissal**. Students may be dismissed from the nursing program with the fourth documented unacceptable or noncompliant behavior. The first documented unacceptable or noncompliant action may lead to immediate dismissal, depending on the severity of the infraction. An example of an action that may lead to immediate dismissal is gross plagiarism (taking ownership of the original work of others).

**Faculty Obligations**

1. The RN-BSN full-time nursing faculty will confer with the student and complete the first page of the disciplinary action documentation form. The faculty will inform the student that the outcome will be determined by the RN-BSN Disciplinary Committee. If the infraction is minor and only warrants documentation, the student will be informed immediately of the outcome by the lead faculty (next step in the disciplinary process).

2. The RN-BSN full time faculty will confer with the RN-BSN Disciplinary Committee, including the RN-BSN Option Vice-Chair and the Nursing Department Chair to determine the severity of the infraction whenever the student may potentially be placed on warning, probation, or dismissal status.

3. Dismissal of a student with or without the specified number of documentations will be discussed with the RN-BSN Option Vice-Chair, the Department Chairperson, and the Vice President for Academic Administration prior to notification to the student.

4. The RN-BSN Option Vice-Chair will complete the documentation for all students placed on warning, probation, or dismissal status. In addition, the student will be informed of the decision in writing on a “Disciplinary Action” form and in a telephone or face-to-face conference, depending on the student’s geographic location.

**CONFLICT RESOLUTION / GRIEVANCE**

The Nursing Department promotes open communication, professionalism and resolution of conflict at the level at which it occurs. Students who believe that their academic rights have been infringed upon or that they have been treated unjustly are entitled to fair, impartial consideration.

**Definition of Terms**

1. Concern /Complaint: a matter for the faculty to consider
2. Conflict: differences expressed verbally or in writing
3. Grievance: written statement submitted by the student to the Department Chair, after completing steps 1 through 3 below

**Resources**

An open access policy is maintained throughout the Department of Nursing to promote communication and resolution of concerns. Individuals are encouraged to attempt resolution at the level at which it occurred. Students have access to the full time faculty’s campus telephone numbers, and may contact the faculty either through the classroom e-mail or the faculty’s University e-mail address. Students should contact faculty through the course e-mail system. Some faculty are not located on campus and cannot be accessed through the campus telephone numbers.

**Note**: Most of the concerns expressed by students relate to grades. Assignments are graded by the faculty without bias, using the grading rubrics developed by the lead instructor. Read the faculty feedback and review the assignment against the rubric to ensure compliance with the grading criteria before
expressing concerns about grades. All concerns regarding grades should be communicated to the faculty within one week of receipt of the grade.

Grievance Process

The following grievance process applies to the Baccalaureate of Science in Nursing RN-BSN Option (also see the Academic Bulletin):

1. **Step 1:** Discuss the concern /complaint with the involved faculty member no later than 1 week after the incident.
2. **Step 2:** The involved faculty must respond to the student within one week of receipt of the complaint.
3. **Step 3:** If the issue is not resolved, a written statement should be submitted to the next level (from faculty to lead faculty; from lead faculty to Option Vice-Chair) no later than one week after the response from the first response. The next level faculty will then confer with the initial faculty and respond to the student in writing within one week of receiving the student’s written statement.
4. **Step 4:** If a resolution is not reached, the student submits a written statement to the Department Chair no later than one week after the Option Vice-Chair’s response. The Department Chair will investigate the issue and reply in writing to the student within one week of receiving the student’s written statement. *This step is considered to be a formal grievance at this point.* The student must submit the written formal grievance to the Department Chair within 4 weeks of the occurrence. The grievance form is obtained on the University’s website.
5. **Step 5:** If the student is still not satisfied with the outcome, the student may request that all materials related to the grievance, including the written statements of the Option Vice-Chair and the Department Chair is given to the Vice President for Academic Administration who will review the grievance materials and return a written decision within two (2) weeks.
ADVENTIST UNIVERSITY OF HEALTH SCIENCES
DEPARTMENT OF NURSING
DISCIPLINARY ACTION DOCUMENTATION FORM

Student Name                      Date of Incident
Course number and name

The disciplinary process involves four steps:
1. Documentation
2. Warning
3. Probation
4. Dismissal

Steps taken in this process remain in effect throughout the entire program (See the Disciplinary Policy).

DESCRIPTION OF BEHAVIOR(S) OR INCIDENT(S):

GOAL(S) FOR IMPROVEMENT:

Faculty’s Signature:            Date

ACTION TAKEN:

(   ) DOCUMENTATION  (   ) WARNING  (   ) PROBATION  (   ) DISMISSAL
Comments:

STUDENT’S RESPONSE

____________________________________________________________________

Student Signature

Date

____________________________________________________________________

FACULTY SIGNATURES and DATE

____________________________________________________________________

Course Faculty

Option Vice-Chair

Department Chairperson

Date

Copies to: Student, Academic Record
Section B
CURRICULUM

Students are required to complete specific cognate and general education requirements for graduation and conferral of a Baccalaureate of Science Degree in Nursing. Graduates of regionally accredited associate degree nursing programs are considered to have met these general education and cognate requirements. Graduates of diploma programs follow the process outlined below for “BSN Bridge Track.”

BRIDGE TRACK (for Diploma Graduates)

Bridge status is granted to actively-licensed registered nurse applicants who graduated from a diploma nursing program and do not have an Associate of Science Degree in Nursing from a regionally-accredited institution. Students admitted to the Bridge track are granted 36 academic credits by validation for having successfully passed the NCLEX exam and holding an active RN license.

There are two phases to the Bridge track. Phase I involves the successful completion of 39 credit hours of lower division credit as outlined below. Students accepted to the Bridge track are granted regular admission status, and must complete all of the Phase I requirements before starting Phase II. Bridge students may transfer selected credits from regionally-accredited institutions. Combined with the 32 hours of credit by validation, the Bridge student will have a total of 75 lower division credits at the completion of Phase I. The following courses are required, and must be completed with a minimum grade of "C":

Curriculum Requirements for Phase I:

<table>
<thead>
<tr>
<th>Phase I Bridge General Education Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101 English Composition I</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENGL 102 English Composition II</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 111 Survey of Inorganic Chemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 112 Survey of Organic &amp; Biochemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPTR 105 Introduction to Microcomputer</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total Phase I Courses</strong></td>
<td><strong>15 credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase I Bridge Cognate Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Anatomy &amp; Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIOL 102 Anatomy &amp; Physiology II</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIOL 225 Principles of Microbiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>MATH 103 Survey of Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUTR 122 Nutrition</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCI 125 Introduction to Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 128 Developmental Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total Phase I Courses</strong></td>
<td><strong>24 credits</strong></td>
</tr>
<tr>
<td><strong>Awarded due to NCLEX Pass</strong></td>
<td><strong>32 credits</strong></td>
</tr>
<tr>
<td><strong>Total Lower Division Credits</strong></td>
<td><strong>71 credits</strong></td>
</tr>
</tbody>
</table>
### Phase II Bridge General Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER125</td>
<td>Health &amp; Wellbeing</td>
<td>2</td>
</tr>
<tr>
<td>HIST174</td>
<td>World Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>STAT 205</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HMNT 325</td>
<td>Healing Words (Humanities Elective)</td>
<td>3</td>
</tr>
<tr>
<td>RELT 368</td>
<td>World Religions for Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>RELB 379/RELE 305</td>
<td>Lessons in Living or Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 17 credits

### Phase II Bridge Cognate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 349</td>
<td>Aging and Society</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 124</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 6 credits

**Total Phase II General Education/ Cognate Courses**: 23 credits

### Core Nursing Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 315</td>
<td>Concepts of Professional Nursing for RNs</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 336</td>
<td>Pathopharmacology for RNs</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 335</td>
<td>Health Promotion and Assessment for RNs</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 355</td>
<td>Physical Assessment Validation</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 365</td>
<td>Nursing Informatics for RNs</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 450</td>
<td>Community Health: Individuals &amp; Groups for RNs</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 451</td>
<td>Community Health Practicum for RNs</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 475</td>
<td>Introduction to Nursing Research for RNs</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 480</td>
<td>Leadership &amp; Management for RNs</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 490</td>
<td>Health Care: Policies and Access</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 496</td>
<td>Seminar in Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 33 credits

**Total Phase II & Nursing Courses**: 56 credits

**Total Phase I and Phase II Courses**: 127 credits

---

**REGULAR TRACK (for A.S. [Nrsng] graduates)**

BSN Option status is granted to actively-licensed registered nurse applicants who (a) graduated from a regionally-accredited associate degree nursing program and (b) have the five pre-requisite courses listed below credited to their RN-BSN transcript. Students who have yet to complete these five pre-requisite courses are classified as Pre-BSN students. Students who are admitted to the RN-BSN Option are granted 24 credits for applicable general education requirements in their associate degree program and 32 credits by validation for having successfully passed the NCLEX exam and holding an active RN license.
Curriculum Requirements for A. S. (Nrg) Graduates:

<table>
<thead>
<tr>
<th>Credits from Associate Degree Sciences</th>
<th>24 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits from Lower Division Nursing Courses/ NCLEX Pass</td>
<td>32 credits</td>
</tr>
</tbody>
</table>

**General Education Pre-requisites: (before admission to the nursing major)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
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</tr>
<tr>
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<td>English Composition II</td>
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</tr>
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<td>CHEM 111</td>
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**General Education Courses**

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</thead>
<tbody>
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<td>RELB 379/</td>
<td>Lessons in Living or Ethics</td>
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<td>RELE 305</td>
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**Cognate Courses**

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<th>Credits</th>
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</thead>
<tbody>
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</tr>
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<td>General Psychology</td>
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**Total General Education/ Cognate Courses** 94 credits

**Core Nursing Courses**

<table>
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<td>Health Promotion and Assessment for RNs</td>
<td>3 credits</td>
</tr>
<tr>
<td>NRSN 355</td>
<td>Physical Assessment Validation</td>
<td>1 credit</td>
</tr>
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<td>NRSN 365</td>
<td>Nursing Informatics for RNs</td>
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</tr>
<tr>
<td>NRSN 496</td>
<td>Seminar in Nursing</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**Total Nursing Credits** 33 credits

**Total Credits** 127 credits
STUDENT RESOURCES

LEARNING RESOURCES

Adventist University is committed to ensuring positive learning outcomes for students enrolled in online courses. Students have access to the several learning resources, including:

1. The R. A. Williams Library
2. Ask-A-Librarian
3. Center for Academic Achievement
4. Turn-it-in Plagiarism Checker
5. SmartThinking
6. English Help (for students whose first language is not English)
7. (Vocabulary in Context, Organizing a 5-Paragraph Essay, Verb Tenses)

OTHER RESOURCES

Students in the RN-BSN Option have access to

1. Pastoral Care Services
2. Counseling Services
3. Disability Services
4. Student Services
5. Financial Aid Services
6. Enrollment Services
7. Office of the Registrar
8. Bookstore
9. Online Student Managers
10. Enrollment and Faculty Advisors

NURSING COURSE DESCRIPTIONS

NRSG 315 Concepts in Professional Nursing for RNs

This course focuses on concepts of the profession-its development and organization, communication skills and issues related to baccalaureate level nursing practice, nursing models and the formation of a personal philosophy of nursing. This course includes 4 credit hours of theory (60 clock hours). This course meets the requirement for a written communication course (see Communications Requirements in the Academic Section of the Academic Bulletin).

NRSG 335 Health Promotion and Assessment for RNs (3 cr.)

This course explores concepts of health promotion, risk reduction and disease prevention as they relate to specific medical conditions. Students explore health promotion and assessment strategies used to improve physical and psychosocial wellness, behavioral change theories and theories of motivation, determinants of health and Healthy People 2020, cultural factors contributing to health practices, risk assessment and risk reduction approaches, and health teaching. Emphasis is placed on the professional nurse's role of health advocate and teacher. Students apply concepts from the CREATION Health Model to promote healthy lifestyle choices and optimize risk reduction. This course includes a clinical project with three components including a risk assessment survey, health promotion action plan and professional presentation of health promotion strategies to healthcare providers, in the acute care setting.
NRSG 345 Theoretical Foundations of Practice (3 cr.)
This course prepares students to critically analyze and apply knowledge of selected nursing philosophies, conceptual models, and theories to autonomous practice. The process by which theory is translated into evidence-based practice is studied. Students have opportunities to expand on their exploration of the link between theory, research, and evidence-based practice with an emphasis on theory-based approaches to quality client outcomes. This course includes three credit hours of theory (45 clock hours). This course meets the requirements for a written communication course (see Communication Requirements in the Academic Section of the Academic Catalog).

NRSG 355 Physical Assessment Validation (1cr.)
Assuming that practicing RNs are engaged in a variety of assessment activities through their employment, Physical Assessment is designed as a self study course, allowing the student to shape the particular focus of the course to meet personally identified deficits. Students engage with a virtual patient as they review the various assessments. Students must complete and validate their competency re: head-to-toe assessment before registering for DNRS400/NRSG 400 coursework.

NRSG 360 Pathopharmacology for RNs (4 cr.)
The course explores principles of human physiology and the pathologic processes that alter patient lines of defense and resistance. The content builds on the student’s pharmacology knowledge base in relation to pathophysiological clinical alterations. Students are engaged in interactive discussion threads with the instructor and peers, integrating concepts from Neuman Systems Model. Individual assignments and clinical projects assist to demonstrate application of the course content. Students enrolled in this course will complete clinical projects outside the classroom that will require assistance with community/facility based agents. No mandatory sync sessions are required. All course material will be delivered utilizing an asynchronous methodology.

NRSG 365 Nursing Informatics for RNs (2 cr.)
Nursing Informatics is the combination of nursing science, informational science, and computer science, integrated in a manner that facilitates practice through technological structures supportive of evidence-based decision making. The course introduces the student to a broad scope of information management in the health care setting and emerging roles and functions of nurses who use computer technology as aids to their practice. Clinical, legal, and ethical standards behind documentation and methodology will be examined. Emphasis is on quality and safety concerns in health care delivery as they relate to nursing informatics practice. The nurse’s workflow is examined and professional documentation expected.

NRSG 450 Community Health Nursing for RNs I (3 c.)
This course focuses on the health of the population as a whole and includes health protection, health promotion, disease prevention, health literacy, and education on primary, secondary and tertiary levels of care in variety of public settings. It describes the historical and current status of the healthcare delivery system and nursing practice in the community. It also emphasizes and addresses the specific issues of populations at risk, and societal concerns that affect nursing practice in the community. It analyzes conceptual frameworks applied to nursing practice in the community, selected models from nursing and related sciences. The course examines diversity in the role of nurses in the community and describes the rapidly changing roles, functions and practice settings.
NRSG 451 Community Health Nursing for RNs II (3 cr.)

This course builds on NRSG 450 – Community Health: Individuals and Groups for RNs, with emphasis on two major projects: Assessment of the community where the student lives and development of an educational project that will address the learning needs for the community health client. This is a process of critically thinking about the community and involves getting to know, and understand the community client as partner. This course helps the student to understand individual, family, and group problems, and to know what community strengths and resources are available to help with health promotion, disease prevention, and necessity to involve consumers in the planning, implementation and evaluation of health care efforts.

NRSG 475 Introduction to Nursing Research for RNs (4 cr.)

The student explores the history, development, future, and utilization of nursing research. Various means of collecting information as evidence for building knowledge in nursing practice and strategies for participating in research studies are introduced, leading to awareness regarding improvements in policy-making and health care delivery services. This introductory course will prepare the student for advancement in future nursing education endeavors. Three major papers comprise individual and collaborative creative student products. It meets the requirement for a written communication course and involves a time commitment with deadlines.

NRSG 480 Leadership and Management for RNs (3 cr.)

The course is designed to introduce the student to activities that merge leadership and management theory with application to today’s nursing practice. This course focuses on the application of contemporary leadership and management principles in the current healthcare environment. Students explore models related to time management, delegation, empowerment, conflict management, negotiation, and change as they relate to collaborative relationships and decision-making. Students are given the opportunity to critically analyze trends, issues, and functions of nursing leaders, managers, and, the impact nursing organizations have on the profession from a micro and global perspective. This course includes a clinical project that is completed outside of the classroom setting (a) an interview with a nurse leader and (b) attendance at a professional organization meeting (not a hospital-based committee meeting). Students are strongly encouraged to negotiate their clinical project sites / personnel during the first week of the course.

NRSG 490 Health Care: Policies and Access (2 cr.)

This course examines health care delivery of the U.S. in the 21st century in the reality of economic, organizational, legal, ethical, and historical factors. Assumptions and circumstances leading to the need for reform are reviewed in the context of socio-cultural changes in populations, environmental influences, and public health indicators in a global society. Policy making implications for regulatory change and relevant fiscally responsible approaches to health care delivery are explored by comparing and contrasting systems which focus on health restoration and maintenance. The role of the professional nurse in practice and influential advocacy will permeate discussions in the course.

NRSG 496 Seminar in Nursing (4 cr)

NRSG 496: Seminar in Nursing is the capstone course, and as such, should be the last nursing course completed in the RN-BSN Option. This course requires students to bridge the knowledge acquired in the previous nursing courses into the development of a final capstone project. Nursing courses (NRSG 315, NRSG 336, NRSG 335, NRSG 355, NRSG 365, NRSG 450, NRSG 451, NRSG 475) are pre-
requisites to NRSG 496. Students may register for NRSG 480 and or NRSG 490 concurrently with 496 or may take the earlier; they should plan for NRSG 496 to the final term.

This course provides an opportunity for students to explore health-related issues and analyze the impact that cultural, economic, political, and/or scientific changes has on nursing and healthcare. The course is a seminar in which students are active in selecting the content to receive attention; the course anticipates each student’s active participation in online discussions of a variety of issues relevant to the profession and the health care system. Students should anticipate online time for participating in discussions several times during each discussion week.

In harmony with the current healthcare emphasis on clinical outcomes, each student designs and presents an evidence-based outcome project in an area of special clinical interest. Through this project the student will demonstrate application of the Neuman Systems Model and mastery of content from previous Baccalaureate courses. Students develop the outcome project in 5 sections, submitting a draft of each section for feedback, and then compiling them into a final presentation (to be given to a group of RNs near the end of the course) and a final paper. Scheduled weekly Open Office hours allow interaction about the assignments for those with questions.

COURSE SELECTION

Students in the RN-BSN Option may enroll in a maximum of 12 credits each trimester; however, only two courses may be taken each half of the trimester. While this course load is allowed, it is strongly discouraged if you are working full time, and / or have family and other obligations that demand your time and attention. Online programs are designed to facilitate the return to the academic environment by allowing some degree of flexibility, but they do not preclude the need to block off specific times each week for reading, research, completing assignments, and studying. Plan to dedicate approximately three hours weekly to academic activities for every credit hour. A three-credit course would require approximately nine hours weekly throughout a full 14 week term. Compressed courses (offered in 7 weeks) are more intense. Keep in mind that some courses have more intense projects due at the end of the course!

Your course selections during the trimester also impact your work load. The following is the maximum allowed course load;

1. Two term A courses and Two term B courses or
2. One 14 week course and One term A course and One term B course

Some courses have more intense projects due at the end of the course. Two courses would end at the same time in two of the examples above.

Note: Students are not normally allowed to enroll in more than two courses concurrently in any given half of the trimester.

COURSE SEQUENCING

Normally students complete the 300-level nursing courses first (NRSG 315: Concepts of Professional Nursing, NRSG 335 Health Promotion and Assessment for RNs, NRSG 336: Pathopharmacology for RNs, NRSG 355 Physical Assessment Validation and NRSG 365: Nursing Informatics for RNs) before taking the 400-level courses. Background knowledge acquired in your associate degree or diploma nursing program lays the foundation for these courses, making it an easier transition into the upper division baccalaureate level courses.
Four nursing courses – **NRSG 315: Concepts of Professional Nursing for RNs, NRSG 475: Nursing Research for RNs, NRSG 450-451: Community Health: Individuals and Groups for RNs and its associated Practicum, and NRSG 496: Seminar in Nursing** – have prerequisite courses. Other courses can be completed in varied sequence after completing NRSG 315: *Concepts of Professional Nursing for RNs*. As a rule, NRSG 300 courses should be completed before the NRSG 400 courses.

**NRSG 315: Concepts of Professional Nursing for RNs**
NRSG 315 is the first nursing course and must be completed before starting any other nursing course. Therefore it is prerequisite to all other nursing courses except for NRSG 365, which may be taken concurrently. Prior to taking NRSG 315, students must complete CPTR 105 (*Microcomputers*), ENGL 101 (*English Composition I*), ENGL 102 (*English Composition II*) and CHEM 111 (*Survey of Inorganic Chemistry*) and DCHE 112 (*Survey of Organic and Biochemistry*). CHEM 112 is a 14-week course; therefore, students cannot enroll in NRSG 315 in the same trimester as CHEM 112.

**NRSG 450-451: Community Health for RNs I and II**
NRSG 451 is the practicum component to the theory course NRSG 450: *Community Health: Individuals and Groups*. Students must complete NRSG 450 prior to continuing with NRSG 451. It is recommended that the courses are taken consecutively in the A and B terms. Students who are not successful in NRSG 450 cannot enroll in NRSG 451 until the theory component has been successfully completed. NRSG 355 must be completed before enrolling in NRSG 450.

**NRSG 475: Introduction to Nursing Research for RNs**
STAT 205: *Introduction to Applied Statistics* is a prerequisite course to NRSG 475. Students should plan to register for STAT 205 at least one trimester before attempting to register for NRSG 475. It is highly recommended that you enroll in NRSG 475 close to the completion of the program and after completing NRSG 365: *Nursing Informatics for RNs*.

**NRSG 496: Seminar in Nursing**
NRSG 496 is the capstone course in the RN-BSN Option and should be the last course completed. All other nursing courses, with the possible exception of NRSG 480 and NRSG 490 should be completed before enrolling in NRSG 496. An *application for graduation* must be on file in the registrar’s office by the date specified by the Office of the Registrar to be eligible to enroll in NRSG 496 (usually two trimesters before the intended graduation date).

**RECOMMENDED COURSE PLAN**

**Note:** The plan assumes that all general education and cognate courses except statistics have been completed. Most students have one to three (1-3) terms of general education coursework to complete.

**Note:** Students may divide any term taking the four (4) cr course alone in one term and the two seven (7) wk courses together in one term.

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Adventist University of Health Sciences
Department of Nursing
RN-BSN Option
Service Learning Project
Service Learning Projects

The Service Learning Project (SLP) is based on acts of compassion (reflecting voluntary servanthood) that are directed to benefit and improve lives rather than acts of submission (as in servitude) either as employees or slaves. Servanthood emphasizes who one is, as a person, rather than focusing on the task one does.

The Florida Hospital system, including Adventist University, chose as its motto “Extending the healing ministry of Christ.” Christ himself spoke to the issues of servanthood vs servitude in Matthew 20:25-28; “Jesus called them unto him, and said, Ye know that the princes of the Gentiles exercise dominion over them, and they that are great exercise authority upon them. But it shall not be so among you: but whosoever will be great among you, let him be your minister; and whosoever will be chief among you, let him be your servant: even as the Son of man came not to be ministered unto, but to minister, and to give his life a ransom for many.”

Under the guidance of their academic advisors, students are expected to plan for a Service Learning Project, beginning with the first nursing course. All correspondence with the academic advisor is to be done on MARS. Students have the option of completing one Level One Project or three Level Two Projects.

For a (1) Level One Project, the project is developed using the steps of the nursing process as follows:

- Identify the client. By the end of the first term in the nursing major, each student should have selected a group which he or she has access to and which he or she would like to benefit. This might be a neighborhood, a school group, a church group, a work group, an ethnically defined group or a group based on mutual interests (associations/clubs). The selected group should be mentioned in the MARS notes when registering for the next term.

- Identify a mentor. This is an important early step. Your on-line faculty can give good professional advice about meeting identified problems. However, they do not know the group that you hope to serve, and you need a local person who can provide some down-to-earth counsel. You may arrive with the idea you want to teach good eating habits to teenagers. Online faculty can only say “that sounds good.” A local mentor can say, “We spent the whole last year on nutrition, and have seen remarkable improvement in our students’ choices. Most of these kids could teach the class on nutrition.” However we are having an increasing problem with relationships – particularly expressed in bullying. Couldn’t you focus on relationships?” This mentor should be interested in the group you want to serve – should be someone you look up to either because of his/her experience, advanced education, or position. In many cases it would be helpful to have a nurse, but this may not always be the best choice. At the end, this individual will be expected to write up a thoughtful commentary on the plan, its implementation, problems encountered and outcomes achieved and an evaluation of the student’s performance.

Note: Only when you have identified a group and a mentor should you begin further assessments of the need, and developing a plan for your intervention.

- Assess the group using the mentor’s advice/guidance. While completing the NRSG 300 courses (336,335, 345,365) in the second or second & third terms, the student should assess the health and health care needs of that population and identify one specific need to be the focus of the project and develop at least one specific and realistic desired outcome. The choice of intervention can only follow appropriate assessment. This assessment should be specific to your group. As an example, rather than saying
“America has increasing obesity in children,” be able to state, “Of the 18 children in this classroom, 15 are at least marginally overweight and 3 are seriously obese. Note these 3 are from one family.” Using the CREATION Health model, the student will select one letter of the 8 concepts to guide his or her plans for intervention. The student should engage in a literature search re: this group, this problem and/or the planned intervention as a basis for planning his/her intervention. The assessed need, desired outcome and the selected CREATION Health concept should be mentioned in the MARS notes before registering for NRSG 450/451.

- Develop and implement a workable plan to meet the identified need. **While** completing the Community Health courses, the student will design a plan for addressing the identified need, using the specific concept chosen from the CREATION Health model. At this point, the student should be able to identify resources in the community that may be helpful, and may initiate contact with such resources if appropriate. The identified mentor should be helpful throughout this process. The plan must be approved by your academic advisor.

- Report the project. Before registering for Seminar, the student will submit a final report including details of the project, pictures of the student actively involved with members of the group, a reflective paper regarding problems, successes, and student learning along with the mentor’s written evaluation. Their receipt and approval should be added to the MARS notes when registering for Seminar.

**For three (3) Level Two Projects,** student will negotiate with established community agencies that provide social services including (but not limited to), housing, feeding, healthcare or abuse protection. Students should develop a proposal for participation in each of 3 agencies. For each one the student should identify a) the service he/she plans to provide and b) his/her own learning objectives from the experience. These should be approved by your academic advisor. It is expected that, with few exceptions, the student will be able to dialogue with clients of that organization’s services.

Clinics offering free health care, organizations providing meals for no or reduced cost, entities promoting health-related community events, local blood banks, - are examples of places that volunteers are often welcome.

- **REMINDER:** Whenever negotiating with an agency, a potential mentor, or providing service, both your dress and your speech is to reflect professional values and represent your University well.
Service Learning Project Proposal: Level One

Name: ___________________________________________ ID: __________________

Group: Describe the group you have elected to serve and how it came to be selected. Comment on the number of members in the group and describe the membership in terms of age, ethnicity, social-economic factors, educational levels, interests, and other factors that interest you.

Assessment: Comment on the health concerns (actual or potential) that are common to this group and for which you feel you could exert a positive influence. What assessments led you to choose this particular health concern? What further assessments should be done to help you develop a useful project? How would you go about gathering that data?

Goals and Focus of your Planned Intervention: Which of the CREATION Health concepts will be central to your plans? Mention your desired outcomes,--your goals and or objectives specifically. At least one must deal with the service being offered and at least one must address what you yourself expect to learn. Be sure they can be measured so you will know whether you did or did not achieve them. What literature have you read to guide your plan? What “evidence” from formal studies supports your plan?

Specific Plans: Specifically, what are you thinking of doing? What might this require in terms of time, place, rent, personnel, cost, materials, equipment? How do you plan to acquire the needed resources? How will you evaluate the success of your intervention? What steps do you plan to ensure that the benefits you have introduced will continue in the future.

Name, position and contact information of your selected mentor:

   Academic Advisor’s Approval________________________ Date:___________ In Mars:___
Service Learning Report: Student

Summarize the project describing exactly what was entailed in the project and the degree to which your desired outcomes were or were not achieved. Include specifics about number of person, costs, desired outcomes, evaluation of the project. Comment on the impact of your project – what may be continued in the future, etc.

Write a 2 page reflective paper in which you detail your own learning – both in relationship to the planned learning outcome, and in terms of other learning that was achieved. Include references for any source you found particularly helpful. What would you do differently if you did it again? What would you definitely want to repeat if you did it again? How do you feel the project was received? If you were to continue working with this group what would you plan for the “next step”?

Include photos that show yourself participating WITH some of the persons served.

Place your report, your reading list, the pictures and your mentor’s report all together in a folder/binder to submit to your academic advisor – either in paper or electronically.
Service Learning Report: Mentor

Summarize the project describing what was entailed in the project and the degree to which the desired outcomes were or were not achieved. Include specifics about the desired outcome, the plan, any problems encountered, any successes achieved and comment on the student’s overall performance.

Signed:___________________________________________________________

Position:___________________________________________  Date:_________
Service Learning Project Proposal: Level Two

Name: ___________________________________________  ID: ________________

Agency 1: Name:

________________________________________________________________________

Services offered by this organization:

________________________________________________________________________

Student provided services:

________________________________________________________________________

Student learning anticipated:

________________________________________________________________________

(Be sure learning outcome is measurable so that you can know that it has been achieved.)

Agency 2: Name:

________________________________________________________________________

Services offered by this organization:

________________________________________________________________________

Student provided services:

________________________________________________________________________

Student learning anticipated:

________________________________________________________________________

(Be sure learning outcome is measurable so that you can know that it has been achieved.)

Agency 3: Name:

________________________________________________________________________

Services offered by this organization:

________________________________________________________________________

Student provided services:

________________________________________________________________________

Student learning anticipated:

________________________________________________________________________

(Be sure learning outcome is measurable so that you can know that it has been achieved.)

Name, position and contact information of your selected mentor:

Academic Advisor’s Approval________________________Date:__________In Mars:_______
Service Learning Report (one for each agency): Student

Summarize the project describing exactly what was entailed in the project and the degree to which your desired outcomes were or were not achieved. Include specifics about number of person, costs, desired outcomes, evaluation of the project. Comment on the impact of your project – what may be continued in the future, etc.

Write a 2 page reflective paper in which you detail your own learning – both in relationship to the planned learning outcome, and in terms of other learning that was achieved. Include references for any source you found particularly helpful. What would you do differently if you did it again? What would you definitely want to repeat if you did it again? How do you feel the project was received? If you were to continue working with this group what would you plan for the “next step”?

Include photos that show yourself participating WITH some of the persons served.

Place your report, your reading list, the pictures and your mentor’s report all together in a folder/binder to submit.
Service Learning Report (one for each agency): Agency Personnel

Please comment on the volunteer’s activities including such details as services provided, number of hours involved, influence on others – either clientele or staff, problems, accomplishments, and any other relevant observations you may wish to share. Thank you for your participation.

Describe the volunteer’s activities and interactions with your clientele/staff.

Please comment on the volunteer’s influence on your staff, clientele or services.

Did the volunteer present him/herself professionally, in terms of dress, language, promptness, willingness, initiative? Please comment.

How many hours was the volunteer present and active? ________________

Would you welcome further services from this volunteer? ________________ (Comment, if negative)

Signed: __________________________ Position: __________________________

Agency with address: __________________________ Date: __________