

***SOUTHWESTERN COLLEGE
PROFESSIONAL STUDIES CENTER***

BSN DEGREE COMPLETION PROGRAM

***STUDENT INFORMATION
HANDBOOK***

Revised August, 2009

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***Welcome to the Southwestern College
Professional Studies Center
BSN Degree-Completion Program!***

We are here to assist you in reaching your professional and educational goals. Southwestern offers you an accelerated method of earning your BSN through a unique rotating class schedule, allowing for flexibility in completion. The College is accredited by the Higher Learning Commission, and is a member of the North Central Association. The Nursing Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Southwestern College honors the Kansas Nursing Articulation Plan. Interested registered nurses who have an accredited associate degree or diploma in nursing may be eligible for admission.

The program is designed to expand your previous experiences in nursing and to enhance your understanding and application of professional nursing concepts. The program builds upon previous knowledge and experience, and is intense and fast-paced. Because the program is completely online, it requires a high degree of motivation and the ability to be self-directed. As a result of the accelerated format of courses, students are expected to consistently and regularly devote adequate time to course work.

Information in this handbook is to assist you in planning and completing your degree. It is specific to the BSN degree completion program. The handbook is designed to be used in conjunction with the *Southwestern College Professional Studies Undergraduate Programs Catalog*. Please feel free to contact the Professional Studies staff or your advisor if you have further questions about program policies or procedures.

Students are responsible for all policies included in this handbook. All nursing course syllabi list the current version of the handbook as a required text; therefore students are expected to obtain the most current copy for their reference.

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

STATEMENT OF BELIEF
REGARDING RN-BSN ARTICULATION

The Southwestern College Bachelor of Science in Nursing (BSN) Completion Program for registered nurses (articulation) is designed to provide the most unique, complete, and practical education possible.

UNIQUE: Southwestern College nursing faculty and administration believe learning takes place in multiple settings and through multiple experiences, and endorse the knowledge adult students bring to the educational setting. Therefore, the goal is that learning motivated by the curriculum is facilitated by new content. Students are not asked to repeat coursework from previous nursing programs, and practicum experiences are based on students' self-identified learning needs. Students build on past educational and experiential accomplishments as they explore concepts integral to the baccalaureate-degree level of nursing education.

COMPLETE: A progressive online curriculum with well-qualified instructors, small classes, and meaningful experiences provides a well-rounded program of quality.

PRACTICAL: Registered nurses can continue working as they attend online classes and study independently. Practicum experiences are planned independently with faculty supervision.

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

MISSION

The Southwestern College Department of Nursing exists to facilitate:

- ◆ baccalaureate education of professional nurses capable of leadership in an ever-changing health-care system;
- ◆ caring through encouraging health promotion for individuals and populations in a diverse society;
- ◆ evidence-based care for individuals throughout the lifespan;
- ◆ development of students to think critically, to be personally accountable and to participate in life-long learning.

Graduate nurses are prepared through integration of knowledge based in the liberal arts and sciences, professional therapeutic nursing concepts, and the exploration of personal and professional values to practice in diverse settings.

GOALS

- ◆ Facilitate a quality educational experience for men and women who aspire a career as professional nurses.
- ◆ Form a caring learning community which prompts student self-actualization.

Adopted: 03/30/93
 Revised: 09/27/93; 10/13/93; 05/27/97; 09/20/06; 05/16/06
 Reviewed: 06/01/98; 05/21/99; 05/30/01; 08/19/02; 05/12/04; 05/12/05; 05/17/07; 06/09/09

STUDENT OUTCOMES

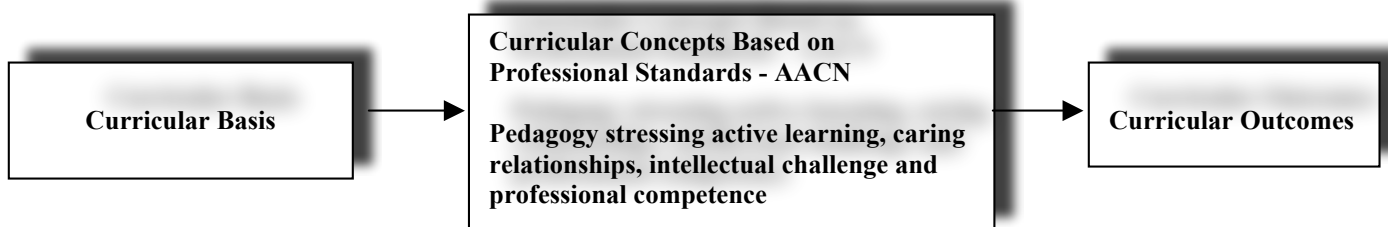
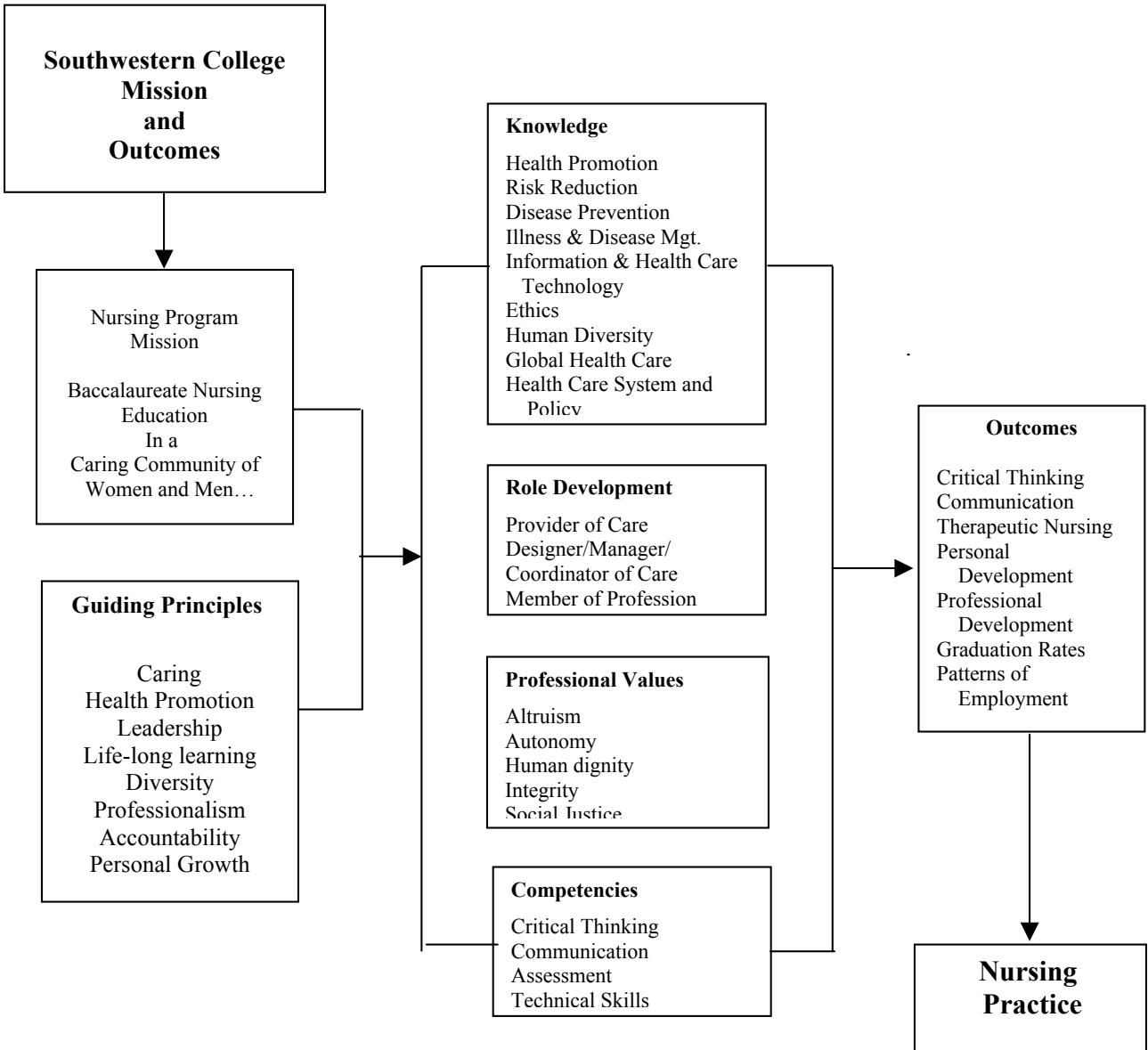
The Southwestern College Department of Nursing mission and goals provide a foundation upon which the program outcomes have been developed. These outcomes describe the characteristics toward which students grow through each course in the curriculum. Every learning experience and interaction in the curriculum is designed to relate directly or indirectly to one or more of the program outcomes. These outcomes are:

- ◆ Critical Thinking
- ◆ Communication
- ◆ Therapeutic Nursing
- ◆ Professional Development
- ◆ Personal Development

Adopted: 06/04/93
 Reviewed: 06/01/98; 05/21/99; 05/09/00; 05/30/01; 08/19/02; 05/12/04; 05/12/05; 05/17/07; 06/09/09
 Revised: 05/16/06

**SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program**

CURRICULUM ORGANIZING FRAMEWORK



SOUTHWESTERN COLLEGE
Department of Nursing
CURRICULUM GUIDING PRINCIPLES DEFINED

The nursing curriculum is based on principles derived from the department of nursing mission. These principles were developed for curricular implementation using the AACN Essentials of Baccalaureate Education for Professional Nursing, current nursing literature, and through interaction with the program's community of interest. The principles which pervade the curriculum are described below. The process of curriculum delivery is accomplished through the faculty's beliefs about effective teaching and learning.

Caring: "To care for another person, ...is to help him grow and actualize himself (p. 1). To care requires knowledge, alternating the rhythms of caring, having patience, the practice of honesty, trusting others will grow, being humble, hope that growth will take place, and courage to step into the unknown (Mayeroff, 1971).

"The mandate for nursing within science as well as within society is a demand for cherishing of the wholeness of human personality" (Watson, 1988, p. 29). "Nursing as a human science and human care is always threatened and fragile. Because human care and caring requires a personal, social, moral, and spiritual engagement of the nurse and a commitment to oneself and other humans, nursing offers the promise of human preservation in society (p. 29).

Caring requires sensitivity to the cultural context of those cared for, it assumes nurse autonomy, caring as a way of being in relationship, and caring as a moral imperative. Caring from the heart is a response from the core of each person, a response to the call to be human. It is revealed uniquely in the established patterns of different cultures and manifested by all who share a common human journey (Roach, 1997, p. 5).

Nurses approach the patient with the intention of improving his or her welfare/situation by caring about and for the patient. They monitor and keep watch over the patient, connect with and try to create an authentic relationship with the patient, and encourage the patient to express positive and negative feelings (Wolf, Freshwater, Miller, Sherwood, Jones, Uccellitti, 2001).

The department of nursing believes caring is an integral part of nursing practice, that persons live life to its fullest when caring relationships exist. Nursing practice takes the art of caring and applies it to promote the health of individuals and communities.

Health Promotion: Health promotion is behavior motivated by the desire to increase well-being and actualize human health potential. Health promotion is multidimensional. This is illustrated by the idea that the health of individuals and families is affected markedly by the community, environment, and society in which the individuals and families live (Pender, Murdaugh, and Parsons, 2002, pg. 7 -8). Health promotion as a framework for nursing practice encourages nurses to integrate nursing and behavioral science perspectives in motivating individuals to engage in behaviors directed toward the enhancement of health (p. 60).

The department of nursing believes health promotion is a powerful tool that can guide nursing practice and affect the health and well-being of individuals as they strive for actualization in all areas of their lives.

Leadership: As leaders, we play a crucial role in selecting the melody, setting the tempo, establishing the key, and inviting the players. But that is all we can do. The music comes from something we cannot direct, from a unified whole created among the players—a relational holism that transcends separateness. In the end, when it works, we sit back, amazed and grateful" (Wheatley, 1992, p. 44).

"These ideas speak with simple clarity to issues of effective leadership. They bring us back to the importance of simple governing principles guiding visions, strong values, organizational beliefs – a few rules individuals can use to shape their own behavior. The leader's task is to communicate them, to keep them ever present and clear, and then allow individuals in the system their random sometimes chaotic-looking meanderings" (Wheatley, p. 133). Leadership and employee involvement are necessary for nurses and other health-care providers to be productive employees (McNeese-Smith, 1992, pp. 393 – 396).

Five leadership behaviors include (Kouzes & Posner, 1988):

- *Challenging the Process* – leaders seeking to be informed, welcoming challenging situations and new approaches to issues.
- *Enabling Others to Act* – empowering others, building trust, encouraging teamwork, involving and strengthening others.
- *Inspiring a Shared Vision* – involving others and providing direction to achieve the vision.
- *Encouraging the Heart* – providing support and encouragement to staff and celebrating accomplishments.
- *Modeling the Way* – setting and living up to high standards, emphasizing values, and constantly practicing what is established as a standard.

The practice of caring and health promotion in the current health-care system requires leadership by nurses in an environment that continues to focus on illness at the expense of wellness.

Life-long learning: Emancipation is the gift of education as it releases one from the inhibitions of asking the unasked, and escape from the easy acceptance of the ready answer, a confronting of the social injustice of the oppressive classroom and a discontentment with passivity (Bevis, 1989).

The department of nursing believes change is constant, that new understandings surface that affect persons, health, the environment and that these understandings have implications for nursing practice. A desire for learning that continues over a life time is essential for life and work to be satisfying and effective.

Diversity: Patients, families, and communities are culture-bound, and therefore different. The care given must be sensitive to the cultural context of those cared for (Wolf, Freshwater, Miller, Sherwood, Jones, & Uccellitti, 2001).

The department of nursing believes the uniqueness of human being is, at times, manifested in culture. Cultures bump up against each other when world communication and world travel exists. Sensitivity toward and acceptance of others are essential to meaningful and effective nursing care.

Professionalism: Nurses participate in the advancement of the profession through contributions to practice, education, administration, and knowledge development. They contribute in some way to the leadership, activities, and the viability of their professional organizations. Advancement also occurs through civic activities related to health care (ANA, 1990).

Professionalism also means advancing the profession by developing, maintaining, and implementing professional standards in clinical, administrative, and educational practice. Professionalism includes knowledge development, dissemination and application to practice (ANA, 1990).

The practice of nursing is taking care of other individuals and more. Professional nurses participate in promoting the welfare of profession. They recognize the stake they hold in the health-care system and in nursing's place within that system, and participate in evolution of that system.

Accountability: Nurses bear “responsibility for the nursing care that...patients receive and are individually accountable for their own practice...(including) direct care activities, acts of delegation, and other responsibilities such as teaching, research, and administration. They are accountable for nursing judgment and action, and ethical conduct that is grounded in the moral principles of fidelity and respect for the dignity, worth and self-determination of patients” (ANA, 1990). “Individual nurses are responsible for assessing their own competency, and consulting and collaboration with other health care providers when the needs of patients are beyond his or her qualifications and competencies” (ANA, 1990).

The department of nursing believes each practicing nurse is individually accountable for his/her own behavior and the actions taken by the nurse in private and in the work setting.

Personal Development: To care for others requires self-awareness, self-understanding. Bevis identifies all education as education for freedom. De Beauvoir notes that to be all that we can possibly be as individuals requires we must first clear the social space for the project. Bevis suggests clearing the social space can begin with “education for freedom” (Bevis, 1989).

Individuals, i.e., nurses must subject themselves to a learning process. In doing so personal growth flourishes and caring is possible. Otherwise caring is restricted and professionalism is thwarted.

Teaching -Learning

Learning that occurs in a caring, interactive environment which promotes learner maturity and accountability is essential to professional nursing education. Experiences based on caring relationships among students and faculty enhance learning and promote professionalism (Bevis, 1989).

Integral to the practice of nursing is the concept of teaching-learning. Nurses are both teachers and learners. They learn through their own life experiences and reflection on those experiences. Learning is enhanced through positive, caring relationships. Teaching is the practice of guiding patients, fellow students, etc. toward learning experiences and encouraging reflections. It is most effective when it is provided in a positive and caring environment.

Adopted: 08/19/02;

Revised: 05/12/04; 05/12/05

Reviewed: 05/16/06; 05/17/07; 06/09/09

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

STUDENT OUTCOMES DEFINED AND ASSESSMENT ACTIVITIES

OUTCOME	DEFINITION	QUALITY INDICATORS	ASSESSMENT ACTIVITIES
Critical Thinking	Thinking that "builds bridges between concepts and moves content across and beyond categories" (Richard Paul, 1992, p. 518) "...identifying and challenging assumptions, and imagining and exploring alternatives" (Brookfield, 1987).	<ul style="list-style-type: none"> • Understand relationships among concepts • Seek appropriate use of information • Justify decisions based on moral and ethical principles • Acknowledge health-care change as a constant • Test own assumptions • Analyze alternatives to health-care situations • Demonstrate emancipation from hegemony 	Analysis of written work
Communication	To facilitate a mutual understanding of thoughts, feelings, and actions through writing, speaking, and behavior.	<ul style="list-style-type: none"> • Satisfactorily apply the written communication rubric quality indicators • Satisfactorily apply the quality indicators of the presentation rubric • Technological Literacy: Use technology competently in the learning process 	Analysis of written work
Therapeutic Nursing	"To help people, sick or well, in the performance of those activities contributing to health or its recovery (or to a peaceful death) that they would perform unaided if they had the necessary strength, will, or knowledge. It is likewise the function of nurses to help people gain independence as rapidly as possible" (Virginia Henderson, 1978, p. 34).	<ul style="list-style-type: none"> • Base practice on current knowledge, theory, and research • Implement the nursing process • Assist patients and clients in the promotion of health • Care and advocate for patients within the health care system • Delegate and supervise patient care activities • Evaluate nursing care outcomes • Assume responsibility and accountability for practice • Allocate and manage physical, fiscal, and human resources • Demonstrate technical competence • Demonstrate cultural competence 	Employer Survey (based on quality indicators) Analysis of written work Analysis of Exit Essay

OUTCOME	DEFINITION	QUALITY INDICATORS	ASSESSMENT ACTIVITIES
Professional Development	Identification of self as one who contributes to the professionalization of nursing through participation in professional activities and role.	<ul style="list-style-type: none"> • Collaborate and negotiate • Practice across a variety of settings • Practice with diverse populations • Assume responsibility for life-long learning • Plan for professional career development • Serve as a member and leader within interdisciplinary health care teams • Participate in professional organizations 	Analysis of Exit Essay Alumni Self-Report Employer Survey
Personal Development	Movement toward self-actualizing; taking responsibility for self and for one's own learning; functioning in adult-to-adult relationships with peers and faculty; being cognizant of individual strengths, weaknesses, and biases as well as how these affect self and others; respecting self-limitations.	<ul style="list-style-type: none"> • Assume responsibility for own learning • Confidently pursues interests • Demonstrate self-correcting behavior • Demonstrate awareness of civic responsibility and community involvement 	Analysis of Exit Essay

Adopted: 10/13/93
 Revised: 05/25/94; 01/06/95; 05/27/97; 06/01/98; 05/21/99
 Reviewed: 05/09/00; 05/30/01; 08/03
 Revised: 09/19/01; 08/19/02; 11/13/02; 05/25/05; 05/17/07; 06/09/09

SOUTHWESTERN COLLEGE
Department of Nursing

DEFINITIONS OF QUALITY INDICATORS FOR CRITICAL THINKING

QUALITY INDICATOR 1: UNDERSTANDS RELATIONSHIPS

- Appropriately analyzes similarities or explains understanding of relationships among concepts
- Identifies connections among concepts/ideas

QUALITY INDICATOR 2: SEEKS APPROPRIATE USE OF INFORMATION: OPENMINDEDNESS

- Questions and seeks validation of assumptions from credible sources; draws conclusions consistent with evidence
- Considers various points of view
- Generalizes information appropriately

QUALITY INDICATOR 3: JUSTIFIES DECISIONS AND IS MOTIVATED BY GOOD

- Validates appropriateness of decisions; uses appropriate principles to make decisions; understands consequences of decisions
- Objectively chooses among alternatives in making decisions
- Reflects about and questions "rightness" of decisions

QUALITY INDICATOR 4: ACKNOWLEDGES CHANGE AS CONSTANT

- Acknowledges need for change
- Identifies consequences of change

QUALITY INDICATOR 5: AWARE OF/EMANCIPATED FROM HEGEMONY

- Makes decisions or takes action without influence of hegemony; shares concerns with others
- Recognizes and questions patterns of authority and influence
- Challenges authority when appropriate

Adopted: 05/13/98

Revised: 05/21/99

Reviewed: 05/09/00; 05/30/01; 08/19/02; 05/12/04; 05/12/05; 05/16/06; 05/17/07; 06/09/09

SOUTHWESTERN COLLEGE
Department of Nursing

DEFINITIONS OF QUALITY INDICATORS FOR WRITTEN COMMUNICATION

QUALITY INDICATOR 1: IDEAS AND CONTENT

- The paper is clear and holds the reader's attention all the way through.
- The writer seems to know the topic well and chooses details that help make the subject clear and interesting.
- The writer is in control of the topic and has focused the topic well.
- Important ideas stand out. The writer uses the right amount of detail (not too much or too little) to make important ideas clear.

QUALITY INDICATOR 2: ORGANIZATION

- Ideas, details, and examples are presented in an order that makes sense. The paper is very easy to follow.
- Paper has an inviting beginning and ending that works well.
- Ideas, paragraphs, and sentences are tied together so that the reader can see connections.
- Details seem to fit where they are placed.

QUALITY INDICATOR 3: WORD CHOICE

- The writer carefully selects words to make the message clear.
- Words are accurate, strong, and specific.
- The writer may experiment with new words or use everyday words in a new, interesting way.
- The writer uses colorful expression and experiments with figurative language effectively. Imagery is well developed.
- Words are fresh, original, and fun to read.

QUALITY INDICATOR 4: VOICE

- The writer is very sincere, individual, and honest. This paper stands out from the others.
- The writer seems to care deeply about the topic.
- The writer seems to speak right to the reader and to care about getting his or her ideas across.
- Paper may show originality, liveliness, excitement, humor, or suspense.

QUALITY INDICATOR 5: WRITING CONVENTIONS (Grammar, Capitalization, Punctuation, Spelling, Paragraphing)

- There are no glaring errors in writing conventions, and the paper is easy to read and understand.
- Punctuation is correct and helps the reader understand each sentence.
- Spelling is accurate.
- There are no major errors in grammar. (For example, subjects and verbs go together; singular and plural word forms used correctly)
- Paragraphs start and stop at the right places.

QUALITY INDICATOR 6: SENTENCE FLUENCY

- The paper is easy to read and understand. It flows smoothly from one idea to the next.
- The writing sounds natural (the way someone might speak), not choppy, awkward or forced.
- Sentence structure is varied and adds interest.
- Sentence structure is correct. Run-ons or fragments, if present, are effective.
- The writing is concise (not wordy).

Topeka, KS model

Adapted from Beaverton, Oregon, 1986.

Adopted: 01/17/94;

Reviewed: 6/7/95; 05/29/96;

Revised: 05/21/99;

Reviewed: 05/09/00; 05/30/01; 08/19/02; 05/12/04; 05/12/05; 05/16/06; 05/17/07; 06/09/09

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

ASSESSMENT OF STUDENT OUTCOMES

It is the responsibility of the faculty to determine whether the curriculum is effective in meeting the student outcomes. Therefore, specific activities have been carefully-developed to systematically assess the outcomes. The previous pages describe the student outcomes, definitions, quality indicators, and assessment activities in which students will participate.

It is important to note that assessment activities are designed to determine if aggregates (groups) of students show growth toward outcomes. In other words, individual students are not tracked for assessment purposes and are not identified in assessment reports; nor do students receive grades for assessment activities. Rather, for assessment activities, data are always reported in aggregate form only.

Please note: During your final nursing course, you will complete assessment activities as a part of meeting the graduation requirements. It is your responsibility to complete these activities; otherwise, a grade of “incomplete” will be received in the course.

ANNUAL ASSESSMENT FOCUS GROUP

Each year, an online survey will be held for the purpose of obtaining information regarding various aspects of the program. Students will be randomly selected to participate in the focus group.

SOUTHWESTERN COLLEGE
Professional Studies

REQUIREMENTS FOR THE BSN DEGREE COMPLETION PROGRAM

I. Admission (students are considered fully admitted to the nursing program only after completion of NURS 310 - see below)

To be eligible to enroll in a nursing course, students must:

- A. Have at least a 2.5 grade-point-average for all college work;
- B. Provide proof of current, unrestricted licensure to practice as a registered nurse in the state where clinical experience will occur; and
- C. Have completed or be concurrently enrolled in N310.

In addition, the following requirements must be completed prior to the **second** nursing course, unless the first course has a practicum component. If so, these requirements must be met prior to enrolling in the practicum course:

- A. Completion of or concurrent enrollment in NURS 310.
- B. Proof of current liability insurance coverage;
- C. Completion of the Credential Verification and Information Form
- D. Have at least a 2.5 grade-point average for all college work.

After the student has successfully completed NURS 310, he/she is considered fully admitted to the nursing program. If any one of the above criteria is not met, a student may be conditionally admitted upon completion of an approved contract. The contract must outline the student's plan for addressing the criteria in question and must be approved by the program director.

Internationally Educated Nurses: Students who received their initial nursing credentials from an international institution are referred to Director of Admissions, Southwestern College, regarding the process for granting credit for foreign transcripts. There is a cost associated with the evaluation of foreign transcripts.

II. Curriculum

A. Transfer credit

1. 64 credit hours are granted by transfer for an accredited Associate Degree in Nursing
2. 40 credit hours are granted by transfer for an accredited Diploma in Nursing. College course work taken by students with diplomas in nursing may be transferred per college policies. Transcripts are evaluated on an individual basis.
3. Nursing course work taken at another baccalaureate degree-granting institution **may**, under certain circumstances, be substituted for required nursing courses at Southwestern. The process for requesting transfer credit consists of the following:
 - a. the student must submit a "Request for Substitution of Course" form to the coordinator prior to the completion of NURS 310 Introduction to Professional Nursing Education;
 - b. a copy of the student's transcript identifying the course being reviewed for substitution must accompany the "Request for Substitution of Course" form;
 - c. course syllabi and other course materials from the institution granting the course credit may be required;
 - d. the course taken at another institution must be determined by the coordinator to be equivalent in content and outcomes to the required course at Southwestern;
 - e. the "Request for Substitution of Course" form must be signed by the program coordinator.

B. Professional Coursework

The BSN degree includes 45 hours of professional nursing courses and support courses. Courses are three credit hours each.

REQUIRED COURSE WORK:

(Please note: For students entering the program prior to September 28, 2009, one credit hour of NURS 310 and one credit hour of HRD 210 will be required; NURS 434 is not required. Students entering September 28, 2009 and thereafter are required to fulfill 3 credit hours of NURS 310 and to complete NURS 434).

NURS 310	Introduction to Professional Nursing Education
NURS 332	Caring: A Foundation for Nursing
NURS 333	Health Promotion: A Framework for Nursing Practice
NURS 334	Theories, Trends, and Issues in Nursing
NURS 336	Health Assessment
NURS 345	Nursing Research (prerequisite: successful completion of two nursing courses)
NURS 442	Research Applications in Nursing (prerequisite: NURS 345)
NURS 400	Ethical and Legal Dilemmas in Nursing
NURS 426	Culturally Competent Nursing Care
NURS 410	Community Health Nursing
NURS 434	Pathophysiology for Current Practitioners
NURS 440	Nursing Management
MATH 215	Introduction to Statistics
LAS 499	Responsibility for the Future
A three-hour economics course (ECON 326 Economic Theory is recommended)	

C. Life Experience Credit (LEC)

A prior learning portfolio may be submitted for review and credit hours can be awarded up to 30 college credits. The same rule for all experiential learning applies to prior learning credits. Southwestern College does not accept more than 30 credit hours combined for experiential learning which includes CLEP/DSST (Dantes) testing. Students are encouraged to take HRD 320 Professional Growth and Development, offered online in January and July of each year, to prepare their portfolio. **It is important to note that credit hours earned through life experience credit may not be recognized by other institutions of higher learning. Students planning to apply to graduate programs are advised to determine whether LEC credits will be accepted by the graduate institution. Application for LEC must be completed prior to enrollment in a student's last nursing course.**

III. Attendance

Students are expected to access courses and be "present" in the online environment regularly. First and foremost, this involves "checking in" to courses within the first two days of class by responding to the instructor's questions. **It also involves meeting all course requirements, and fully participating in all course discussions as defined in each course.**

IV. Progression

- A. A grade of "C" or better must be achieved in each course in order to receive credit for the course. A grade of "C-" is not considered passing.
- B. If a grade of "C-," "D" or "F" is achieved in any course, the student will be placed on program probation status.
- C. If a "C-," "D" or "F" is achieved a second time in the same course, the student may be dismissed from the program.
- D. Failure of two different courses may result in dismissal from the program.

V. Graduation

Qualified registered nurses may complete the BSN at Southwestern College in 17 months. A total of 124 hours must be earned to graduate. Students must have at least 60 hours from a four-year college or university, and at least 30 hours from Southwestern College. At least 15 of the last 30 hours earned toward your degree must be taken from Southwestern. In addition, students must complete the nursing program assessment activities prior to graduation.

PLEASE NOTE: It is the student's responsibility to file an application for graduation with the registrar's office by an established deadline each graduation period (May, August, December). The application is available at <http://www.southwesterncollege.org//current-learners.cfm> (click on "forms.") See p. 32 for more information.

SOUTHWESTERN COLLEGE
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CREDENTIAL VERIFICATION AND INFORMATION FORM
(Also found online within NURS 310 Introduction to Professional Nursing course information)

Student: _____ Entrance Date: _____

Employer: _____

Length of employment: _____

If employed at your current agency/institution, less than one year, please indicate previous employer and length of employment:

RN license number: _____ **State:** _____ **Expiration date:** _____ **Status** _____

Date verified: _____ Verified by: _____

Liability insurance policy company: _____

Policy number: _____ Expiration date: _____

Date verified: _____ Verified by: _____

Health Requirements

I certify that I have met the requirements of the program’s Health Requirements Policy as outlined in the *Professional Studies BSN Degree Completion Program, Student Information Handbook*, and am therefore in compliance with this policy.

Student Signature _____ Date _____

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

HEALTH REQUIREMENTS

Each student entering the Nursing Program must comply with specific health requirements. These help to ensure the safety and well-being of the student, patient/client, and staff in each practicum experience. These requirements are dictated in part by the various practicum facilities in which Southwestern College students have experience, as well as by the Kansas State Department of Health and Environment, and the Centers for Disease Control. **Students indicate adherence to the following requirements by completing the Credential Verification and Information Form as a part of the requirements for NURS 310.**

1. Current physical examination and immunization record.
2. Current negative **tuberculosis (T. B.) skin test**. Persons converting to a positive test, or those with previous history of a positive result will be required to have a chest x-ray.
3. **Measles documentation**, which must occur in one of the following ways.
 - a. If you were born **BEFORE 1957**, you are considered immune and do **NOT** need to provide documentation.
 - b. If you were born **IN OR AFTER 1957**, provide written documentation of:
 - two live measles vaccinations,
 - two MMR vaccinations,
 - written laboratory confirmation of immunity, or
 - physician-diagnosed measles
4. **Rubella documentation**, which must occur in one of the following ways. (The 1957 measles birth year exception does **NOT** apply for Rubella.)
 - a. laboratory confirmation of immunity
 - b. documented evidence of MMR on or after the 1st birthday

In the case of a student pregnancy, and the student's measles and rubella immunity is not adequate, the student's clinical experience will be restricted, as the MMR vaccination cannot be given during pregnancy.

5. **Varicella (chicken pox) documentation, which must occur in one of the following ways:**
 - a. a statement of a positive history for chicken pox from the student (or relative or physician, if the student is unsure) is acceptable verification.
 - b. laboratory confirmation of positive varicella titer
 - c. documentation of two (2) varicella vaccines
6. Documentation of a **tetanus toxoid and diphtheria booster** within the last 10 years.
7. **Pertussis** immunity as evidenced by a single dose of Tdap (ADACELTM). Those aged less than 64 who do not have documentation of Tdap immunization should receive a single dose of Tdap if it has been at least 2 years since receipt of a tetanus toxoid-containing vaccine.
8. **Influenza vaccinations** are strongly recommended.
9. **Immunization for Hepatitis B** is strongly recommended for all health workers, and all nursing students are expected to receive the Hepatitis B vaccination. Any student who is unable to take this vaccination for medical reasons, should notify the department of nursing office, and arrange to sign a waiver. The waiver will state that the student has received advisement on the risk of exposure to Hepatitis B, and that the student has made the decision to refuse the vaccination.
10. Current **professional CPR certification** (to include infant CPR and choking management) within 3 months of admission. It is the student's responsibility to renew the certification prior to expiration.

11. Students with transmissible infection: Students having practicum experience are presumed healthy and if any of the following illnesses are encountered, the student may not participate in the practicum experience: Streptococcal infections of the throat; herpes simplex; herpes zoster; dysentery, confirmed organism or diarrhea; staphylococcal infections; hepatitis (viral); tuberculosis; hepatitis B.
12. Students are responsible for their own health-care costs, and are responsible for their own **health insurance** coverage during their educational experience. You will be expected to provide documentation of this coverage.
13. Student pregnancy: Practicum experience may pose certain hazards to pregnancy. At any point during the educational experience, students must notify the instructor in the event of a pregnancy, and practicum experiences may be limited.
14. Completion of Training for "Bloodborne Pathogens Exposure Control Plan", according to OSHA Standard 29 CFR part 1910.

Adopted: 8/19/86
Revised: 5/24/89; 5/07/90; 2/10/92; 5/13/93
Reviewed: 6/07/95; 05/29/96; 06/01/98
Revised: 05/21/99; 05/17/07
Reviewed: 05/09/00; 05/30/01; 08/19/02; 08/03; 06/09/09

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

COURSE SCHEDULING AND DELIVERY

All nursing courses are taken online. In order to take full advantage of the flexibility and convenience of the online learning environment, all nursing courses are taken online using the Blackboard course management system. Courses are taken over the standard Southwestern College Professional Studies six-week session. Nursing courses are scheduled consecutively; however, they are not necessarily sequential. There are three exceptions to this:

1. NURS 310 Introduction to Professional Nursing Education must be taken during the student's first session.
2. NURS 345 Nursing Research must be taken prior to NURS 442 Research Applications in Nursing.
3. NURS 345 Nursing Research may only be taken after successful completion of two nursing courses.

Students must complete NURS 310 prior to or concurrently with their first nursing course.

With these exceptions, you may begin your own course sequence at any time. Once all courses are offered, the sequence begins again, thus allowing you to plan your degree from beginning to end no matter when you start.

A current schedule of course offerings can be found on IQ Web; by clicking on "search courses" on the left side of the screen.

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

PRACTICUM REQUIREMENTS

Practicum experiences occur in conjunction with three nursing courses: NURS 410 Community Health Nursing, NURS 440 Nursing Management, and NURS 426 Culturally Competent Nursing Care. These practicum experiences should help you to achieve your personal and professional goals, as well as course and program outcomes. It is our desire that the practicum experiences are not repetitive of previous learning experiences, but rather that they bring new learning and allow you new insights. We want these experiences to be ones from which you truly benefit professionally.

Students are responsible for designing their own practicum experiences, with consultation from the instructor. Faculty will assist you in planning your experiences, but students are responsible for specific arrangements. Agencies must be approved by faculty and generally students must utilize agencies with which the program has a clinical contract. The faculty must approve exceptions.

PLEASE NOTE: It is essential that you begin to plan for your practicum experiences several weeks before the actual course begins so that you will have plenty of time to meet requirements. Please consider your prior professional nursing experiences, both in the academic and work settings, so that individual learning experiences can be planned and arranged to meet your specific needs. Practicum experiences preferably take place in a setting with which you are unfamiliar, or in an agency in which you have not had experience. Don't be afraid to be creative!

Prior to the beginning of the practicum experience, the student is responsible to:

1. **identify the agency where the practicum will occur, and the individual who has agreed to act as preceptor for the experience;**
2. **submit a written contract to the instructor for meeting course outcomes, including specific dates and times student plans to attend the practicum; and**
3. **verify that the program has an agreement with the agency or contact the instructor for approval.**

The syllabus for each course provides further information and detailed instructions regarding the practicum experiences. Generally, each course requires a total of 18 hour of practicum to be completed within the time frame of the course. Students must be prepared to make arrangements to achieve the outcomes of the practicum experience.

Professional behavior is expected at all times while completing practicum experiences. Unprofessional behavior includes, but is not limited to, poor communication, inappropriate nonverbal behavior, inappropriate interactions with faculty, staff, and/or colleagues, inappropriate response to communications, confrontation over assignments or assignment feedback, or confrontation over policies. In addition, students must demonstrate evidence of safe, competent nursing practice in the practicum setting, regardless of grades in other nursing course requirements. Evidence of unprofessional or incompetent behavior may result in dismissal from the program.

Potential Practicum Agencies

The department of nursing maintains clinical affiliation agreements with a number of agencies in the Wichita, KS area which can provide practicum experience. Following is a partial list of these agencies:

Alzheimer's Association	Kansas Heart Hospital
Bethlehem House	Kansas Medical Center
Breakthrough Club	Kansas Veterans Home
Butler County Health Department	King's Treatment Center
City-Cowley County Health Department	Little Builders Preschool
Community Day School	Pregnancy Crisis Center
Cowley County Mental Health & Counseling	Robert J. Dole VA Medical Center
Creative Community Living	Sedgwick County Health Department
Creekstone Farms	Select Specialty Hospital
Cumbernauld Village	Senior Services
Faith Home Health & Hospice	South Central Kansas Regional Medical Center
Frontier El Dorado Refining Company	Sumner County Health Department
Good Samaritan Village	Sumner Regional Medical Center
GraceMed Health Clinic, Inc.	Susan B. Allen Memorial Hospital
Greenwood County Health Department	USD 259 Wichita
Guadalupe Clinic	USD 264 Clearwater

Harper County Health Department
Harper Hospital
Harry Hynes Memorial Hospital
Harvey County Health Department
Health Ministries Clinic, Inc.
Hospice Care of Kansas
Hunter Health Clinic
Junction City – Geary County Health Department

USD 265 Goddard
USD 465 Winfield
Via Christi Regional Medical Center
Wesley Medical Center
William Newton Hospital
Winfield Correctional Facility
Women’s Recovery Center

Students outside the Wichita, Kansas area submit requests for practicum agencies for approval. Faculty will make a determination about the appropriateness of these agencies on an individual basis, in accordance with the agency’s potential for assisting the student in meeting outcomes.

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

NURSING COURSE DESCRIPTIONS

REQUIRED NURSING COURSES

NURS 310 Introduction to Professional Nursing Education: *(3 Credit Hours)*

An introduction to the concept of professionalism, and to BSN education. Exploration of program philosophy and mission, and of skills necessary to be a successful adult learner. Learner roles, critical thinking, and scholarly work are addressed.

NURS 332 Caring: A Foundation for Nursing: *(3 Credit Hours)*

Analysis of the concept of caring with exploration of caring theory, relationships, influences and behaviors, and development of caring for self and others, and as the essence of nursing.

NURS 333 Health Promotion: A Framework for Nursing Practice: *(3 Credit Hours)*

Health promotion and disease prevention as a framework for nursing practice are explored from a theoretical, philosophical and historical perspective. Consideration of clients as individuals with health issues is approached from a positive orientation.

NURS 334 Theories, Trends, and Issues in Nursing: *(3 Credit Hours)*

Past, present, and future of nursing. Analysis of the impact of current health-care system dynamics on nursing roles.

NURS 336 Health Assessment: *(3 Credit Hours)*

Comprehensive health assessment essential to professional nursing practice.

NURS 345 Nursing Research: *(3 Credit Hours)*

Principles of research and identification of applications to nursing practice. Experiences in the research process through writing a research proposal and critical evaluation of written research. Students must successfully complete this course before enrolling in 442. Prerequisite: Successful completion of two nursing courses.

NURS 400 Ethical and Legal Dilemmas in Nursing: *(3 Credit Hours)*

Ethical principles and legal issues associated with nursing and health care are explored. Personal introspection and self-understanding are emphasized.

NURS 410 Community Health Nursing: *(3 Credit Hours)*

Development of an understanding of the concept of community as partner as the basis for nursing practice in and for the community. Emphasis is on theories critical to understanding the community as partner, the process of community as partner, and strategies for health promotion. Classroom and practicum experience.

NURS 426 Culturally Competent Nursing Care: *(3 Credit Hours)*

Cultural diversity, as well as universality is emphasized in comparing beliefs, values, and practices pertaining to health, care expressions, and well being among cultural groups. Directed on-line reading, learning, interaction and individually scheduled practicum.

NURS 434 Pathophysiology for Current Practitioners: *(3 Credit Hours)*

Major pathophysiologic concepts are explored using a body systems approach. Theories relating etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts from anatomy and physiology, chemistry, and other science courses provide the foundation for exploring human dysfunction. This course provides a basis for understanding alterations in functioning imposed by stressors and disease processes so that application to understanding clinical manifestations can be made.

NURS 440 Nursing Management: *(3 Credit Hours)*

Exploration of management skills necessary to function as a professional practitioner within today's health-care organizational hierarchy. Practicum component includes observation of management skills as they are applied in an organizational setting. Classroom and practicum experience.

NURS 442 Research Applications in Nursing: *(3 Credit Hours)*

Application of the research process to nursing, and exploration of evidence based practice. Basic statistical methods for conducting research are explored and research results are interpreted. **Prerequisite NURS 345.**

ELECTIVE COURSES – OFFERED OCCASIONALLY:**NURS 337 Professional Nursing Issues:** *(3 credit hours)*

Issues affecting the delivery of quality health care, present and future, are explored, and the nurse's role in effecting change is analyzed. Online course

NURS 359 Elective Practicum Experience: (This course is considered an unscheduled course—students may enroll at anytime by contacting the program director)

(Credit varied 1-3 hours. A total of 6 hours can be earned towards BSN degree)

This course is designed to allow currently practicing practitioners to pursue individual interest in a variety of practicum areas while working directly with a faculty member. Students will develop a student/faculty learning contract to guide practicum experiences. Each credit hour represents a minimum of 18 hours of practicum.

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Professional Studies BSN Degree Completion Program

FACULTY-STUDENT COMMUNICATION

It is the intent of faculty to be available to students as necessary and appropriate to meet students' needs. Students are expected to take the initiative to e-mail faculty with any course-related question or concerns they may have. You will find that faculty check their e-mail often, and will reply within a reasonable amount of time. **You can expect a reply within 24 hours during the work week. You are welcome to e-mail faculty during the weekend; however, faculty may not be available to respond until Monday.**

Each course syllabus contains information regarding faculty contact information, as well as requirements which must be met in order for students to successfully complete the course. Students' work will be evaluated according to the criteria listed in each syllabus and on Blackboard.

Students will have the opportunity to evaluate each course upon its completion. Students are expected to complete the online course evaluation as directed.

GRIEVANCE PROCEDURE

If a student believes he/she has been unfairly treated, or if a problem arises between student and a faculty member, the student is encouraged to discuss the concern with the faculty member involved. If, after this course of action the situation is not resolved to the satisfaction of the student, the student should request in writing, a meeting with the Nursing Program Director, Dr. Martha Butler. At that point, if a concern still exists, the student is directed to the Director of Professional Studies, Gail Cullen. Complaints may be considered informal or formal, depending upon the process followed to document and resolve them. A formal complaint is defined as a grievance against the nursing program that is documented in writing, dated, signed by the student, and submitted to the program director or dean of faculty. Following the formal grievance process, a copy of the grievance and any subsequent resolution or other action is maintained in the department of nursing office for a period of five years. When these complaints are received, they will be reviewed as part of the annual policy review as indicated in the program assessment plan.

In the case of a grade appeal, the student is referred to the *Southwestern College Professional Studies Undergraduate Catalog* for the grade appeal process.

SOUTHWESTERN COLLEGE
ACADEMIC INTEGRITY POLICY

Southwestern College assumes the academic integrity of its students. In cases where academic integrity is in question, the following definitions and policies will apply.

Academic dishonesty is any act of cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation, or sabotage, and any act of aiding and abetting academic dishonesty. The following definitions make clear the policy of the college.

1. Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercises.
Examples: Copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.
2. Fabrication is the falsification or invention of any information or citation in any academic exercise.
Examples: Making up a source, giving an incorrect citation, misquoting a source, etc.
3. Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise.
4. Dissimulation is the disguising or altering one's own actions so as to deceive another about the real nature one's
Examples: Fabricating excuses for such things as missing classes, postponing tests, handing in late papers; turning in a paper for one class that was originally written for another class.
5. Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material which is necessary for academic work..
Examples: Hiding library materials, removing noncirculating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested by the library, etc.
6. Forgery of academic documents is the unauthorized changing or construction of any academic document.
Examples: Changing transcripts, changing grade books, changing grades on papers which have been returned, forging signatures, etc.
7. Sabotage is the damaging or impeding of the academic work of another student.
Examples: Ruining another student's lab work, destroying another student's term paper, etc.
8. Aiding and abetting academic dishonesty is knowingly facilitating any act defined in 1-7.

Policies for Dealing with Academic Dishonesty

The instructor shall determine if the infraction is intentional or unintentional. Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the academic dean to the academic affairs committee. On the first offense, violations of the academic integrity policy will result with:

1. a reprimand (written or verbal) for unintentional violations
2. a zero for the assignment (paper, exam or project) for intentional or flagrant violations.

Unintentional infractions may be reported to the academic dean at the discretion of the faculty member. All infractions deemed by the faculty member to be intentional or flagrant must be reported in writing to the academic dean; the student will also be notified verbally or in writing. The academic dean shall keep a record of reported infractions and sanctions.

A second or any subsequent intentional or flagrant violation of any part of the academic integrity policy during a student's academic career at Southwestern is grounds for suspension and requires a conference with the academic dean to determine the outcome. Any student so suspended has a right to an appeal. If a student wishes to appeal, the request should be made in writing and must be received in the academic dean's office within thirty days of the suspension announcement. The appeal will be heard by the academic affairs committee and the committee's decision shall be final.

Adapted and used by permission from Tabor College.

Department of Nursing Addendum

If any violation of the Academic Integrity Policy is deemed by faculty to be intentional, the student may be dismissed from the nursing program. This does not imply being dismissed from Southwestern College.

Adopted: 08/21/92
Revised: 04/04/94; 05/30/01; 05/12/05;
Reviewed: 08/19/02; 05/03; 05/12/04; 05/16/06; 05/17/07; 06/09/09

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

FORMAT FOR WRITING PAPERS

Most formal papers written for nursing courses require the use of the APA (American Psychological Association) format. Students should become familiar with these guidelines and use them for all formal papers written throughout the nursing program. These guidelines may be found at http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796. Students are expected to access this website and utilize the guidelines accordingly.

In addition to the APA format guidelines, faculty follow rubrics developed specifically for evaluating papers. Rubrics provide you with specific expectations for your papers, and you should become familiar with all grading rubrics prior to writing papers.

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

GRADING SCALE

A	-----	94-100
A-	-----	90-93
B+	-----	88-89
B	-----	84-87
B-	-----	80-83
C+	-----	78-79
C	-----	74-77
C-	-----	70-73
D+	-----	68-69
D	-----	64-67
D-	-----	60-63
F	-----	50 and below

Per college policy, faculty may use the “plus (+)” or “minus (-)” designation on grades at their discretion.

A grade of "C" must be achieved in all nursing and support courses for continuation in the program.

Please Note: A grade of "C- " is considered failing, in accordance with the "Progression and Graduation Policy."

**SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program**

**SIGMA THETA TAU: INTERNATIONAL HONOR SOCIETY OF NURSING
EPSILON GAMMA CHAPTER-AT-LARGE**

Each fall, students meeting eligibility criteria are invited to be inducted into Epsilon Gamma Chapter-At-Large, the local chapter of Sigma Theta Tau International. Our chapter includes members from Southwestern College, Wichita State University, Newman University, Bethel College, and Tabor College. Sigma Theta Tau International endeavors to seek out and reward all students in baccalaureate or higher degree nursing programs who have demonstrated ability in nursing as evidenced by superior academic achievement.

The purposes of Sigma Theta Tau International are to:

1. Recognize superior achievement and scholarship.
2. Recognize the development of leadership qualities.
3. Foster high professional standards.
4. Encourage creative work.
5. Strengthen commitment to the ideals and purposes of the profession.

In order to be eligible for membership, students must have completed one-half of the required nursing course work, must rank among the highest 35% of the class, and have at least a 3.0 grade-point average. As part of the application process, eligible students request a faculty member to provide an endorsement for membership. Faculty members may ask applying students to submit materials regarding their desire to become a member of Sigma Theta Tau, their understanding of the society, or their future aspirations prior to providing the endorsement.

If a student believes he or she is eligible for membership in Sigma Theta Tau, he/she should contact the Faculty Counselor at 620-229-6207 to discuss eligibility.

GRADUATION RECEPTION AND NURSING PIN

The department of nursing hosts a reception the day of graduation on the main campus for nursing graduates and their families. All graduates are invited to attend.

Students desiring to purchase a graduation pin should place their orders in December prior to May graduation by calling:

Christine Williams, Customer Service Rep
JH Recognition, a Division of Herff Jones
226 Public Street
Providence RI 02905
800-451-3304- x 1902

**You will need to give:
Account #K1152
Program: BSN**



Prices are:

Quality	CLASSIC	SUPREME	PREFERRED
14K Gold Yellow or White*	\$317.05	\$374.40	\$427.20
10K Gold Yellow or White*	\$209.95	\$253.00	\$305.80
Double Gold-Filled Yellow or White*	\$98.85	\$127.65	\$180.45
Gold-Filled Yellow or White*	\$72.65	\$91.65	\$144.45
Sterling Silver	\$45.90	\$62.65	\$115.45
Gold EP Yellow or Rhodium Plate	\$43.55	\$59.10	\$111.90

*White Gold Available for Additional \$4.00 each.

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

FACULTY CONTACT INFORMATION

Following is a list of nursing faculty regularly teaching courses in the BSN completion program. Students are encouraged to contact faculty members if necessary.

The following faculty members also teach full-time in the nursing program on the Winfield campus. These phone numbers ring directly into the faculty member's office, and will be answered by voice mail if the faculty member is unavailable.

<u>Faculty Member</u>	<u>Telephone number</u>	<u>E-mail Address</u>
Dr. Martha Butler, Program Director	620-229-6306	martha.butler@sckans.edu
Jackie Berryman	620-229-6323	jackie.berryman@sckans.edu
Melanie Johnson	620-229-6243	melanie.johnson@sckans.edu
Melinda Current	620-229-6322	melinda.wilson@sckans.edu
Dr. Jane Schlickau, faculty advisor	620-229-6243	jane.schlickau@sckans.edu
Holly Peterson, faculty assistant	620-229-6207	holly.peterson@sckans.edu

Toll-free phone number to the Southwestern College Department of Nursing, Winfield Campus: 1-800-846-1543 ext 6207

The following are affiliate faculty members, and they teach periodically in the BSN Degree Completion Program. They may be reached by e-mail or by contacting the nursing program director.

Kathy Ryan: kathy.ryan@sckans.edu
Dr. Sharon Taylor: sharon.shetlar@sckans.edu

SOUTHWESTERN COLLEGE
Professional Studies BSN Degree Completion Program

ONLINE COURSE INFORMATION

As previously stated, all nursing courses utilize the Blackboard learning system. The following information is available to assist students as they take courses. Students are referred to the following website for additional information <http://www.sckans.edu/online>. Currently, Blackboard is the software utilized to manage all courses. Students will be asked to provide email address during registration to allow for access to course information.

Please note: there is a small technology fee charged for each web enhanced online course. Contact staff for additional information.

General Information

There are many advantages to taking courses utilizing Blackboard, particularly for adult learners. Online courses are not time or place oriented. The courses are there when the learner chooses to enter them. That may be on Sundays, at 3:00 a.m. or whenever it is convenient for the learner. There is no worry about child care issues, transportation problems or travel demands of the workplace.

These courses demand self-discipline. A learner needs to log on and be prepared to read and comment upon a number of postings each week. You will be doing no less work than you would be doing in the classroom, and learners report on evaluations that they spend as much or more time on task than in a traditional classroom environment.

Learners who set aside a specific time to “attend class” each week are better able to keep up with assignments.

A learner needs to anticipate technical problems. A great deal of time is spent on the Web reading articles, uploading and downloading documents. Technology is unreliable at best, so always have a Plan B for submitting assignments. Sometimes cyberspace eats your homework. Prepare for that by saving all assignments on your hard drive and a backup disk. You may be asked to resubmit. There are many ways to submit assignments. There is no excuse for submitting assignments late.

If you are not highly motivated, disciplined, and patient, online courses may not be the best option for you. This statement is not meant to be discouraging, it is meant to provide a reality check.

Blackboard Login

All online courses at Southwestern College utilize the Blackboard course management system. Blackboard allows access to your course materials as well as class discussion boards, lectures and assignments on a 24/7/365 basis. The nice thing about Blackboard™ is that it doesn't require any special software...all you need is an Internet connection and you're ready to go! If you have questions about Blackboard or need help logging in, please contact technical support toll-free at 888.684.5335 or e-mail blackboard@sckans.edu. You may also contact Marilyn Clements, Coordinator of Instructional and Information Technology, at marilyn.clements@sckans.edu

SOUTHWESTERN COLLEGE
Professional Studies—BSN Degree Completion Program

GENERAL PROGRAM INFORMATION

Textbooks

Textbook information is available at <http://www.southwesterncollege.org/u-textbook-info.cfm>

Grades

Final course grades are available on IQ-Web.

Financial Aid

Students are referred to Alex Zarchan at the East Professional Studies location all questions focusing on financial aid, 684-5335 ext. 209 or alex.zarchan@sckans.edu.

Advising

Dr. Jane Schlickau will be your academic advisor. Students are considered an active participant in the advising process and must assume personal responsibility for information related to degree requirements. Each student receives a plan of study after completing NURS 310, and should review it carefully for accuracy. In addition the coordinator is available to answer questions as needed.

Graduation

There are three graduation dates throughout the year: May, August, and December, although the college holds only one graduation ceremony in May. All graduates are invited to participate in the ceremony: if you graduate in December, you may walk in the ceremony held the May following your graduation. If you graduate in May or plan to be an August graduate, you may walk in the graduation ceremony corresponding to or preceding your graduation date. Please note that a graduation application MUST be completed prior to the deadline: the application may be obtained by accessing SC Professional Studies website, at <http://www.southwesterncollege.org/current-learners.cfm> and observing the deadlines.