



School of
Nursing
Andrews University

Student Handbook 2026–2027 **RN-to-BSN**

RN-to-BSN Student’s Handbook: 2026–2027

As an Andrews University nursing student, I understand that I must follow the procedures and policies that are included in this handbook, as well as the Andrews University Bulletin.

I acknowledge that I am responsible for this material.

Student’s Name (please print)

Student’s Signature

Date

This page is the property of the Andrews University School of Nursing, and shall remain in the School of Nursing files online.

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RN-to-BSN NURSING PROGRAM

Welcome

Dear Nursing Student,

Welcome to the Andrews University School of Nursing. We are delighted that you have chosen to begin or continue your nursing education journey with us. As a student in our program, you are joining a legacy of excellence, compassion, and service in the healthcare profession.

The Andrews University nursing program is fully approved by the Michigan Board of Nursing and proudly holds accreditation from the Accreditation Commission for Education in Nursing (ACEN). These designations reflect our unwavering commitment to high academic standards and the preparation of competent, compassionate, and Christ-centered professional nurses.

This handbook has been thoughtfully developed to serve as your guide throughout your academic journey. Within its pages, you will find essential policies, procedures, and expectations that will support your success in both the classroom and clinical settings. We encourage you to review it carefully and refer to it often.

Our curriculum is designed not only to provide you with the knowledge and skills necessary for nursing practice, but also to inspire your growth as a whole person; spiritually, emotionally, and professionally. We are here to walk alongside you, offering mentorship, support, and encouragement as you progress through the program.

We believe that nursing is more than a career. It is a calling. We are honored to be part of your journey and look forward to watching you grow into a nurse who exemplifies excellence, integrity, cultural humility, and a commitment to service.

On behalf of the entire faculty and staff of the School of Nursing, we warmly welcome you. May this be a season of challenge, growth, and great achievement.

With sincere blessings,

Chair, Faculty, and Staff
Andrews University School of Nursing

Accreditation

The baccalaureate nursing program at Andrews University is accredited by the Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing programs is continuing accreditation.

View public information disclosed by the ACEN regarding this program on the ACEN website.

Mission Statement

The Andrews University School of Nursing, a program based on Seventh-day Adventist precepts and Restoration to the Image of God, provides transformational nursing education which equips students to function as professional nurses in direct care, advanced practice, research and education. Through the following activities, the School of Nursing encourages students to Seek Knowledge, Affirm Faith and provide Changes that impact the World of healthcare:

SEEK KNOWLEDGE	AFFIRM FAITH	CHANGE THE WORLD
• Prepare nurses that provide culturally competent, high quality, evidenced-based, patient-centered care • Prepare nurses for first-time licensing and certification success • Encourage lifelong learning	• Prepare nurses to practice within the Christian context of “Restoration to the Image of God” • Promote personal spiritual growth • Teach theoretical underpinning of wellness, illness and disease within the context of the Great Controversy	• Teach with service/mission focus; medical evangelism • Teach current whole-person nursing care across the life span which addresses wellness and illness • Prepare nurse leaders with a mindset for professional and ethical practice which incorporates communication (all venues), teamwork and collaboration

Vision

To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence and cultural competence for service and practice in concert with the four main initiatives from the Institute of Medicine and the Robert Wood Johnson Foundation’s report on the future of nursing (October 5, 2010):

- Nurses should practice to the full extent of their education and training
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression
- Nurses should be full partners, with physicians and other healthcare professionals, in redesigning healthcare in the United States
- Effective workforce planning and policy making require better data collection and information infrastructure

Philosophy

The School of Nursing believes in the Great Controversy between good and evil. We believe that in the beginning, God created the heavens and the earth; the crowning act of creation was man and woman in His Image. When Adam and Eve sinned, they began a process of total degeneration in spiritual, mental, physical, social and emotional health that continues today. In order to interrupt this degeneration, Jesus came to this earth to live a perfect life and die for the sins of humanity, thus providing for perfect Restoration to the Image of God and consequent eternal life which will be actualized at the second coming of Jesus. For the individual, this is possible only through accepting Jesus Christ as Savior and maintaining an ongoing relationship with Him.

The student who enters this nursing program accepts the educational environment in which they will be prepared to deliver nursing care that demonstrates the goodness, grace and forgiveness of God. They will also be able to express how the presence and saving power of Jesus Christ has positively affected their personal and professional life.

This philosophy will influence education and learning, curricular development, and teaching strategies. In addition, it is anticipated that this philosophy will influence the personal health, character, professional performance, ethical judgments and moral integrity of faculty, staff and students.

Conceptual Framework

Key Concept: Restoration

Restoration to the Image of God is the ultimate goal of Christian nursing practice. Christian nurses believe that any improvement in spiritual, mental, physical, social or emotional health is a part of restoration to the Image of God. Christian nurses acknowledge that, in spite of effort, perfect restoration will not be complete on this earth, and illness and degeneration will continue to occur until the second coming of Jesus. Despite this, God has given a biblically-based formula for health and a degree of restoration as allowed on earth. The goal of Christian nursing is to utilize this formula in all nursing activities to promote and maintain health, prevent disease, and treat acute and chronic illness.

This formula is based on the original Eight Natural Remedies/Laws of Health: Pure air, sunlight, abstemiousness, rest, exercise, proper diet, the use of water, trust in Divine Power (White, 1905). This formula has been a springboard for other representations such as NEWSTART (Weimar, 1978):

- Nutrition
- Exercise
- Water
- Sunshine
- Temperance
- Air
- Rest
- Trust in Divine Power

and C.R.E.A.T.I.O.N. Health (Reed, 2007) which includes:

- Choice
- Rest
- Environment
- Activity
- Trust in Divine Power
- Interpersonal relationships
- Outlook
- Nutrition

Conceptual Definitions

Restoration

- Returning to an ideal state
- Returning to a previous state of wellbeing, or achieving a state better than what is currently experienced

Image of God

- A multi-dimensional concept related to all aspects of human existence
- The ultimate goal is enhancing the divine image in persons, families, communities, institutions and systems in ways that promote health and prevent disease
- Restoration may be related to physical, mental, social or spiritual health. While ideally nurses strive to restore clients in all dimensions, improvement in any area helps move a client toward restoration. Therefore, even an individual with a terminal illness may be “restored” toward the image of God through other dimensions of health. The same holds true with any deficit that is keeping an individual from being in complete health

Disease

- An interruption, cessation, or disorder of body functions, systems or organs. *Stedman’s Medical Dictionary for the Health Professions and Nursing*, 7th ed. (2011). Baltimore, MD: Lippincott Williams & Wilkins

Illness

- Illness is a state in which a person’s physical, emotional, intellectual, social, developmental or spiritual functioning is diminished or impaired compared with previous experience. *Potter, P.A. & Perry, A.G., Fundamentals of Nursing*, 9th ed. (2016). St. Louis, MO: Mosby, Inc.

Degeneration

- Deterioration; passing from a higher to a lower level or type. 2. A worsening of mental, physical or moral qualities. 3. A retrogressive pathologic change in cells or tissues, in consequence of which their functions are often impaired or destroyed; sometimes reversible; in the early stages, necrosis results. Source: *Stedman’s Medical Dictionary for the Health Professions and Nursing*, 7th ed. (2011). Baltimore, MD: Lippincott Williams & Wilkins.

Promote and Maintain Health

- Involves individuals or aggregates in a process of self-determination of practices and choices enhancing global wellness.
- Health promotion is based on knowledge and understanding of laws of health and the active choice of improvement of personal health habits.
- Resources and skills must be developed so that current health is maintained or a higher level of health can be achieved.

Prevent and Treat Acute and Chronic Illness

- Associated with behaviors that assist at-risk individuals or aggregates in avoiding development of or complications related to specific conditions.
- Primary prevention relates to protection against specific health problems, with the focus on increasing a person’s resistance to specific illness.
- Secondary prevention involves early identification of and prompt intervention for health problems.
- Tertiary prevention/disease management is concerned with restoration and rehabilitation within limits imposed by a health problem, once a condition is already present.

Program and Student Learning Outcomes

The purpose of the School of Nursing is to prepare nurses to serve the global community. The curriculum of the School of Nursing is based on the framework of Seventh-day Adventist precepts and the concept of Restoration to the Image of God.

The School of Nursing also supports the ANA Standards of Care; the AACN Essentials of Bachelor Education for Professional Nursing Practice; Nurse Practice Acts; Institute of Medicine Report; Quality and Safety Education for Nurses; and NLN Hallmarks of Excellence in Nursing Education as a basis for preparing nurses to meet societies evolving healthcare needs.

PROGRAM OUTCOMES

Andrews University School of Nursing program outcomes are as follows:

1. 57 % of all students who begin the first nursing course in the program will complete the program in six semesters.
2. 85% of RN-to-BSN graduates will report employment within 12 months of graduation.

STUDENT LEARNING OUTCOMES FOR BACHELOR DEGREE

Students who successfully complete the bachelor program, will:

- Reflect in their nursing care the application of Christian values and formula for health for the purpose of “Restoring humans to the image of God.”
- Demonstrate cultural sensitivity using verbal, non-verbal and written methods.
- Foster open and effective communication using verbal, non-verbal, written and technological methods.

- Utilize critical thinking, clinical reasoning, judgment, evidence-based practice and research in implementation of the nursing process, while delivering patient-centered care.
- Apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care.
- Demonstrate knowledge, skills and attitude necessary for managing whole person, patient-center care according to standards outlined by the American Nurses Association, AACN Essentials of Nursing, QSEN and IOM Report.
- Function effectively as part of intra and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- Demonstrate personal spiritual growth.

Policy Statements

NOTICE REGARDING POLICIES AND PROCEDURES

All nursing majors are expected to be familiar with and observe the policies and procedures of Andrews University and the School of Nursing. These policies and procedures can be found in:

3. Andrews University Bulletin
4. Andrews University School of Nursing Student Handbook—RN-to-BSN
5. Andrews University Student Handbook

The Andrews University School of Nursing Student Handbook is available at the beginning of each school year online. Policies and procedures may be reviewed through online meetings (zoom sessions). Students are responsible for attending these meetings and for the information discussed there. In addition, new policies and procedures implemented during the school year will be communicated via Andrews University email and/or course management system (LearningHub).

**Additional note: policy changes yearly.*

UNRESTRICTIVE POLICIES

Unrestrictive policies (those which do not disadvantage students) take effect upon approval, after being communicated to nursing students by announcement via Andrews University email and/or course management system (LearningHub).

RESTRICTIVE POLICIES

Policies which may have a restrictive impact upon students' progress into and through the nursing programs shall be implemented according to the following schedule:

Approved policies shall take effect at the beginning of the academic year of the bulletin in which they are published unless it has to do with curriculum/program changes that affect the integrity of the program. Policies will be communicated via Andrews University email, bulletin board and/or course management system (LearningHub) following approval by the appropriate council, with the expected date of implementation.

ACADEMIC INTEGRITY

In harmony with its mission statement (Andrews University Bulletin), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: Falsifying official documents;

- Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators;
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University);
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
- Presenting another's work as one's own (e.g., placement exams, homework assignments); (andrews.edu/web/lnsc/moodle/public/plagiarism/plagiarism/)
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program;
- Stealing, accepting or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the Office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee on Academic Integrity for recommendations on further penalties.

Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the University, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or University.

Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

NURSING STUDENT CODE OF CONDUCT—DISCIPLINARY PROCEDURE

Why a Nursing Student Code of Conduct

It is important to understand that the standards of conduct to which students are called apply not only to the classroom and online environments, but to all student interactions including those with teachers, with other students in the School of Nursing (both online and on-campus) and with the community at large. In all of these interactions, nursing students represent Christ, the School of Nursing, the College of Health & Human Services (CHHS) and Andrews University (AU). Therefore, students are expected to live according to the standards and ideals set forth in the Holy Scriptures and policies of the aforementioned entities.

The School of Nursing is being intentional about contacting other schools, departments, offices and entities on campus so that regular channels of communication are established related to matters of nursing student conduct. We want to know from others how our students are functioning elsewhere so that they know that the School of Nursing is serious about the conduct of its students, and that action will be taken when problems occur.

The policies to which nursing students are held include those that apply to all students of Andrews University as identified in the Andrews University Student Handbook and the American Nursing Association Code of Ethics.

Andrews University Student Handbook: (<https://bulletin.andrews.edu/content.php?catoid=22&navoid=5167>)

American Nursing Association Code of Ethics: (<http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html>)

When incidents of substance abuse, discrimination, harassment, bullying, sexual harassment, stalking, sexual assault, domestic/relationship violence or other incidents of criminal behavior are reported, they will be handled first by the University's Division of Campus & Student Life. This office will notify the CHHS Dean's Office who will refer the matter to the School of Nursing Student Conduct Committee (SONSCC). This committee, working in conjunction with Campus & Student Life, will consider each report, and may impose penalties in addition to those imposed by the University. Disciplinary actions may include but are not limited to the following:

- A requirement to participate in counseling sessions.
- Reparation/restitution being made to the offended party.
- Suspension from the School of Nursing's program of study for a period of time.
- Dismissal from the nursing program.

If referred for counseling, a student will be required to sign a release of information giving the counselor/therapist permission to disclose to the SONSCC a clinical summary of the student's progress and of any recommendations that are made. In making the referral to the counselor/therapist, the Committee will give the counselor/therapist the specifics of the Committee's concerns and supporting documentation. The student will be asked to sign a release of information giving the Committee permission to disclose this information. A refusal to sign these release of information forms will result in indefinite suspension or dismissal from the School of Nursing, depending upon the seriousness of the offense.

Likewise, when another entity on campus (e.g., Campus & Student Life) is involved in the disciplinary process, a full report of their investigation and actions taken will be required by the SONSCC. If they make recommendations in addition to those made by the committee, a report of the outcome of their recommendations will be required by the committee before any recommendation for student reinstatement will be made.

This policy is intended to convey to the University and larger communities that the School of Nursing does not condone nor support any type of behavior in which our students are perpetrators of violence of any type, bullying, predatory behavior, sexual misconduct or threats to harm another. The objectives of this policy are: 1) that the School of Nursing will be a safe place for its students, faculty and staff—both male

and female—to pursue their studies and work, and 2) that nursing students will safely relate to others and faculty on the online or face-to-face learning environments of Andrews University's campus.

School of Nursing Student Conduct Committee

The SONSCC is composed of five members including the School of Nursing chair, program director, student advisor, Campus & Student Life representative, and one other individual, taking diversity into consideration. This committee will be empowered by the dean's office to act on its behalf in all matters of student misconduct and discipline.

The SONSCC is tasked with reviewing complaints related to nursing student conduct, gathering data from as many sources as possible to assess the truth of the complaint, evaluating the egregiousness of the conduct violation, and making a decision about the disciplinary action that will be taken. When a disciplinary action is taken, the SONSCC will assign one or more individuals from the School of Nursing to maintain contact with the student for purposes of redemptive mentoring, encouragement and support. When the student is involved in counseling or other forms of remedial action, a report will be sent to the SONSCC and evaluated by the committee. Students undergoing any type of disciplinary action cannot be returned to active student status without a positive recommendation from the SONSCC.

Appeals to the decisions of the SONSCC must be made to the dean of the College of Health and Human Services.

Nursing (RN-to-BSN) Online Program

120 credits

This program guides the RN with an associate’s degree to complete their Bachelor of Science. The curriculum focuses on the professional and leadership roles of the bachelor-prepared nurse. This is a part-time program designed for working nurses and it is generally scheduled in eight-week segments.

The program requirements involve clinical activities that may not be carried out in the student’s normal work unit.

Up to 92 credits may be accepted from the associate degree transcript after transcript review. A student may petition credit transfer to the APRG Committee through their advisor.

Curriculum Guide

Associate’s degree and general education courses (students may transfer up to 92 eligible semester credit hours after transcript evaluation and approval)	92
Nursing credits for the RN-to-BSN program	32
Total credits for bachelor’s degree in nursing	120

Nursing Courses	Credits
NRS 305-999 Health Assessment	3
NRS 315-999 Pathophysiology	3
NRS 466-999 Complementary Wellness II	3
NRS 443-999 Nursing Informatics	3
NRS 433-999 Nursing Leadership with Practicum	4
NRS 445-999 Nursing Research	4
NRS 450-999 Community Nursing with Practicum	4
NRS 438-999 Intercultural Mission Service	2
PBHL 440-999 Fundamentals of Spirituality & Ethics in Healthcare	3
STAT 285 Introduction to Applied Statistics	3

Admission Requirements—RN-to-BSN

Admission requirements are as follows:

- All registered nurses must meet Andrews University entrance requirements and be accepted for admission to the University before being admitted to the nursing program.
- Application for admission may require a minimum of six weeks for processing evaluation.
- A current United States RN license (from online information).
- Minimal overall GPA of 2.50.
- All students are required to have BLS Healthcare Provider Cardio-Pulmonary Resuscitation (CPR) certification from the American Heart Association (AHA).
- ADA Accommodations: Andrews University accepts and appreciates diversity in its students, including students with learning and other disabilities.
- If you feel that you have a learning, psychological or emotional disability it is mandatory that it be formally documented by the Andrews University Counseling & Testing Center, Berrien Regional Education Service Agency or other source recommended by the above two agencies. This document is required for accommodation to be granted. Less obvious physical disability requires documentation by University Medical Specialties.
- If you qualify for accommodations under the American Disabilities Act, please see your instructor and advisor as soon as possible for referral and assistance in arranging such accommodations.

Progression

- A GPA of at least 2.50 overall must be maintained throughout the nursing program. Should the GPA fall below 2.50, the student will be placed on School of Nursing academic probationary status and may not be allowed to progress based upon a decision by the Andrews University School of Nursing Admissions, Progressions, Retention and Grievance (APRG) Committee. Students will not be permitted to register for any of the last semester nursing courses with a GPA below 2.50. Students on probation may repeat courses with low grades one (1) time to bring their GPA up.

- The grading system for each class will be:

100–93	A	83–86	B	73–76	C	Below 60	F
90–92	A-	80–82	B-	70–72	C-		
87–89	B+	77–79	C+	60–69	D		

Nursing courses with a practicum component will require the student to successfully pass both the theory and practicum sections in order to receive a passing grade for the course.

- Repeating courses:
 - No grade below C is permitted in the program. Students can only repeat a course one (1) time.
 - A student that withdrew from the program may be readmitted after consideration by the APRG Committee. Readmission is considered on an individual basis. The application should be accompanied by a letter from the applicant showing evidence of professional growth achieved during the time out of the program and employment.

4. The recommended “time frame” for completing the undergraduate nursing degree is two years. To this end students are provided a curriculum guide, to follow as advised.
 - A student may petition credit transfer to the APRG Committee through their advisor.
5. Petitions
 - Petitions may be submitted to the Admissions, Progressions, Retention and Grievance (APRG) Committee.
 - Petitions are normally submitted for the purpose of accepting comparable credits earned previously or at another location.
 - Petitions for exemption from prerequisites and specific School of Nursing policies are not normally considered.
 - Students should petition for unusual or uncontrollable circumstances, upon the advice and with the consent of their advisor.
 - Petitions must include the student’s signature and their advisor’s signature, then be submitted to the chairperson of the APRG Committee. Petitions are placed in the student’s permanent file following the final decision.

Policies for Online Programs

1. Withdrawal and Incomplete Policies

The current withdrawal and incomplete policy can be found online at andrews.edu/distance/students/gradplus/withdrawal/.

2. Late Work

Students are expected to submit assignments by the due dates noted in the course. In extenuating circumstances, such as illness, the student must contact the instructor as soon as possible to discuss the situation. In those circumstances, faculty will determine the appropriate course of action for the student. Depending on the situation, these actions may include recommendations to drop the course (if within the University drop/withdrawal period), acceptance of some or all of the overdue assignments with or without penalties, or failure to accept assignments.

3. Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

4. Netiquette

In this program you will communicate with your classmates and instructor primarily in writing through the discussion forum and email.

“Online manners” are generally known as “netiquette.” As a general rule, you should adhere to the same classroom conduct that you would “off-line” in a face-to-face course.

Some examples of proper netiquette are:

- a. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
- b. Be careful what you put in writing. Even if you are writing an email message to one person, assume that anyone could read it. Though you may send an email to a single person, it is very easy to forward your message to hundreds or thousands of people.
- c. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
- d. Never use profanity in any area of an online course. The transcripts of online course discussion forums, email and chat sessions are savable.
- e. When responding to messages, only use “Reply to All” when you really intend to reply to all.
- f. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as “flaming.” Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
- g. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
- h. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

5. Technology Requirements

Students enrolled in the School of Nursing are responsible for obtaining and maintaining access to the technology necessary to participate fully in coursework, laboratory, simulation, clinical experiences, and distance education activities. Technology requirements are communicated through the University Bulletin, School of Nursing handbooks, orientation materials, course syllabi, and LearningHub.

Students must have regular access to:

- a. A laptop or desktop computer capable of supporting University-approved software and educational platforms.
- b. Reliable high-speed internet access.
- c. A webcam, microphone, and speakers or headset for online classes, virtual meetings, testing, and proctoring activities.
- d. Current versions of supported web browsers and productivity software.
- e. University email and LearningHub accounts.

Students enrolled in the RN-to-BSN program utilize LearningHub, Zoom, Exxat, and other University-supported technologies to participate in coursework and communicate with faculty and peers.

Student identity in distance-education courses is verified through unique LearningHub login credentials linked to the University’s Duo two-factor authentication system. Additional technologies, including remote proctoring, video streaming and recording, and video conferencing platforms, are supported by the University’s Digital Learning and Instructional Technology Center (DLIT). No additional fees are charged to students for identity verification.

6. Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

- a. Read the Andrews University Disability Accommodation information at: andrews.edu/services/sscenter/disability/
- b. Download and fill in the disability form at andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to 269-471-8407.
- c. Email sdestudents@andrews.edu to inform the College of Education & International Services that a disability has been reported to Student Success.

7. Commit to Integrity

As a student in this course (and at this University) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

8. Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “Commitment to Integrity” you are expected to adhere to a “Commitment to Excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in a diverse milieu with many discourse communities in the workplace.

9. Honesty

- Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.
- Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

10. Examinations

- Courses may or may not include exams.
- Proctoring of exams is at the discretion of the instructor.
- Only testing sites are allowed for proctored exams. Students are responsible for the cost of proctoring. Students are to utilize exam request forms. On the exam request form clearly identify the testing site and contact information. For locations without testing centers student must contact sdeexams@andrews.edu to make testing arrangements.
- If you cannot take your exam by the deadline date, email sdeexams@andrews.edu.

11. Online Course Week—Start and End Dates

- Courses start on Monday of Week 1 at 12:01 a.m. ET

- Courses end on Sunday of the last week of a course at 11:59 p.m. ET

12. The Course Week consists of Seven Days

- The course week consists of seven days: Day 1, Day 2, Day 3, etc.
- Monday is the first day the course begins and Sunday is considered the last day of the course week.
- As a Seventh-day Adventist institution, assignments and course work may not be graded and faculty may not be contacted for course work during Sabbath hours (weekly from sundown on Friday to sundown on Saturday).

13. Submission Times

- A day is comprised of the timeframe between 12:01 a.m. and 11:59 p.m.
- Any coursework (assignments, discussion questions, etc.) due on a given day must be submitted within this timeframe to be considered submitted on time.
- No coursework will be accepted after Sunday of the last week of the course. Please submit your assignments to Turnitin and check the results, to ensure that you have not plagiarized inadvertently. The acceptable Turnitin similarity score is 25 percent or less.

14. Student Participation

- Courses are not to be considered independent study courses; instead, they should be considered to be shared learning communities.
- It is therefore important that students participate with substantive and timely postings to the online discussion board as outlined in the course syllabus.
- Failure to post the expected frequency and quality will result in grade reduction for the discussion.
- Students are not allowed to post ahead in any week.
- Students should check and use their Andrews email address with all communications regarding the program and courses.

15. Faculty Participation

- Faculty members are expected to facilitate student personal, professional and spiritual growth through guided responses on the discussion board which provide critical insight, stimulate new ideas, or raise awareness.
- Faculty members are required to be accessible to the student which is demonstrated through visibility and quality feedback on discussions and assignments.
- It is reasonable for students to expect the faculty will be **online at least four (4) days per week except on Sabbath**. Faculty should also be reasonably accessible to students by providing contact information in LearningHub.
- Faculty members are to return the student assignments **within seven (7) days of due date**.
- The returned assignment should reflect appropriate comments using the course grading rubric.
- The student can also expect the faculty members will provide comments that facilitate personal and professional development in the academic setting.

- Faculty members are expected to respond to questioning and student emails **within 48 hours except on holidays, Sabbath hours and weekends.**
- If the response requires additional time, the faculty should communicate this to the student.

16. Discussions

- The grading for discussion activities is outlined in the course-grading rubric. Students are required to:
 - » support their discussions with citations,
 - » write in APA, and
 - » provide a reference list at the bottom of their posting.
- Discussion Board posts need to be in APA format for quotes and references.
- **Make sure that you allow enough time for possible computer issues to ensure that you post on time.**

17. Online Discussion Criteria

Students in online courses are required to **participate in online class discussion at least three different days each week:**

Initial Posts

There is an online discussion assigned posting due by Day Three (Wednesday) at 11:59 p.m. ET weekly. An initial post consists of a minimum 250-word written response for each question. (For example, if there are two questions listed for one week's discussion questions, your posting should be at least 500 words. It is usually best to respond in order to each question, so that the instructor can easily see which part of your posting is meant to answer each question posed.) You may post as early as the first class day. Initial posts are required to cite a minimum of two references within the posting. At least one reference should come from a course textbook being used in the required readings for this class. At least one reference should come from outside *scholarly* references, not course textbooks. Use of additional scholarly references is encouraged. All references must follow proper APA citation.

Feedback Posts

In addition to the initial post, students are required to provide feedback to one of their peers' initial postings on a different day than they posted their initial post each week. You are also expected to respond to questions posed by the instructor. The response to instructor's question counts towards the three posts required. *Students must submit their initial post before writing a feedback post in response to another student's initial post.* A feedback post must include a minimum 125-word post and at least one reference. Use of additional scholarly references is encouraged. You may decide if these references come from the course textbook or another scholarly source. All references must follow proper APA citation. Post your feedback posting before Sunday at 11:59 p.m. ET.

Response Posts

- Respond to a peer that posted feedback to your initial post on or before Sunday, the final day of the course week at 11:59 p.m. ET. The response post must include a minimum 125-word post and at least one scholarly reference. Use of additional scholarly references is encouraged. You may select if these references come from the course textbook or another scholarly source. All references must follow proper APA citation.

- All three postings each week should provide colleagues with reflective thoughts, personal experiences, and/or resources, or general thoughts on the topic.
- See syllabus for details.

Academic Probation

- A student is automatically placed on nursing academic probation by earning a grade in a course which causes the student overall GPA to fall below 2.50.
- Students who are on nursing academic probation are:
 - » Required to follow recommendations of the Admissions, Progressions, Retention and Grievance (APRG) Committee specific to the reason for probation.

Attendance

Clinical Professionalism

- Students are expected to demonstrate professionally responsible behavior in their practicum experiences.
- Attendance at all practicum sessions is mandatory. Any deviation from the schedule must be arranged with the preceptor in advance of the scheduled experience.
- The following constitutes an acceptable "excused absence" which requires official documentation:
 - » Jury duty or court appointment
 - » Military deployment
 - » Personal illness (documented only be a healthcare provider, therapist, counselor)
 - » Illness or death of immediate family members
- Unexcused absences are unprofessional and are highly discouraged.
- Tardiness for clinical practicum is not acceptable and is unprofessional. If the student encounters extenuating or urgent circumstances, the student should contact the clinical preceptor as soon as possible to discuss the situation and a possible plan for clinical attendance. Unexcused tardiness will be reflected in the professionalism section of the clinical evaluation tool.
- Any absence other than the above listed is considered an unexcused absence, including failure to complete Exxat requirements by the deadline.

Practicum

- Students must provide documentation of the following prior to first practicum experience:
 - » **Cardio-Pulmonary Resuscitation (CPR):** It is the student's responsibility to update their BLS Healthcare Provider CPR course, through an American Heart Association (AHA) Program, every two years or as indicated by their certificate.
 - » **Criminal Background Check:** All students are required to have a criminal background check performed prior to the start of first practicum course. Expense for this background check is the student's responsibility.
 - » **Drug Screening:** Healthcare facilities require drug testing of all nursing students before allowing them to provide care for patients. A urine drug screen must be completed prior to the start of the first practicum rotation, and any time as required by the healthcare facility. Students will be responsible for any fees.

- » **Physical Exam and Immunizations:** All students must submit a completed Andrews University School of Nursing Health/Physical Exam Form (See Appendix A and B)
- Students are expected to demonstrate professionalism in their practicum experiences. Attendance at all practicum sessions arranged with preceptors is required. Any deviation from the schedule must be arranged with the preceptor in advance of the scheduled experience.
- In the event of an unexpected delay or absence, notify the preceptor at the earliest opportunity. If the preceptor cannot be reached, notify the appropriate person at the agency. Practicum hours are to be completed prior to the end of the semester during which the practicum course is offered.
- Students are expected to find appropriate preceptors for their practicum courses. The preceptors will be vetted through the course practicum instructor. See preceptor handbook for details of preceptor, student and instructor's expectations for practicum.
- NRS 450-999 Community Nursing focuses on community as the primary client. This course includes a practicum of 30 clinical hours in a community setting. Students are to choose an appropriate clinical site that facilitates learning experiences in providing health services, preventative care, and health education to communities or populations. Students are to obtain approval for setting from the instructor, and choose from a list of suggested types of community settings that will be provided.
- NRS 433-999 Nursing Leadership prepares students for leadership roles in all areas of nursing and instills the value for the pursuit of lifelong learning and professional development. This course includes a practicum of 30 clinical hours with a Nurse Leader. Students are to choose an appropriate clinical site that facilitates learning experiences that are congruent with the course objectives.
- Uniform Policy: Bachelor of Science students are required to wear appropriate clinical attire for practicum settings. An Andrews University School of Nursing clinical badge must be worn at all times.

Fees

Professional fees are charged to the student to cover the cost of essential services that are integral to nursing education. These include, but are not limited to:

- a. Program evaluation and accreditation related activities
- b. Clinical tracking and document management
- c. Testing and learning resources

These fees help insure that students have access to the high-quality tools, systems, and environments needed to meet program outcome and prepare for licensure.

General Health Policies

Students who become injured at a healthcare agency during practicum hours are to receive emergency care per agency policy and complete an incident report at the agency. The student may be required to make the payments in connection with this injury. The student should also contact Risk Management in the Office of Human Resources to complete a Personal Injury Report Form.

If you are injured while practicing at an Andrews University off-campus clinical assignment, please follow the following procedure:

1. Seek medical treatment right away if:
 - a. You have had contact with blood or body fluids to an open wound, to mucous membranes or an invasive exposure.
 - b. You have been injured; for example, a fall, sprain, over-stretch, fracture, etc.
 - c. Your on-site supervisor or Andrews University instructor/coordinator ask you to seek medical evaluation/treatment.
 - d. You personally feel that medical evaluation/treatment is needed.
2. Report the incident to your on-site supervisor. Also fill out the Incident report form required by the clinical site and Andrews University incident report.
3. Report the incident to your Andrews University instructor/coordinator. Send her/him copies of each completed incident report form listed above.
4. Follow all instructions given by your on-site supervisor, your Andrews University instructor, and your medical care providers.
5. The student may be responsible for the fees incurred for the medical treatment.
6. The faculty/preceptor reserves the right to require a student to seek professional advice when there is a question of the student's psychological, behavioral, emotional, or physical fitness to participate in class or clinical.
7. Students with prolonged illness or health maintenance problems should make periodic progress reports to the class instructor. However, if the illness or problems interfere with meeting course requirements, students may be asked to take a medical leave.
8. Students who miss classes/and or clinical for health reasons such as an illness, accident, surgery, pregnancy, or delivery etc. must show proof from a healthcare provider who confirms the health problem, visit, or fitness for returning to class/and or clinical.

Grievance Policy

Students shall have access to a process by which he/she may formally discuss a problem, including disputing a grade. In order to initiate the process, the student/group representative must describe the problem and the rationale for seeking a resolution, and follow the process outlined below.

Procedure

1. Students are encouraged to type their petition(s). Any petition that is not neat or in correct grammatical format will be returned to the student for resubmission without action being taken on it.
2. If a student has a problem which he/she feels should be resolved, the individual must first consult with the faculty member with whom there is a disagreement.
3. If the matter is not resolved at this point, the student will request an appointment with their advisor to guide the student's grievance process.
4. If still unresolved, the student will request an appointment with the chairperson of the School of Nursing and provide a written statement of the problem, documentation of process followed and proposed solutions within seven working days of having seen the involved faculty and advisor. The chairperson may request all involved parties to be present for example through online meeting platform.
5. If the matter is not resolved at this point, the student may formally petition in writing that the situation be presented to the Admissions, Progressions, Retention and Grievance (APRG) Committee of the School of Nursing. The student must submit to the APRG Committee chairperson a copy of the original written statement.
 - a. When the chair of the APRG Committee receives a petition, it is examined as to its completeness and appropriateness. The chair then places the student's appeal on the agenda of the next scheduled confidential meeting of the APRG Committee.
 - b. The APRG chair will notify all involved parties of date and time.
 - c. If a student requests an advocate to be present at the meeting, he/she must indicate in writing the name of the person and the relationship in the request to the APRG Committee chair.
 - d. The student has a right to be present when his or her petition is heard, or the APRG Committee may request the student to be present.
 - e. If the student requests to be present, the chairperson informs the student of the scheduled date, time and location of the meeting.
 - f. When the student's petition is being considered, the student will be given the opportunity to present material related to the petition. If the student is present, s/he should be prepared to answer some questions related to the petition.
6. If the final School of Nursing faculty decision is not to the student's satisfaction, he/she may request that the matter be presented to the dean of the College of Health & Human Services.

Taking Courses at another College

Any student wishing to take a course or courses at another school must complete the Transient Form and it may be obtained from the School of Nursing office. Form must be accompanied by the description of the course or courses to be taken and completed prior to leaving campus. Be aware that students need to complete at least 30 credits at Andrews University to graduate with an Andrews University degree.

Sabbath Policy

Andrews University and the School of Nursing believe that the Sabbath is a day of rest, worship and freedom from academic pursuits. The Sabbath, as it is celebrated on the Andrews University campus, begins at sundown on Friday and ends at sundown on Saturday.

The School of Nursing respects the personal beliefs of each student enrolled in nursing, and the freedom to make personal choices about when and how to worship. However, it is the expectation that the students uphold the values of Andrews University and the School of Nursing in this respect and not schedule course-related clinical practice during the Sabbath hours as defined above.

No coursework will be accepted if sent during Sabbath hours.

Scholarships and Financial Aid

1. Scholarships and financial aid are awarded to nursing students at the end of the spring semester for the following school year.
2. Types of nursing scholarships and financial aid change frequently. Students are encouraged to check with the student finance office for the most current information.
3. Any information regarding relevant scholarships that may be sent from the nursing office will be communicated through your Andrews email.

Student Representation

1. Student representatives are invited to attend Full Faculty Committee meetings
2. Zoom sessions within courses allows students to share concerns, ask for needed clarification and provide feedback for the program.

APPENDIX A



Students must have an annual health/physical exam while participating in clinical practicum courses with the School of Nursing.

History and Physical Clearance

A report, signed by the physician, physician's assistant, or nurse practitioner, shall be provided to the nursing program. This report shall indicate that the students do not have health condition(s) that would create a hazard to themselves, employees, or patients, and that they can meet the essential duties of the program.

NOTE: Nursing students who have a condition (impairment) which could interfere with the performance of their essential duties should connect with the University Disability Services to determine what accommodations would be recommended in a clinical setting. The clinical coordinator will collaborate with the clinical facility to determine if accommodations are possible. Any student with a condition that could impact decision making or the physical ability to provide client/patient care, must discuss his/her condition with the program director for his/her program of study.

HEALTH/PHYSICAL EXAMINATION FORM		
Student Name: _____		
ID: _____	DOB: _____	Date of Entry into AU Nursing: _____
TO BE COMPLETED BY HEALTHCARE PROVIDER		
I have verified that the individual I have examined is the named individual on this form and find that this individual (please check all that apply):		
☐ does not have any health conditions(s)/ communicable disease(s) that would create a hazard to themselves, employees, or patients ☐ is free of any mental or physical impairment that would prevent the student from meeting his/her essential duties		
*If needed, please indicate what accommodations would be reasonable in the clinical setting. The student is to follow-up with the University Disability Services regarding the following: _____ _____ _____		
Signature of Healthcare Provider (MD/DO/PA/NP): _____		
Printed name of Healthcare Provider (MD/DO/PA/NP): _____		
Provider ID Number (PTAN) : _____		
Phone Number: _____		
Date of Exam: _____		

UPLOAD THIS PAGE ONLY

Health/Physical Exam Requirements

Students must have an annual health/physical exam while participating in all Andrews University Programs. If you are not current with this requirement, you will not be allowed to attend your clinical course until you are in compliance. This may result in needing to take the course at another time, delaying progression in your program of study.

Procedure

1. Make an appointment with your healthcare provider for a health/physical exam
2. Give a copy of the Health/Physical Examination Form (pg 1-3) to your healthcare provider to complete.
 - a. Be sure your healthcare provider stamps the bottom of the form (pg 1) with his/her office stamp.
3. Give a copy of the Essential Duties to Meet Clinical Requirements form (pg 2-3) to your healthcare provider to use as the basis for the health/physical exam.
4. Upload completed Health/Physical Examination form (pg 1) and copies of Immunizations as instructed on pg 3
5. Make an appointment with Student Disability Services if there are any conditions that may interfere with performance of essential duties and to determine what accommodation would be reasonable in a clinical setting.
6. Save a copy of all documents for your personal files.

Essential Duties to Meet Clinical Requirements

To enter and complete the nursing program, students must be able to meet the emotional and physical requirements of the School of Nursing and the agencies in which students are placed for clinical. Students and faculty are to work with Student Disability Services determine what accommodations would be reasonable in a clinical setting to meet these requirements.

Emotional Requirements

The student must have sufficient psychological stability and emotional health to use intellectual abilities, exercise good judgement, complete responsibilities relating to the care of patients, and develop effective relationships with patients.

Physical Requirements

In order to participate in Andrews University's Nursing Program, students are required to travel to agencies and hospitals and to homes with unpredictable environments, Students need to have the endurance to adapt to a physically and emotionally demanding program. The following physical requirements are necessary to participate in the clinical application courses in nursing:

1. **Strength:** Sufficient strength to lift, move and transfer most patients; to restrain and carry children; to move and carry equipment; and to perform CPR, which requires sufficient body weight and adequate lung expansion.
2. **Mobility:** Sufficient to bend, stoop, get down on the floor; combination of strength, dexterity, mobility and coordination to assist patients; ability to move around physically and adequately in confined spaces (patient rooms, bathrooms, treatment settings, around patient equipment, etc.).

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- Be able to perform all physical skills required to deliver patient care such as CPR, ambulation, transport, reposition, lifting, and other nursing duties.
3. **Fine Motor Movements:** Necessary to manipulate syringes and IVs; to assist patients with feeding and hygiene; to write appropriate notations; to document in health record, to perform sterile procedures and other skilled procedures.
 4. **Speech:** Ability to speak clearly in order to communicate with staff, physicians and patients; need to be understood on the telephone.
 5. **Communication:** The applicant must be able to communicate with patients and members of the health care team with accuracy, clarity, and efficiency within rapidly changing health care settings. The applicant must also be able to give and/ or receive verbal directions about or to a patient or members of the health care team within rapidly changing health care settings. The applicant must be able to gather data from written documents, oral presentations, and observation of patients within a variety of settings.
 6. **Vision:** Visualize patients in order to assess and observe their health status; skin tone, color changes, dermatological conditions, non-verbal behaviors, changes in signs and symptoms of illness, health improvements or deterioration, etc.
 7. **Hearing:** Hear and see patients, monitor signs and symptoms, hear alarms patient voices, call lights, assess patient conditions, non-verbal behaviors, changes in signs and symptoms of illness, health improvement or deterioration, hear through the stethoscope to discriminate sounds, and accurately hear on the telephone.
 8. **Touch:** Ability to palpate both superficially and deeply and to discriminate tactile sensations.

Required Immunization

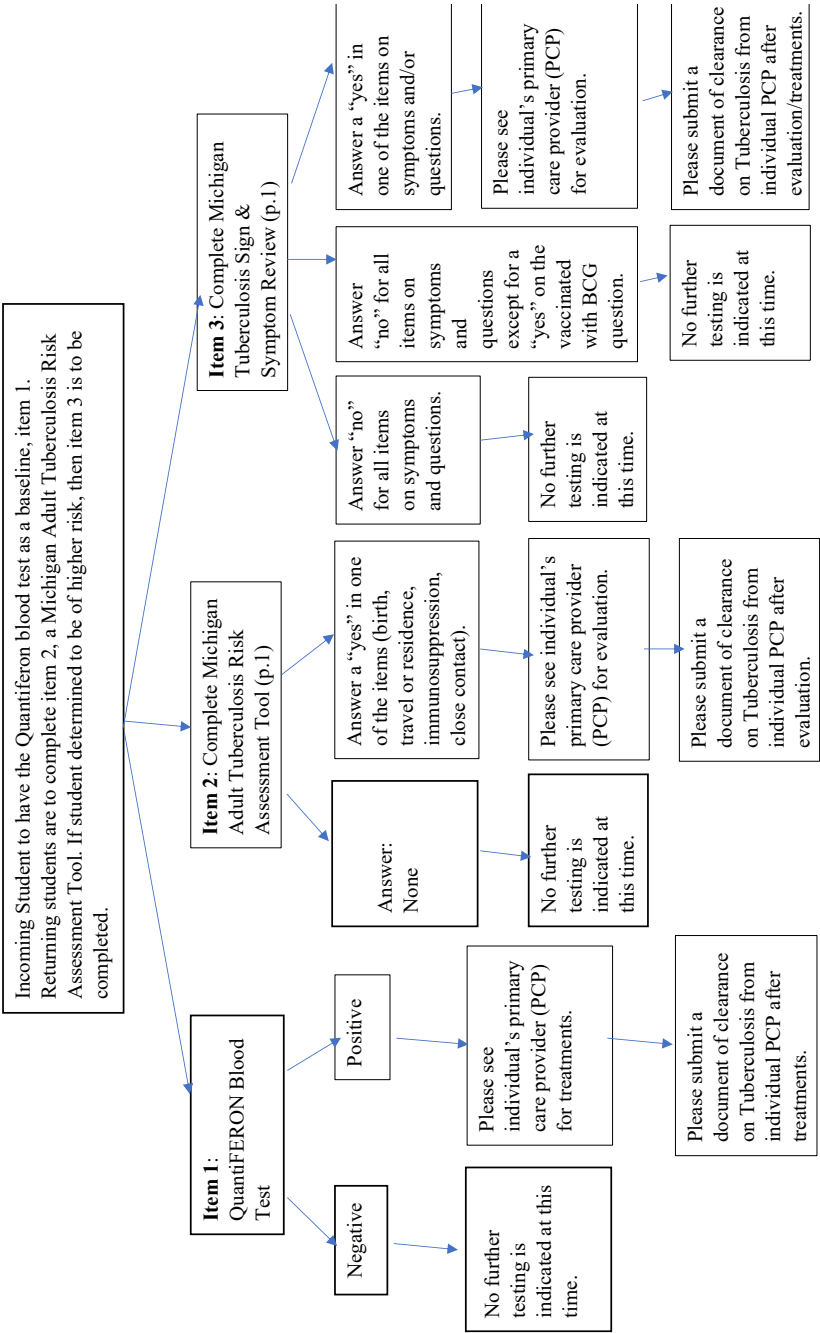
Submit copies of an official immunization record or lab reports for the following immunizations (keep originals for your own files).

1. **Rubella (German Measles)**
- Documentation of 2 doses MMR 4 weeks apart OR a positive Rubella Titer
2. **Rubeola (Hard Measles)**
- Documentation of 2 doses MMR 4 weeks apart OR a positive Rubeola Titer
3. **Parotitis (Mumps)**
- Documentation of 2 doses MMR 4 weeks apart OR a positive Mumps Titer
4. **Varicella**
-Documentation of 2 doses of Varicella given 28 days apart OR a positive Varicella Titer
5. **Diphtheria/Tetanus/ Pertussis (Tdap)**
- Documentation of a booster within the past 10 years.
6. **Hepatitis B**
-Documentation of a 3 dose Hepatitis B series at 0-1-6 months interval OR a positive Hepatitis B surface antibody titer
7. **Tuberculin Test (QuantIFERON Gold blood test)**
- Documentation of a Negative blood test
8. **Annually*-Influenza Vaccination (flu shot)**
-Documentation of an annual influenza vaccination (due October 15th of each year).

TB Testing Flow Chart for Andrews University Undergraduate Nursing Students (BSN Program)
Prepared by Grace Chi PhD, MS, RN

https://www.cdc.gov/mmwr/volumes/68/wr/mm6819a3.htm?s_cid=mm6819a3_w

<https://www.cdc.gov/tb/topic/testing/healthcareworkers.htm>





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