



SCHOOL OF NURSING  
BACHELOR OF SCIENCE IN NURSING  
RN to BSN PROGRAM  
NURSING STUDENT HANDBOOK  
2018-2019

*Knowledge for Service*

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## WELCOME

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Welcome to the Hannibal-LaGrange University's online RN to BSN program. We are excited to be a part of your journey to further your education. We strive to provide you with current healthcare and educational resources. The nursing faculty are here to help you succeed. Online learning is a learner focused approach to education. You will be expected to actively participate in your learning experience by discovering and researching course related material. The faculty are responsible for providing the content for the course. The online student must be self-disciplined, focused, and proactive in order to complete the learning material for each week's lesson. Our faculty are here to help you; it is your responsibility to let them know what your needs are.

### STUDENT HANDBOOK DISCLAIMER

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The Hannibal-LaGrange University RN to BSN program reserves the right to change, without notice, any statement in this handbook. Such changes shall be effective whenever determined by the faculty, administration, or governing bodies; these may govern both current and past cohorts. Official notification of changes will be announced by the appropriate department offices and posted to the website. It is the student's responsibility to be knowledgeable and to adhere to applicable program and HLGU policies and regulations.

## TIPS FOR BEING SUCCESSFUL IN ONLINE LEARNING

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1. Be self-motivated and self-disciplined. With the freedom and flexibility of the online environment comes responsibility. The online process takes a real commitment and discipline to keep up with the flow of the process.
2. Log on to your course every single day...or a minimum of 3-5 days a week. Once you get into the online system, you will be eager to see who has commented on your postings and read the feedback of your instructor and peers. You will also be curious to see who has posted something new that you can comment on. If you let too many days go by without logging on to your course discussion group, you will get behind and find it very difficult to catch up.
3. Be polite and respectful. Remember, you are dealing with real people. Being polite and respectful is not only common sense, it is absolutely obligatory for a productive and supportive online environment! In a positive online environment, you will feel valued by your instructor, valued by your classmates, and your own work will have greater value!
4. Be willing and able to commit to up to 16-17 hours per week per course for a 3 credit hour course. **In general, university courses require 135 hours of student time for a 3 credit hour course.** *You should expect to spend approximately 5-6 hours per week on readings, 5-6 hours per week on discussion boards, and 5-6 hours per week on assignments for each 3 credit hour course.*

5. Be able to communicate through writing. In the virtual classroom, nearly all communication is written, so it is critical that learners feel comfortable in expressing themselves in writing. Be sure to use the spell check before posting responses.
6. Be willing to "speak up" if problems arise. Many of the non-verbal communication mechanisms that instructors use in determining whether learners are having problems (confusion, frustration, boredom, absence, etc.) are not possible in the online environment. If you are experiencing difficulty on any level (either with the technology or with the course content), it is your responsibility to communicate this to your instructor. Instructors do not know what you are struggling with unless you communicate with them.
7. Be able to meet the minimum requirements for the program. The requirements for online are no less than that of any other quality educational program. The successful learner will view online as a convenient way to receive their education, not an easier way.
8. Accept critical thinking and decision making as part of the learning process. The learning process requires the learner to make decisions based on facts as well as experience. Assimilating information and executing the right decisions requires critical thought.
9. Have access to a computer and a modem. The communication medium is a computer, phone line, and modem; the learner must have access to the necessary equipment.
10. Be able to think ideas through before responding. Meaningful and quality input into the virtual classroom is an essential part of the learning process. Time is given in the process to allow for the careful consideration of responses. The testing and challenging of ideas is encouraged; you will not always be right, just be prepared to accept a challenge.
11. Be open-minded about sharing life, work, and educational experiences as part of the learning process. Introverts as well as extroverts find that online learning requires them to utilize their experiences. This forum for communication eliminates the visual barriers that hinder some individuals in expressing themselves. In addition, the learner is given time to reflect on the information before responding.
12. Written communication is vital for health care professionals. APA format is the accepted standard for written communication in healthcare. APA format is expected for all assignments and discussion boards. Make an effort to learn how to utilize APA format correctly.

## HANNIBAL-LAGRANGE UNIVERSITY STATEMENTS OF VISION, MISSION, AND PURPOSES

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As a coeducational, biblically-based Christian institution in a covenant relationship with the Missouri Baptist Convention, Hannibal-LaGrange University seeks at every point to give Christ the preeminence and is guided by the following vision, mission, and purposes.

### VISION

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The vision of Hannibal-LaGrange University is to become one of the foremost Christian institutions of higher education in Missouri and the surrounding region.

### MISSION

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The mission of Hannibal-LaGrange University is to provide an excellent education in both liberal arts and professional disciplines in a distinctively Christian environment that integrates Christian faith and learning in preparing graduates for both personal and career effectiveness.

### STATEMENT OF PURPOSES

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- To exercise a stewardship of learning that embraces all of its constituents, including students, prospective students and their families, faculty, staff, administrators, trustees, alumni, donors, churches, and the local community.
- To provide a strong educational experience, built upon a core of general education courses, offering baccalaureate and associate degrees in liberal arts and professional areas, for both traditional and non-traditional students.
- To maintain high standards of academic and personal excellence in a biblically-based Christian environment, thus encouraging the highest development of the total person –intellectually, physically, socially, and spiritually.
- To regard all persons as beings created in God’s image and therefore equal in value and worthy of respect.
- To promote the life of service in keeping with the example of Jesus Christ and with the University motto Scientia ad Serviendum (Knowledge for Service) by challenging students to participate in service-learning and mission projects.
- To serve additional needs of the community through continuing education, community education, cultural enrichment, activities for young learners, and participation in community endeavors.

## ACCREDITATION

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Hannibal-LaGrange University is accredited by the Higher Learning Commission and is a member of the North Central Association, 230 South LaSalle, Suite 7-500, Chicago, Illinois, 60604. Phone 312-263-0456.

The baccalaureate program at Hannibal-LaGrange University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001 or [CCNEACCREDITATION.org](http://CCNEACCREDITATION.org)



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## SCHOOL OF NURSING

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### MISSION

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The Hannibal-LaGrange University School of Nursing strives to achieve excellence in nursing education by maintaining high academic standards in a distinctively Christian environment. Such an environment encourages the highest development of the student intellectually, physically, socially, and spiritually.

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### PHILOSOPHY

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The philosophy of the Hannibal-LaGrange University (HLGU) School of Nursing is based on the shared values and beliefs of faculty, staff and students. The faculty believes that nursing education should be responsive to a diverse society, meeting the needs of both the individual student and the health care consumer. The nursing faculty are committed to excellence in the profession of nursing and quality education.

The BSN graduate functions as a nurse generalist in a variety of health care environments. Graduates of HLGU deliver care to persons across the lifespan, families, and community groups with awareness to the varying cultural and environmental factors. The RN TO BSN program builds on the foundation of the associate or diploma level program. The BSN degree for RNs expands knowledge in areas of leadership, quality improvement, patient safety, evidence based practice and research, communication and interprofessional collaboration, healthcare policy, current information management and patient care technology, health promotion and disease prevention, professionalism, and incorporates a Christian worldview of nursing. HLGU BSN graduates are prepared to function as nurse generalist with patients including individuals, families, groups, communities and populations across the lifespan and across the continuum of healthcare environments.

The organizing framework of this program is based on the major concepts of PERSON, HEALTH, NURSING, ENVIRONMENT, TEACHING-LEARNING, and NURSING EDUCATION.

**PERSON:** We believe the PERSON is a unique, holistic being, created by and accountable to God. As a holistic being, the PERSON has basic needs arising from physiological, developmental, cognitive, psychosocial, cultural, and spiritual dimensions. The PERSON, throughout the lifespan, has the right to live with dignity, to be accepted for inherent worth as an individual, and to make decisions about life. PERSON is also defined as individuals, families, and communities.

**HEALTH:** We believe HEALTH to be a holistic and dynamic process in which the person adapts to internal and external environmental changes. HEALTH is an ever-changing state, fluctuating on a wellness-illness continuum, in which continual alterations are made in order to maintain homeostasis. Meeting basic needs is essential to obtain optimal health. HEALTH has objective and subjective components, varies with each person's perception, and may be viewed differently by the health care provider. Health care encompasses health promotion, maintenance, restoration and end of life care designed to support an optimal state of HEALTH throughout the lifespan.

**NURSING:** We believe the profession of NURSING is an art and a science that derives knowledge from the humanities, sciences, nursing theory, research and evidence-based practice. NURSING encompasses caring, compassion, and cultural awareness. The professional nurse as a provider of care assesses, communicates, educates, acts as an advocate, collaborates, and manages care, utilizing clinical decision making and holistic caring interventions, in an attempt to help the person maximize self-care abilities throughout the lifespan. The nurse uses current technology and delivers safe, competent, and cost efficient care. The nurse utilizes the nursing process in assisting the person to promote, maintain, and restore health, or provide end of life care. The nurse is legally and ethically accountable to self, individuals and society. NURSING is a commitment and a service to the person in a diverse, multi-cultural society regardless of age, sex, race, color, religious belief, disability, or type of health problem.

**ENVIRONMENT:** We believe the ENVIRONMENT is a complex, dynamic, and open system encompassing all internal and external factors affecting the person. Within this ENVIRONMENTAL system, the person is constantly exposed to fluctuating internal and external factors and attempts to adapt while maintaining homeostasis. Responses by the person to the ENVIRONMENT result in health changes along the wellness-illness continuum. All interactions among the person, health, and nursing overlap and occur within the infinite boundaries of the environment.

**TEACHING-LEARNING:** We believe TEACHING-LEARNING to be a dynamic, continuous, and interactive process of education. TEACHING involves effectively communicating knowledge in an innovative and creative manner. The teacher serves as the facilitator by actively engaging student involvement with regard to individual learning styles, prior experiences, needs and abilities. The teacher encourages the development of critical thinking, communication, creativity, and independence by guiding, directing, and evaluating planned learning experiences. LEARNING is a process of cognitive, affective, and psychomotor development in which the student acquires knowledge and skills from the simple to the complex. LEARNING is best achieved when it is based upon internal motivation and readiness to learn. The TEACHING-LEARNING process is a shared responsibility and is enhanced by a caring teacher-student relationship. Such an atmosphere promotes student achievement and self-development.

**NURSING EDUCATION:** We believe NURSING EDUCATION is a collaborative endeavor of faculty and students to achieve the knowledge, skills, and attitudes required to practice professional nursing. NURSING EDUCATION is accessible to individuals with diverse cultural, experiential, and academic backgrounds. NURSING EDUCATION takes place in an institution of higher learning where students have the opportunity to interact with students in other curricula. The student is exposed to a variety of learning opportunities in academic and clinical settings to gain basic knowledge and skills necessary to practice across the lifespan as a nurse generalist in diverse settings. The nursing student acquires knowledge of trends, issues, technology, and forces that shape and influence the practice of nursing. Student self-assessment and evaluation is encouraged to prepare for continuing personal and professional development after graduation. Lifelong learning is an integral component of the nursing profession and commitment by the individual.

## CONCEPTUAL FRAMEWORK

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The concepts and descriptors found in the philosophy of the Hannibal-LaGrange University School of Nursing form the foundation of the conceptual framework and curriculum. The major concepts building this framework are person, health, nursing, environment, teaching-learning, and nursing education.

Concepts from various nursing and non-nursing theorists have been blended to develop our conceptual framework and model (See Figure A).

The conceptual framework is designed to guide faculty and students in their professional nursing education endeavor. The definition of self-care and basic nursing systems utilized in this framework are derived from the concepts and theory of Dorthea Orem. The nine Essentials of Baccalaureate Education for Professional Nursing Practice (2008) developed by the Commission on Collegiate Nursing Education (CCNE) were utilized in the development of and provide the foundation for the program and student outcomes.

The conceptual framework model depicts the person and nursing on a balanced scale within the environment. Both the PERSON and NURSING are functioning within the ENVIRONMENT. Understanding how the person interacts with their environment is essential for nursing. The environment is a complex, dynamic, and open system encompassing all internal and external factors affecting the person. The external environment includes all physical surroundings, cultural influences, conditions, and people affecting the life and development of the person. The internal environment includes all physiological, developmental, cognitive, psychosocial, and spiritual components interacting within the person.

HEALTH is an ever-changing state of being, fluctuating on a wellness-illness continuum, in which continual alterations are made in order to maintain homeostasis. Wellness is a highly personalized dynamic state which occurs when basic needs are met through self-care activities. In this state, the person functions at their fullest potential. Self-care is the adaptive process used, whereby the person functions on his own behalf, to establish and maintain an optimal health state, enabling function at the fullest potential. Illness is a highly personalized state of actual or perceived reduction in ability to meet basic needs through self-care activities.

The person's HEALTH state is depicted along the wellness-illness continuum by the circles surrounding the person. Placement on the continuum includes both a person's perceived level of wellness and how others see them in terms of health and illness. There are no distinct boundaries and the person moves back and forth between optimal health and illness. All persons on the continuum need health promotion and health maintenance. Their present placement on the continuum will dictate the type of health promotion and maintenance and the need for health restoration or end of life care. Wellness interventions can be initiated at any point on the continuum. They can be offered to all clients regardless of their health and illness status or age. The person is an active collaborator in health care, and is responsible for individual life choices affecting health and health care issues.

As the person moves away from optimal health it indicates the person's inability to fulfill basic needs through self-care. At this point the person moves away from a balanced state and starts moving toward the illness end of the continuum, away from the center of the concentric circles. When the person begins to exhibit signs and symptoms of illness, disability, and possibly death,

they move away from an optimal level of wellness. The farther the person moves away from the center of the circles, the closer he/she approaches death.

NURSING care to the person is organized into three basic nursing systems developed by Orem depicted by the concentric circles surrounding the nurse.

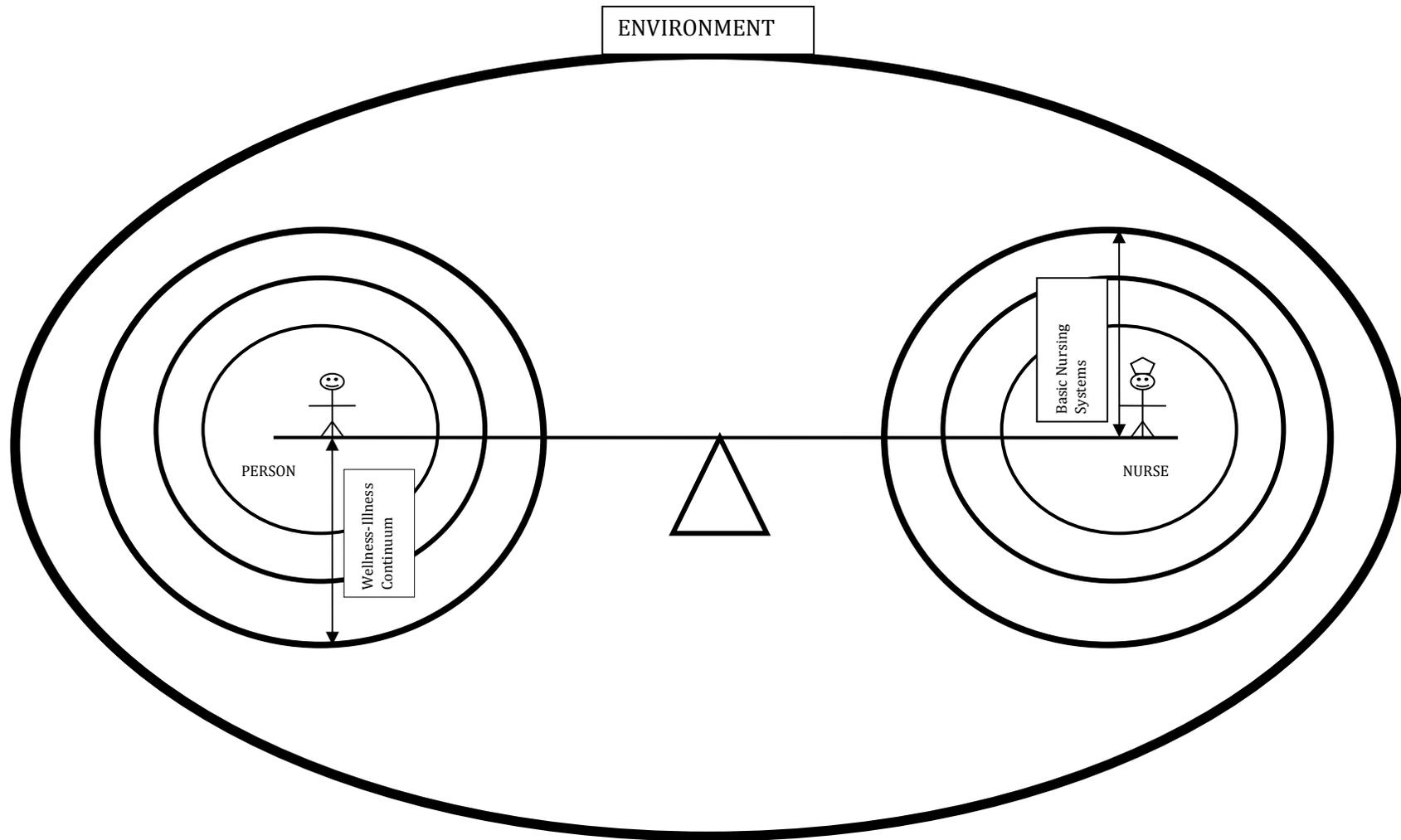
The center circle represents the Supportive-Educative system. The middle circle represents the Partly Compensatory system. The outer circle represents the Wholly Compensatory system. As the person's level of health fluctuates on the continuum so does the level of nursing care provided. In providing care to the person, nurses function as a member of an interdisciplinary team.

When the scale is balanced the person is at a high level of wellness. This is achieved through health promotion and health maintenance. Health promotion encourages and educates the person to increase well-being and to move toward an optimal health state. Health maintenance encompasses early detection of disease, decreasing the probability of injury, and limiting disability by delaying the consequences of chronic disease. At this level the person accomplishes self-care and the focus of nursing is the supportive-educative system.

As the person fluctuates from wellness to illness on the continuum, while still having health promotion and maintenance needs, they also have health restoration needs. Health restoration occurs when a person has a chronic defect or disease and health care activities are focused on minimizing the effects of the disability, preventing complications, and rehabilitation. The nursing system at this level, while continuing to include the supportive-educative system, may also include the partly compensatory or wholly compensatory system depending on the person's needs.

End of life care is focused on support and care of the dying person, providing quality of life to the fullest extent possible until death. This point on the continuum may include all levels of the nursing system.

The Hannibal-LaGrange University RN TO BSN Nursing Program teaches the art and science of nursing in order to prepare the graduate to function as accountable, flexible nurse generalists. NURSING EDUCATION and the TEACHING-LEARNING process are central components of the program to prepare the student to utilize the nursing process in providing safe, effective, and quality nursing care. NURSING EDUCATION is the beginning of lifelong learning for the professional nurse.



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## RN TO BSN PROGRAM

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The RN to BSN program is designed for Registered Nurses with an Associate of Science in Nursing or a Diploma in Nursing degree to provide a seamless articulation to the Bachelor of Science in Nursing degree. The online format and courses are designed to meet the needs of the adult learner. The curriculum provides a solid base in liberal education courses as the cornerstone of practice. Opportunities are provided to apply theories, concepts, and evidence based practice to current clinical practice. Upper division nursing courses include topics such as; leadership, quality care, patient safety, evidence based practice, information management, health care policy, finance and regulatory environments, collaboration with other healthcare professionals, health promotion and prevention, professionalism, and Christian values, to prepare the student as a generalist baccalaureate nurse. Student learning will culminate with a practicum experience, typically at the student's own place of employment, providing the student an opportunity to integrate knowledge into practice by completing a project with a focus on the resolution of an issue or problem significant to professional nursing practice and/or healthcare outcomes.

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## PROGRAM OUTCOMES

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### RN to BSN Program Goals

- 1) Advance the education of the associate degree and diploma Registered Nurse (RN) to a baccalaureate level nurse generalist with a strong liberal arts background as a nurse generalist.
- 2) Prepare nurses for service and leadership in global, community, congregational, and public health settings through advocacy, innovation, quality care, and management accountability.
- 3) Prepare nurses who are able to promote health, prevent disease, and enhance the holistic health and well-being of diverse individuals, groups, and communities utilizing leadership skills and effective communication and collaboration techniques.
- 4) Prepare nurses with the knowledge and support to develop professional and personal values which facilitate ethical, moral, faith-based, and legal practice as a baccalaureate nurse, prepared to provide service to communities, families, and individuals.
- 5) Offer a Christian faith-based worldview throughout the curriculum.

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## STUDENT OUTCOMES

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The RN to BSN program graduate will be prepared to:

- 1) Synthesize knowledge derived from nursing, religion, biological, social, and behavioral sciences, humanities, and nursing theory into nursing practice.

- 2) Demonstrate nursing leadership behaviors and integrate leadership skills to impact healthcare organizations and management, while influencing healthcare policies and finance, and promote quality improvement processes into the provision of safe nursing care.
- 3) Apply effective critical thinking skills and decision-making processes based upon evidence-based practice, scholarly research, and dissemination.
- 4) Integrate innovative healthcare technologies, information management and communication devices in the delivery of high quality healthcare.
- 5) Apply effective communication techniques and collaborate with interdisciplinary healthcare providers to promote teambuilding and provide quality healthcare outcomes.
- 6) Assess the health of individuals, families, groups, communities, and diverse populations across the life span, with a focus on health promotion, disease prevention, illness care, restoration, rehabilitation, health counseling, education, and spiritual care.
- 7) Demonstrate a commitment to lifelong learning, to promote personal and professional development by maintaining professional development through scholarly activities and maintaining clinical expertise.
- 8) Incorporate Christian worldview for delivering compassion, human dignity, ethical reasoning, altruism, equality, integrity, and culturally sensitive care to the meet the needs for diverse types of patients.

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## GENERAL POLICIES

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### ACADEMIC STANDARDS

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Academic standards applicable to all Hannibal-LaGrange University students are found in the official University catalog. Standards applying specifically to nursing students are as follows:

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#### GRADES

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A grade of C or better must be earned in all Support Course Requirements and Major Course Requirements (nursing courses) in order to continue in the program.

A = 93-100	Passing	4.0
B = 86-92	Passing	3.0
C = 79-85	Passing	2.0
D = 70-78	Failing	1.0
F = 69 or below-	Failing	0.0

Any nursing student receiving a final grade BELOW 79% will not be able to progress to the next nursing course.

No grades will be rounded. Example: If your final course grade is an 85.9, the grade will be recorded as a C.

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### PROGRESSION POLICY

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In order to be eligible to register for any nursing course, the student must have a 2.5 CGPA and have at least a “C” grade in each preceding nursing and support course(s). Failure to meet these requirements will follow the following Academic Progression Policies.

- **Satisfactory academic progress:** Students are making satisfactory academic progress when the cumulative grade point average (CGPA) is 2.5 or above.
- **Academic Difficulty:** Students are in *academic difficulty* when the CGPA is between 2.5 and 2.0 and/or they withdraw from a course due to academic difficulty the previous semester. Students are restricted to 12 semester hours or less.
- **Academic Probation:** Students are placed on *academic probation* when they fall below 2.0 CGPA or when they fail to earn a CGPA above 2.5 after one semester of “academic difficulty.” Students on Academic Probation are required to meet with the RN to BSN Program Coordinator to develop an action plan for future courses of study and may be required to meet with Career Services for a direct study in basic study skills.

**Academic Suspension** will follow the HLGU academic catalog guidelines.

## ASN STUDENTS TAKING BSN COURSES

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ASN will be allowed to register for 300 level, BSN courses if the following conditions have been met:

- CGPA 2.5 or higher
- Current grades must be in good standing; students currently or previously on probation will *not* be allowed to take BSN courses.
- Students currently enrolled in the ASN program, may request enrollment in select 400 level BSN courses, from the Program Coordinator. Students must be in good academic standing within the ASN program and have completed a majority of RN to BSN support courses.

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## ADMISSIONS AND TRANSFERS

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### APPLICATION

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An applicant will be accepted into the BSN program only after that individual has met all requirements for general or transfer admission.

Hannibal-LaGrange University does not guarantee that each person admitted to its nursing or allied health programs will pass all elements of the program or that those who graduate will be able to secure employment as a healthcare provider. Attaining these goals depends on the student's diligence in these rigorous courses of study and on economic forces influencing the healthcare industry. These factors are not within the control of the School of Nursing.

To request a complete application to the RN TO BSN program, go online to <https://portals.hlg.edu/apply/Account/Register>

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### ENTRY REQUIREMENTS

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- 1) Meet General Admission Requirements for admittance to Hannibal-LaGrange University. (Refer to **Admissions** section of the HLGU catalog.) [www.hlg.edu](http://www.hlg.edu).
- 2) Provide official transcripts showing completion of an ASN degree or a diploma program with a CGPA of 2.5 on a 4.0 scale.
- 3) Send official transcripts of all previously earned university and/or nursing credit to the HLGU Admissions Office.
- 4) Complete the application, available on the HLGU Website:  
<https://portals.hlg.edu/apply/Account/Register>
- 5) Provide evidence of possessing an active, valid, unencumbered license to practice as an RN.

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## COMMUNICATION CHANNELS

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All HLGU enrolled students are provided an HLGU e-mail account. HLGU e-mail is the official means of communication for all RN to BSN program students. HLGU e-mail will be used by the faculty as well as administrative offices of the university to pass along important information. It is the responsibility of each student to routinely monitor this e-mail account for program announcements and updates.

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### STUDENT CONCERNS

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Students are encouraged to express concerns through the proper channels of communication. Every effort should be made to resolve matters at the level of the concern. Students are encouraged to talk with the appropriate individuals involved in the concern, be they instructors, advisors, student representatives or others. If the concern is not resolved at that level, the student may schedule an appointment to discuss the issue with the RN to BSN Program Coordinator and/or Director, School of Nursing. Issues not resolved within the School of Nursing may then be discussed with the Vice President of Academic Affairs. Refer to the grievance policy outlined in the *HLGU Student Handbook* at [https://www.hlg.edu/wp-content/uploads/2018/08/HLGUStudentHandbook\\_2018Website.pdf](https://www.hlg.edu/wp-content/uploads/2018/08/HLGUStudentHandbook_2018Website.pdf) for more detail.

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### Instructor Access

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Instructors are required to monitor course e-mail accounts and are expected to respond to student questions/concerns within 24-48 hours. Students may request phone calls or office visits by appointment only.

Students are encouraged to express concerns through the proper channels of communication. Every effort should be made to resolve matters at the level of the instructor and student. If the concern is not resolved at that level, the student may schedule an appointment to discuss the issue with the RN to BSN Program Coordinator and/or Director, School of Nursing. Issues not resolved within the School of Nursing may then be discussed with the Vice President of Academic Affairs. Refer to the grievance policy outlined in the *HLGU Student Handbook* at [https://www.hlg.edu/wp-content/uploads/2018/08/HLGUStudentHandbook\\_2018Website.pdf](https://www.hlg.edu/wp-content/uploads/2018/08/HLGUStudentHandbook_2018Website.pdf)

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### Course e-mail

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Online courses have e-mail available through the Canvas learning management system. Students and instructors should utilize the course e-mail for course-related matters and communicating with classmates. It is the student's responsibility to monitor course e-mail.

## CONFIDENTIALITY

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Under any circumstances, the RN to BSN students will not disclose any patient, health care facility or staff information outside of the clinical or conference area. If, at any time, an RN to BSN student has a concern regarding an occurrence during his/her practicum experiences, the student is to discuss the concern with the preceptor, nursing faculty, program coordinator, or Director, School of Nursing. Failure to comply with this confidentiality policy will result in dismissal from the program and possible legal proceedings. Making copies of patient records is not allowed and may be considered a Health Insurance Portability and Accountability Act (HIPAA) violation and may be considered a reason for dismissal from the program.

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## COURSEWORK

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### ACADEMIC INTEGRITY

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Students are responsible for upholding the HLGU Honor Code. Cheating, plagiarism, or other violations of the Honor Code will not be tolerated. Consequences for Honor Code violations are outlined in the *HLGU Student Handbook* at [https://www.hlg.edu/wp-content/uploads/2018/08/HLGUStudentHandbook\\_2018Website.pdf](https://www.hlg.edu/wp-content/uploads/2018/08/HLGUStudentHandbook_2018Website.pdf). Students who are placed on probation or suspension or who have been dismissed may appeal by following the procedures as outlined in the *HLGU Student Handbook*.

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### ASSIGNMENTS

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Assignments are listed in the online course assignment page for each lesson. The due dates and times are located in the online class. All assignments unless otherwise noted should be written in APA format and include at least two peer-reviewed journal or textbook sources.

Submission of files for all assignments should be named: Student last name, first name, assignment name or number i.e.; Nightingale, Florence- assignment 1- diabetic teaching plan.

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### LATE SUBMISSIONS

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Assignments and all discussion postings/responses are due by Sunday 2355 CST on the due date specified on the schedule of assignments. Assignments received after the due date will have 10% deducted for each day that it is late. Those submitted after 10 days, a zero will be rewarded.

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### PARTICIPATION

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Class participation is required on multiple days of the week for each course lesson. You are expected to provide contributions by posting an initial thoughtful posting in the threaded discussion board and respond to questions posted by faculty and other group members. Think of posting your messages as participating in a regular classroom setting. Use this opportunity to interject information from the readings, summarize or identify common themes that seem to prevail or attempt to identify a critical point that no one has discussed. Support your discussion and responses with peer reviewed journal articles and other resources. An initial response must be completed by 2355 CST on Wednesday of each week. All responses to other students and the instructor must be completed by 2355 CST on Sunday of each week.

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## WRITTEN WORK

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Written communication is extremely important in the nursing profession. It is critical that written work be clear, concise, and readable in a format to reflect the professional role. All written assignments or papers of any type must be completed to receive a final course grade and are to be submitted according to the following guidelines:

1. All assignments must use APA formatting. The *Publication Manual of the American Psychological Association* (APA manual), 6<sup>th</sup> edition should be utilized as a resource for all written assignments. .
2. Review the grading rubric for the assignment in order to address all required areas.

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**COMPUTER/HARDWARE REQUIREMENTS**


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All courses in the RN to BSN program are offered in the online format. You will need access to a computer, internet, webcam or video camera and Microsoft word software.

You probably will not experience problems taking your online course if your computer was purchased in the last 3 years. The minimum recommended hardware and software requirements for a computer (both PC and Mac) are:

<b>Hardware/Software</b>	<b>PC</b>	<b>Mac</b>
<b>Operating System</b>	<i>Windows 2000 or higher</i>	<i>Mac OS 8.0</i>
<b>Memory</b>	<i>256 MB</i>	<i>256 MB</i>
<b>CPU</b>	<i>500 MHz or higher</i>	<i>Power Mac G3 or higher</i>
<b>Free Disk Space</b>	<i>10 MB or more</i>	<i>10 MB or more</i>
<b>Browser</b>	<i>Internet Explorer 6.0 (or higher)</i>	<i>Netscape Navigator 7.1 (or</i>
	<i>Netscape Navigator 7.1 (or higher) Mozilla 1.4 (or higher)</i>	<i>higher) Mozilla 1.4 (or higher)</i>
<b>Browser Settings</b>	<i>Javascript enabled Popup blockers disabled Cookies enabled</i>	<i>Javascript enabled Popup blockers disabled Cookies enabled</i>
<b>Productivity Software</b>	<i>MS Office or viewers</i>	<i>MS Office or viewers</i>
<b>Internet Connection</b>	<i>56K modem (DSL Recommended)</i>	<i>56K modem (DSL Recommended)</i>
<b>Other</b>	<i>Sound card and speakers (microphone and webcam recommended)</i>	<i>Sound card and speakers (microphone and webcam recommended)</i>

Regardless, you will need to make sure the computer you'll be using is prepared for class. To prepare your computer, you will need to: get the latest downloads, remove spyware, and set your browser.

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## CURRICULUM REQUIREMENTS

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### COURSE REQUIREMENTS

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*NOTE: Because of the continuing curriculum evaluation, revisions in the curriculum and standards will always be possible. Please check with the School of Nursing office for the current requirements.*

**NOTE:** The BSN student must complete all the Support Course and Major Course requirements listed in the HLGU catalog. Many of these requirements may have been met during the RN's previous educational endeavors. To determine the amount of credit granted for previous learning and/or means of validating the learning, make an appointment with the nursing faculty advisor.

- 125 credit hours are required to graduate from the RN to BSN program. 40 Credit hours will be awarded for an active, unencumbered RN license, for prior nursing/clinical courses and support and major courses comprise the remaining 85 credit hours.
- Seventy (70) hours of junior college credit may be transferred toward an RN-to-BSN degree.
- A grade of C or better must be earned in all support and nursing major nursing courses.
- The last 32 credit hours of the degree must be taken at HLGU.

### **Bachelor of Science in Nursing 125 credit hours**

#### **Support Course Requirements: 49 credit hours**

- **Behavioral Science- 12 hours** must come from two different academic areas, recommended courses include: General Psychology, Developmental Psychology, Abnormal Psychology, Health Psychology, Sociology
- **Bible:** 3 hours, select from
  - BIB 113 Old Testament Survey
  - BIB 123 New Testament Survey
  - *Students may take BIB 132 & BIB 133 (Land of the Bible I & II) as a substitute for either BIB 113 or BIB 123.*
- **Humanities and Fine Arts**
  - **English: 9 hours:**
    - CAS101 Intro to Speech Communication
    - ENG 104 English Comp I
    - ENG 106 English Comp II
  - **History 3 hours: select 3 credit hours from HST options**
  - **Fine Arts: 3 Hours**
- **Math 3 hours:** MTH143 College Algebra
- **Natural Sciences: 16 hours**
  - BIO440 Pathophysiology 4 hours
  - 12 additional hours, recommended courses include Anatomy & Physiology I & II, Microbiology, Chemistry

## Major Course Requirements: 36 hours

- NUR 301 Healthcare Today
- NUR 303 Health Assessment
- NUR 353 Nursing Theory
- NUR 363 Geriatric Nursing
- NUR 383 Nursing Informatics
- NUR 373 Bioethics
- NUR 423 Client Education
- NUR 436 Intro to Research & Analytical Methods
- NUR 453 Evidence-Based Practice
- NUR 434 Leadership & Management
- NUR 443 Community Health Nursing
- NUR 483 Senior Nursing Capstone

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### DEGREE PLAN

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Prospective students may request a preliminary degree plan. Copies of transcripts from other institutions must be submitted. A degree plan will be developed to show how previous work will be applied towards the degree and what courses are needed to complete the RN to BSN program. Prospective students may call 573-629-4147 to schedule an appointment with the RN to BSN Advisor.

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### GRADUATION REQUIREMENTS

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To receive a bachelor degree from HLGU, students must fulfill the following additional requirements:

- a. Complete at least 40 semester hours at the 300 level or above with at least one-third of the courses in the major at the same level.
- b. Complete at least one-half of the hours in the major at HLGU. Exceptions must be approved by a special review committee.
- c. Complete all courses in the major with at least a grade of C or retake them to achieve a C or better.

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### MAXIMUM TIME FRAME FOR PROGRAM COMPLETION

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To ensure current nursing knowledge, all RN to BSN course requirements must be completed within five years of acceptance into the RN to BSN program. Students who reach the maximum time allowed but have not completed the program may continue in the program of study upon approval of the Director, School of Nursing. The student will be required to meet with a faculty advisor and develop a degree plan to complete the program of study within an acceptable time frame for both parties.

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## TRANSFER CREDIT

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Transferred credit (C or higher) is accepted by the University from regionally accredited colleges or universities. Up to 93 credit hours may transfer toward the RN to BSN degree completion program as long as courses meet course requirements of the program. Official transcripts must be submitted from each previously attended institution.

The last 32 credit hours of the degree must be taken at HLGU.

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## DISMISSAL

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1. A student who fails a nursing course or fails to maintain a 2.0 GPA will be subject to dismissal from the program. Readmission policy would be applicable as stated under READMISSION.
2. A student may be dismissed for behaviors deemed unprofessional/unethical by the nursing faculty.  
Unprofessional/Unethical behaviors include, but not limited to:
  - a. Habitual misuse of others for venting frustrations or anger (harassment of classmates, instructors, etc.)
  - b. Habitual verbalization of negative and hypercritical remarks toward the program, other students, and/or the university.
  - c. Inability to accept and act upon constructive criticism.
  - d. Lying, cheating, plagiarism, etc. (See HLGU Student Handbook, Honor Code Policy).

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## PROCESS OF DISMISSAL

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1. The student may ask for a hearing before the Academic Affairs Committee within two University business days of receiving notice of dismissal. Failure of the student to request a hearing or an extension of the time constraints of two University business days will indicate that the student has waived the right to appeal. The Academic Affairs Committee will hold a hearing within three University business days of receiving the written request. The student will be advised in writing of the date, time, and nature of the hearing.
2. If the decision of the Academic Affairs Committee is in agreement with the decision of the Nursing Admission, Promotion, and Retention Committee, notification of dismissal will be sent to the registrar. The student will be responsible for withdrawing from the course and from the nursing program.

3. In the event that the Academic Affairs Committee is not in agreement with that of the Nursing Admission, Promotion, and Retention Committee, both decisions will be sent to the Vice President for Academic Affairs who will make a decision within two University business days.
4. If further appeal is sought, the student may request a hearing before the President within one University business day of notification of the Vice President for Academic Affairs decision. If still further appeal is sought, the student may request a hearing before a delegated committee from the University Board of Trustees. Decisions will be made and communicated to the student within one University business day.
5. The time element is crucial as its intent is to minimize the loss of time from the course, should the student be allowed to return to the course. In this case, every effort will be made to give the student opportunity to make-up missed work.

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### APPEAL HEARING PROCEDURE

By the Academic Affairs Committee

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1. The Vice President for Academic Affairs will preside.
2. A nursing faculty representative will present documentation showing the student's progress to date. The recommendation made by the nursing faculty regarding the student's dismissal is presented.
3. The student is then given an opportunity to present his/her side of the case. The student may want to bring witnesses or written statements on his/her behalf, ask for clarification, and/or additional information. The student is also invited to have a support person present. The support person, however, is to be a silent observer.
4. The committee may want to have individuals present with expertise in the practice of nursing or nursing education for their consultation.
5. The committee may ask questions of both parties regarding this issue to provide further information and clarification.
6. The parties involved are excused, a decision is reached, and this decision is made known to both the student and the nursing division orally and in writing.

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## GRIEVANCES

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Student grievances should follow the communication channels provided in this handbook. Grievances should follow the process in the HLGU Student Handbook available on the hlg.edu.

### **PROCEDURE FOR GRADE RELATED REVIEWS**

When students feel that a grade does not reflect the quality of their academic work, they must follow the general procedure listed:

1. Ask the instructor to review the record and explain how the grade was determined.
2. If, after this review, there is still reason to believe the grade is unjust, a request in writing to review the case should be given to their advisor and the chair of the division. This request must be submitted prior to the official midterm date of the subsequent term. If one faculty member is both advisor and chair, another member of the division may be asked by the students' advisor to review the case with the advisor.
3. Students wishing to pursue the appeal should submit a written request for a hearing before the Vice President for Academic Affairs. In some cases, the Vice President for Academic Affairs may submit the matter to the Academic Affairs Committee and a student representative may be asked to participate in this hearing.

### **PROCEDURE FOR REVIEW OF INSTRUCTION**

Students are requested to evaluate the quality of instruction on a semester basis. This evaluation is completed on the student portal when the student checks the final grade for the course.

When students wish to register dissatisfaction with regard to the quality of instruction or to the performance or lack of performance of an instructor, they should follow the general procedure listed:

1. Register their complaint with the instructor, if they feel that it can be done. If they feel that they cannot, they may proceed to step two.
2. Register the complaint with the program coordinator. If they feel the matter has not been satisfactorily resolved, then express the complaint to the division chair.
3. If the matter still has not been satisfactorily resolved, take the complaint to the Vice President for Academic Affairs. It is preferable to do this in writing.

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## LEAVE OF ABSENCE

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The RN to BSN students who have started taking BSN level courses who find it necessary to interrupt their studies may notify the RN to BSN Program Coordinator or the Director, School of Nursing to receive approval. During the leave of absence, RN to BSN students are not required to pay any registration or college-related fees to maintain their status.

The RN to BSN students are required to inform the RN to BSN Program Coordinator or Director, School of Nursing of their return to the program. The RN to BSN student will also work with the RN to BSN Program Coordinator to update their plan of study. The time spent on-leave may be counted as part of the allowed time frame to completion for the program.

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## PRECEPTOR POLICIES

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### PRECEPTOR POLICY & PROCEDURE

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Practicum preceptors may be utilized to enhance the learning process. BSN practicum preceptors are experienced RN's employed by clinical agencies in professional staff or leadership positions. Preceptors are considered partners in education to augment the students' learning.

Written guidelines for preceptors include the following:

- a. Criteria for selecting preceptors is clearly defined and identified to students, faculty and preceptors in writing.
- b. Practicum preceptors shall be licensed at or above the level for which the student is preparing.
- c. Roles and responsibilities of the practicum preceptor, the student, and the faculty members are clearly delineated.
- d. The faculty members shall retain responsibility for the student's learning experience and periodically communicate with the clinical preceptor and student for the purpose of monitoring and evaluating the learning experience.

#### Procedure

- I. Preceptors who participate in teaching in clinical sites must meet specific qualifications, to include the following:
  - a. Have an earned BSN degree or higher and be licensed as an RN.
  - b. Have at least one -years' experience in nursing.
  - c. Have an interest in teaching, role modeling, mentoring and counseling.
  - d. Be willing to assume the additional responsibility of a student's learning.
  - e. Must complete and return to instructor the Preceptor qualification form before the student may begin the practicum experience. (Preceptor Qualification Form: Appendix A)
- II. If a preceptor with a BSN is not available, an RN with at least two years' experience may serve as a preceptor. Approval must be obtained from the program coordinator.
- III. The preceptor is provided in writing with their responsibilities, the responsibilities of the faculty member, and the responsibilities of the student.
- IV. The faculty member will communicate with each preceptor throughout the clinical experience by phone or email, and are responsible for the evaluation of the student with input from the preceptor. The faculty member, in conjunction with the student and preceptor, determine the level of competence that has been achieved.
- V. Roles and Expectations  
Roles and expectations of the instructor, student and preceptor are described in the course where preceptors are utilized and in the HLGU RN to BSN Student Handbook. The instructor is responsible for reviewing roles and expectations with the students and preceptor each semester.

## I. Preceptor Verification and Evaluation form

Preceptors are asked to review the Preceptor, Student and Faculty roles and responsibilities every semester in which they serve as preceptors. Course instructors are available to answer any questions regarding roles and expectations. Preceptors are asked to complete the Professional Preceptor Qualifications and Student Evaluation Forms each semester and return the forms to the course instructor.

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### STUDENT-PRECEPTOR-FACULTY RESPONSIBILITY GUIDELINES

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#### Student

- Makes contact with potential clinical agency to explore preceptor-ship opportunities (faculty may assist).
- Gives preceptor application to preceptor to complete and send to faculty member.
- Negotiates practicum schedule and activities, as appropriate.
- Discuss and provide preceptor with copy of the tool used to assess the student's practicum performance.
- Complies with policies of agency and HLGU including pre-practicum compliance paperwork, training, professional attire and identification.
- Negotiates a change with faculty and preceptor when a project or activity is not fulfilling course requirements.
- Maintains regular contact with faculty member and informs faculty promptly when problems related to the practicum experience arise.
- Keeps all scheduled appointments with preceptor and faculty.
- Provides practicum written assignments to faculty at regular intervals as indicated by course requirements.

#### Preceptor Responsibilities

- Agrees to serve as student mentor; acts as role model, resource person, and mentor.
- Completes and submits Preceptor Application Form to course faculty prior to student starting practicum hours.
- Approves and agrees to jointly set goals and objectives for the student's practicum experience, as appropriate.
- Informs student and faculty of available learning activities and projects likely to fulfill the student's learning objectives.
- Encourages initiative, individuality, self-expression, self-assessment and increasing autonomy, as appropriate, by the student.
- Shares expertise necessary to function in this practicum site.
- Provides regular feedback to student regarding progress, strengths and limitations.
- Completes assessment of student's performance throughout and at the end of the semester. Submits final written assessment form to faculty member within the specified course timeline.
- Confers routinely with faculty member directly regarding student's progress during the practicum experience. Immediately notifies the faculty member if the student's performance is unsatisfactory.
- E-mails student evaluation form to faculty member. Evaluation form must be on file before course completion.

#### Faculty

- Ensures all course requirements are complete prior to student beginning practicum hours.
- Monitors student performance regularly and identifies progress, strengths, and limitations that may impact student's completion of the practicum requirements. Contacts student as needed during the semester to discuss the preceding.
- Contacts the preceptor regarding the student's performance at least twice during the semester and as needed.
- Utilizes a variety of data, including preceptor input to assign final clinical grade.

## PROFESSIONAL APPEARANCE

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During all activities where the student is representing HLGU, students are required to adhere to the HLGU dress code and if applicable, the dress code of the clinical agency uniform policy.

- RN to BSN students are required to follow the dress code of the organization/clinical facility while completing the practicum experience. Professional dress and white lab coat are required; if no dress code is identified by the facility.
- Students must wear nametags; students may request a student nametag from the RN to BSN Program Director if needed.
- Students will be neat, clean and well-groomed by performing impeccable personal hygiene.
- Students may not smoke, either on campus or at a clinical site while performing practicum.

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## PROGRAM EVALUATION

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### COURSE & PROGRAM EVALUATIONS BY STUDENTS

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All students will have the opportunity to evaluate the components of courses during the RN to BSN online program. These evaluations are used by the University for a multitude of purposes, i.e. teaching effectiveness and personal growth. Students are encouraged to complete the online course evaluation at the end of each course and the program evaluation upon completion of the capstone course.

## READMISSION

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1. A student who has failed or withdrawn from a nursing course or program must submit in writing a request for readmission to the Program Coordinator or the Director, School of Nursing.
2. Permission to re-enroll will be determined by the reason for the failure, withdrawal, or dismissal, recommendations made at the time, and behavior of the prospective student in regard to the above recommendations.
3. The student applying for readmission must inform the Program Coordinator or the Director, School of Nursing of the date of his/her desired return. Readmission will be contingent upon approval.
4. A student seeking readmission must present evidence that all previous faculty recommendations have been satisfactorily met (ex. Counseling, work experience, etc.).
5. A student may repeat a nursing course only once.

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## STUDENT PARTICIPATION IN GOVERNANCE

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HLGU RN to BSN program encourages students to participate in the governance of the nursing program. Student feedback and participation is vital the nursing program's success. RN to BSN nursing students are encouraged to participate in the School of Nursing Advisory Committee.

Students also have an opportunity to provide input into course and program changes by completing the course and program evaluations described under course and program evaluation.

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## STUDENT SERVICES

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Refer to *HLG University Catalog and Calendar and Student Handbook* for general information on services such as academic advisement, career services counseling, financial assistance, student housing, and food services. Social, athletic, cultural, professional, and religious activities are planned by the University staff, and by members of student organizations. These activities are designed to appeal to a broad scope of interests and to encourage participation by all students. The Director of Financial Aid is responsible for counseling students who need financial assistance and such students are encouraged to seek help from that office. See the *HLG University Catalog* for further information.

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## DISABILITY ACCOMODATIONS

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Hannibal-LaGrange University complies with all federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, color, sex, religion, disability, national or ethnic origin or ancestry, military or veteran status, or genetic information in either employment or the provision of services. As an institution controlled by the Missouri Baptist Convention, the University is exempted from some provisions of nondiscrimination laws, including the prohibition against religious discrimination in employment under Title VII of the Civil Rights Act of 1964, and, to the extent compliance would conflict with the University's religious tenets, the prohibition against sex discrimination under Title IX of the Education Amendments of 1972.

### **Access to facilities by physically disabled persons.**

Although certain facilities are not fully physically accessible to persons with physical disabilities, Hannibal-LaGrange University will take such steps as are necessary to ensure that any qualified disabled person is neither denied the benefits of, nor excluded from participation in, any program or activity provided by the university, or denied the use of its services. Reasonable accommodations, such as the scheduling of classes and the arranging of housing in accessible facilities, require advance planning and adequate time to prepare. Therefore, it is imperative that physically disabled persons who have been accepted for admission identify themselves two months prior to beginning their first semester at the university and indicate the nature of accommodation that is necessary to meet their need. For further assistance, contact Karry Richardson, Associate Dean of Academic and Career Services ([karry.richardson@hlg.edu](mailto:karry.richardson@hlg.edu) or 573-629-3016).

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## ACADEMIC AND CAREER SERVICES OFFICE

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The mission of the Academic and Career Services (ACS) Office is to help prepare students for academic and career effectiveness. The Office is located in the Woodrow W. Burt Administration Building, 2nd Floor. The ACS Office offers direct and online resources for equipping and empowering students in their academic and professional pursuits.

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## AWARDS & STUDENT ASSISTANTSHIP

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### 1. AWARDS

#### A. MEDICAL SOCIETY AWARD:

Funded by the Northeast Missouri Medical Society, this award is given to a graduating BSN student. The recipient should have a minimum of a 3.0 CGPA. The student is selected by nursing faculty.

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## FAMILY EDUCATIONAL RIGHTS AND POLICY ACT

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The Family Educational Rights and Privacy Act (FERPA) (Sec 513 of PL 93-380, Sec. 438) limits the disclosure of personal information from student records. A distinction is made between personal information such as grades, discipline actions, and public information. The lists of the items considered to be public information are directory information such as mail box number, telephone number and room number and/or address. Students who wish to have this public information withheld must inform the Student Development Office in writing detailing their wishes concerning directory information.

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## FINANCIAL AID

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All students who are U.S. citizens are eligible to receive some type of financial aid; however, the type of aid available to a student is determined by the student's financial need. To be eligible for this aid, the student must complete a Free Application for Federal Student Aid (FAFSA) each academic year. This may be done at <http://www.fafsa.ed.gov>. Students are referred to the financial aid office for more information.

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## LIBRARY & LIBRARY SERVICES

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HLGU's Roland Library uses a proxy server that gives students, faculty, and staff the ability to access several of the library's databases from off campus.

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## ONLINE HELP

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Technical assistance for the online courses is available by contacting the Help Center; dialing 1.866.259.4329. Students are encouraged to utilize the live support online for technical issues related to their coursework available in their course by clicking on the help center tab.

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## PROVISIONS FOR THE WELFARE OF STUDENTS

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### COUNSELING

A student having a problem contributing to poor academic performance is urged to seek the counsel of one of the members of the nursing faculty. If the problem is one that cannot be resolved with the nursing faculty member, then the student should make an appointment to meet with the Director, School of Nursing. The student may then be referred to the appropriate source of assistance.

## WITHDRAWAL

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If a student withdraws from a nursing course for any reason, the steps outlined in the HLGU Catalog must be followed.