HLGU

Craigmiles School of Nursing

STUDENT HANDBOOK

Academic Year 2026-2027

CSON's new High-Fidelity Simulation Lab and Simulator (04/06/2026).

Practical Nursing (PN) Certificate Program
Associate of Science in Nursing (ASN) Degree Program
Baccalaureate of Science in Nursing (RN - BSN) Degree Completion Program

The practical nursing certificate program and the associate of science in nursing degree program at Hannibal-LaGrange University have full program approval by the Missouri State Board of Nursing (nursing@pr.mo.gov).

The associate degree program in nursing at Hannibal-LaGrange University is accredited by the Accreditation Commission for Education in Nursing (ACEN) (acen@acenursing.org).

The baccalaureate degree completion program in nursing at Hannibal-LaGrange University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Revised 07/13/2026

Table of Contents

1.0 Introduction 10

1.1 Introduction 10

1.2 Letter from the Director of Craigmiles School of Nursing 12

1.3 Contact Information 13

2.0 History and Overview of Hannibal-LaGrange University 15

2.1 History and Overview of Hannibal-LaGrange University 15

2.2 Christ's Preeminence, University Core Values, Vision, Mission, and Purposes 16

2.3 Doctrinal Statement 17

3.0 Nursing at Hannibal-LaGrange University 18

3.1 Nursing at Hannibal-LaGrange University 18

3.2 Purposes of the School of Nursing 18

3.3 Mission and Philosophy of the Craigmiles School of Nursing 19

MISSION 19

PHILOSOPHY 19

3.4 Conceptual Framework: Pre-Licensure Student Learning Outcomes and Measures 24

3.5 GRADUATE COMPETENCIES: End of Program Student Learning Outcomes for all Programs 24

3.5a PRACTICAL NURSING GRADUATE COMPETENCIES: End of Program Student Learning Outcomes 25

3.5b ASSOCIATE OF SCIENCE IN NURSING GRADUATE COMPETENCIES: End of Program Student Learning Outcomes 26

3.5c REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING GRADUATE COMPETENCIES: End of Program Student Learning Outcomes 26

3.6 Expected Benchmarks for Pre-Licensure Programs 27

3.7 Overview of the Pre-licensure Programs, Program Pathways, and the RN-to-BSN Program 29

3.8 Credit &Clock Hour Allocations 30

3.8a Summary of Total Credit Hour Allocations 30

3.8b Summary of Credit/Clock Allocations within Programs 32

3.8c Face-To-Face, Blended, and On-Line Allocations for Pre-Licensure and RN-to-BSN Nursing Courses 32

3.8d Summary of Credit Hour Allocations for Immersion Experiences 32

4.0 Organizational Structure and Governance 33

4.2 Committees of the Craigmiles School of Nursing Requiring Student Representation.....34

4.2a The Faculty Council.....34

4.2b Student Representatives.....35

4.3a Nurses Christian Fellowship (NCF).....36

4.3b Student Nurses' Association (SNA) 36

4.3c Sigma Theta Tau International.....36

5.0 Admission Criteria and Progression Policies of Craigmiles School of Nursing Programs.....37

5.1 Overview of the Process of Admission to CSON Programs.....37

5.2 Admission Requirements for CSON Programs 38

5.3 Retention Policies, Course Repetition Policies, and Progression Policies in CSON Programs 38

5.3a PN Course Sequencing Policies.....40

5.3b ASN Course Sequencing Policies.....40

5.4 Dismissal from Program 40

5.5 Readmission and Re-Enrollment Polices.....40

5.5a Specific Guidelines for Re-admission and Re-enrollment into CSON.41

5.6 Completion Policies for CSON Programs 42

5.6a Application for Graduation 42

5.6b Exit Portfolio Self-Assessment Requirement for all CSON Programs.42

5.6c Exit Interview and Other Policies 42

5.7 Graduation.....43

5.8 Application for Licensure by Examination.....43

5.9 NCLEX-PN® and NCLEX-RN® Examination Process Overview 44

6.0 Financial Aid, Scholarships, Awards, Expenses, and Fees.....45

6.1 Financial Aid and Scholarships 45

6.2 Expenses: 46

6.3 Fees: 47

7.0 General Policies.....47

7.1 Faculty and Student Communications 47

7.2 Channels of Communication.....48

7.3 PowerPoint Slides, Outlines, and Other Written Materials in the Classroom, Nursing Learning Center (NLC) and Clinical 48
7.4 Audio-Recording in the Classroom and Nursing Learning Center (NLC) 48
7.5 Social Media Communications 49
7.6 Records, Rights, and Privacy 50
7.7 Accommodations for Students with Disabilities.....50
8.0 Academic Integrity Policies 51
8.1 University Policy on Academic Integrity 51
8.2 Actions Related to Academic Integrity Violations in CSON 51
9.0 Additional Integrity and Ethics Policies 51
9.1 Christian Character 51
9.2 Professional Ethics.....52
9.3 Professional Conduct: Upholding Professional Standards 52
9.4 Confidentiality 53
9.5 Tobacco, Alcohol, Illegal Drugs, Firearms Usage.....53
9.6 Policies on Student Dismissal.....53
9.6a University Policy on Dismissal.....53
9.6b Craigmiles School of Nursing Dismissal Policy.....53
9.6c Program Warning: Non-Clinical Jeopardy.....54
10.0 Evaluation, Attendance and Other Academic Policies 55
10.1 Required Minimum Grade and Cumulative GPA.....55
10.2 Grading Scale and Rounding Policy of CSON 55
10.3 Course Grade Policies.....56
10.3a Theory Grade (For all Pre-Licensure Programs) 56
10.3b Clinical Grade (For all PNE / NUR Clinical Courses) 56
10.4 Clinical Evaluation (For all Pre-licensure PNE/NUR Clinical Courses) 57
10.5 Determination of Student Clinical Performance (For All PNE/NUR Clinical Courses).....57
10.6 Competency Performance Evaluation Tool (CPET) for Clinical (For all Pre-Licensure PNE/NUR Clinical Courses) 58
10.7 Late Work 58
10.8 Incomplete Course Work 59
10.9 University Attendance Policy 59

10.10 Attendance Policies for the CSON 59
10.10a Classroom Absences 60
10.10b Clinical Absences (For all PNE/NUR Clinical Courses).....60
10.10c Mid-term and End-term Clinical Conference Appointments (For all PNE/NUR Clinical Courses) 61
10.11a Competency-Based Assessments (CBA) 64
10.11b Competency-Based Assessment (CBA) Review Policies.....64
10.11c Pre-licensure Programs: Medication Calculation Competency-Based Assessment (CBA) Policy.....65
10.11d Final Competency-Based Assessment (CBA) Schedule.....65
10.12a Pre-Licensure Programs: HESI Benchmark Policy 65
10.12b Pre-licensure Programs: Competency Performance Simulation Assessments (CPSAs).....66
11.0 Clinical Policies 67
11.1 Pre-Licensure Programs Requirement: Student Health Clearance Policies.....67
11.1a Pre-licensure Programs Requirement: Student Health Clearance Requirements 69
11.1b Pre-Licensure Programs Requirement: Immuno-Suppression and Nursing Students.....70
11.1c Pre-Licensure Programs Requirement: Infectious Disease and Nursing Students.....71
11.1d Pre-licensure Programs Requirement: Health Related Notices 71
11.2 Pre-Licensure Programs Requirement: Physical Exam Clearance and CPR Requirements.....71
11.3 Pre-Licensure Programs Requirement: Liability Insurance and Background Screening.....72
11.3a Pre-Licensure Programs Requirement: Liability Insurance and Release Agreement.....72
11.3b Pre-Licensure Programs Requirement: Criminal History Background Screening.....72
11.3c Pre-Licensure Programs Requirement: Purpose of Requiring Background Screenings 72
11.3d Pre-Licensure Programs Requirement: Related Policies for Criminal History Background Check.....72
11.4 Pre-Licensure Programs Requirement: Uniform Policy and Dress Code
73

11.4a Pre-Licensure Programs Requirement: General Dress and Uniform Policies....73
11.4b Pre-Licensure Programs Requirement: Specific Dress Code Requirements....74
11.5 Pre-Licensure Programs Requirement: Safety....75
11.6 Pre-Licensure Programs Requirement: Student Illness....75
11.7 Pre-Licensure Programs Requirement: Clinical Incidents....75
11.8 Pre-Licensure Programs Requirement: Removal of Student from Clinical....76
11.9 Pre-Licensure Programs Requirement: Clinical Jeopardy....76
11.10 Pre-Licensure Programs Requirement: Selection of Clinical Placements....76
11.11 Pre-Licensure Programs Requirement: Clinical Agencies....77
11.12 Pre-Licensure Programs Requirement: Transportation to Clinical Agencies....77
12.0 Nursing Learning Center (NLC) Lab Policies....77
12.1 Pre-Licensure Programs: Nursing Learning Center (NLC) Labs....77
12.2 Pre-Licensure Programs: General Guidelines for Skills Lab and Simulation Labs....78
12.3 Pre-Licensure Programs: Use of Simulation within the Curriculum....79
12.4 Pre-Licensure Programs: Skill Checkoffs....80
12.5 Pre-Licensure Programs: Lab Prescriptions....81
12.6 Pre-Licensure Programs: NLC Supplies....81
12.7 Pre-Licensure Programs: Confidentiality....81
13.0 Advising & Tutoring Policies....82
13.1 Student Advising....82
13.2 Tutoring....83
14.0 Confidentiality & Complaint Policies....83
Confidentiality....84
Confidentiality of Student Information & Family Education Rights and Privacy Act (FERPA)....84
The Health Insurance Portability and Accountability Act (HIPAA)....84
14.1 Student Complaints....84
Academic Student Complaints....84
Non-Academic Student Complaints....84

CSON Student Grievance Process (see Appendix R) 85
Formal Student Complaint and Resolution Procedures: Institution of Appeals Processes 85
14.2 Complaints from Individuals or Agencies Outside the University 85
Complaint Procedures 86
15.0 General Information.....87
15.1 General Information.....87
15.2 Severe Weather Alerts 87
15.3 Carroll Science Center Etiquette.....88
15.4 Food, Drink, and Phones.....88
15.5 Secretarial 89
15.6 Photocopying 89
15.7 Computer Labs.....89
15.8 Electronics and Usage During Class Sessions 89
15.9 CSON Nursing Events & Ceremonies.....89
15.9a Events & Ceremonies.....89
15.9b Pinning Ceremonies 90
15.10 CSON Alumni.....90
15.11 HLGU Library Services.....90
15.12 HLGU University Student Services.....91
15.13 Courses at Other Universities 91
15.14 Student Participation in Social Activities 91
15.15 Student Notification of Changes.....91
15.16 Other Information and Documents for Students.....91
16.0 RN-BSN Post-Licensure Program Guide 92
16.1 Welcome to the RN-to-BSN Program 92
16.1a Tips for Success 92
16.2 General Policies 94
16.2a Academic Standards and Policies 94
16.2b Admission, Progression, and Retention Policies for RN-BSN 95
16.2c ASN Students Taking BSN Courses 95
16.3 Communication Channels.....96
16.3a Student Concerns 96
16.3b Instructor Access.....96

16.4 Confidentiality 97
16.5 Coursework 97
16.5a Academic Integrity 97
16.5b Assignments 97
16.5c Late Submission of Assignments 98
16.5e Participation 98
16.5d Written Work 98
16.6 Computer and Hardware Requirements 98
16.7 Curriculum Requirements 99
16.7a Leave of Absence 99
16.8 RN-BSN Preceptor Policies 99
16.8a RN-BSN Outcomes 99
16.8b Responsibilities 100
16.9 Professional Appearance 102
16.10 Program Evaluation 102
16.10a Course Evaluations by Students 102
16.10b Program Evaluation by Students 102
16.11 Student Participation in Governance 102
16.12 Student Services 103
16.13 Americans with Disabilities 103
16.14 Academic and Career Services Office 103
16.15 Awards and Recognition 104
16.16 Family Educational Rights and Policy Act 104
16.17 Financial Aid 104
16.18 Library & Library Services 104
16.19 Online Help 105
16.20 Provisions for the Welfare of Students 105
16.20a Counseling 105
16.21 Withdrawal 106
Appendices 107
Appendix A: Conceptual Framework 108
Appendix B: 2026-2027 Practical Nursing (PN) Certificate 109
Appendix C: 2026-2027 Associate of Science (ASN) in Nursing Degree 110

Appendix D: 2026-2027 LPN-ADN Bridge - Associate of Science in Nursing Degree 111

Appendix E: 2026-2027 Registered Nurse - Bachelor of Science in Nursing Degree 112

Appendix F: Nurses Christian Fellowship (NCF) Chapter Constitution 113

Appendix G: Membership to HLGU's Student Nurses' Association (SNA) 116

Appendix H: NCSBN White Paper – Nurse's Guide to Use of Social Media 117

Appendix I: Academic Dishonesty Policy 124

Appendix J: Unsafe Student Practice Policy 125

Appendix K: Confidentiality Statement and Agreement 128

Appendix L: Criminal Background Check; Substance Abuse; and Drug & Alcohol Testing Policy 129

Appendix M: Competency Performance Evaluation Tool (CPET) for Clinical 131

Appendix N: Guidelines for Writing a Formal Paper 136

Appendix O: Plagiarism – What It Is and How to Avoid It.....138

Appendix P: HLGU Student Promissory Note 139

Appendix Q: Student Release Form FERPA Waiver 141

Appendix R: CSON Student Grievance Process and Form 142

Appendix S: NLC Lab Prescription Form 147

Appendix T: CSON Immunization Requirements and Medical Checklist .148

Appendix U: CSON Required Compliance Forms for Clinical Placements 149

Appendix V: CSON Employee Disqualification List 150

1.0 Introduction

1.1 Introduction

The *Craigmiles School of Nursing Student Handbook 2026-2027* provides information and policies for all nursing students admitted into the Craigmiles School of Nursing (CSON) at Hannibal-LaGrange University. The *CSON Student Handbook* applies to all students enrolled in the Practical Nursing (PN) Certificate Program, Associate of Science Degree in Nursing (ASN) Program, and the Bachelor of Science Degree in Nursing (BSN) Completion Program. The material in the handbook is designed to assist nursing students to understand the CSON, its mission, philosophy, curricula, nursing student responsibilities, and CSON policies and procedures.

The policies and procedures found in the *CSON Student Handbook* expand on policies appearing in the *Hannibal-LaGrange University Student Handbook* and the *Hannibal-LaGrange University Academic Catalog*. Any discrepancies related to formatting or content should be verified with the CSON.

The *CSON Student Handbook* provides general information about all nursing program offerings (i.e., PN, ASN, and RN-BSN) at Hannibal-LaGrange University and will be referred to throughout each program. Each student is responsible for knowing, understanding, and following the information in the handbook.

Nothing contained herein shall be deemed a limitation upon the expressed or implied powers or duties of the Board of Trustees, the administration, or faculty of Hannibal-LaGrange University. Because policies and procedures are continuously subject to change by external and internal sources, it is the intent of the Craigmiles School of Nursing to review and modify these policies and practices as necessary.

The right is reserved to change any statement in this publication concerning, but not limited to, rules and regulations, policies, tuition, fees, curricula, and courses without advance notice or obligation. This includes those statements relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students, but also to those already enrolled in the university. Failure to read this handbook does not excuse students from the regulations and requirements described herein.

Information in the *CSON Student Handbook* is as complete and accurate as possible at the time of printing. **Any changes in policies and practices and/or updates to the handbook made after the printed version is published will be reflected in the electronic version of the *CSON Student Handbook* which supersedes all print versions of publications. The most recent version** of the *CSON Student Handbook,* containing current and up-to-

date policy revisions, **is available online at: https://www.hlg.edu/student-life/student-handbooks.**

Any documents referenced in the *CSON Student Handbook* and are not otherwise attached or provided in the Appendix of the handbook, are available upon making an in-person request at the Main Office of the Craigmiles School of Nursing, located on the campus of Hannibal-LaGrange University (2800 Palmyra Road, Hannibal, MO 63401), during regular office hours.

Created: March 2024
Approved: March 2024
Revised: July 23, 2025
Revised: July 13, 2026

1.2 Letter from the Director of Craigmiles School of Nursing

Congratulations on becoming a student in the Craigmiles School of Nursing at Hannibal-LaGrange University (HLGU)! It is our mission to equip you with relevant education anchored in a Biblical worldview so that you can effectively serve in the nursing profession, transforming lives and communities. This handbook has been created for your benefit. We hope that this handbook will be useful to you during your time here. You will be held accountable for knowing and abiding by the policies and procedures set forth within this handbook and course syllabi.

Hannibal-LaGrange University is rooted in **five core values:** *Biblical Worldview, Educational Relevance, Community Mindset, Transformational Leadership, and Generational Impact.* The aim of our CSON is to provide a Christ-centered, Biblical-based, and service focused, nursing education that reflects these five core values. Our faculty and staff are dedicated to assisting you intellectually, physically, socially, and spiritually during your time at HLGU and the CSON.

Romans 12:12 says, ***"Be joyful in hope, patient in affliction, faithful in prayer."*** During your time at CSON, you will experience exciting and joyful times, but there will also be stressful times. It is our hope that you take this verse to heart. Be joyful; be patient; and be faithful in prayer.

Best wishes and welcome to Hannibal-LaGrange University and Craigmiles School of Nursing!

Sincerely,

Dr. Ginger Wolgemuth, PhD
Director of the Craigmiles School of Nursing

1.3 Contact Information

SCHOOL OF NURSING:

HLGU Craigmiles School of Nursing
Office Location:
Carroll Science Center
5255 Hut Green Drive
Hannibal, MO 63401
Telephone: (573) 629-3140
Email: nursing@hlg.edu
Website: https://www.hlg.edu/academics/academic-departments/nursing/
Mailing Address:
Craigmiles School of Nursing
2800 Palmyra Road,
Hannibal, MO 63401

REGULATORY AGENCIES:

Higher Learning Commission
230 South LaSalle Street,
Suite 7-500, Chicago, Illinois 60604
Telephone: (800)-621-7440
Website: https://www.hlcommission.org/
Status: All degree programs at Hannibal-LaGrange University are accredited by the Higher Learning Commission (HLC)

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326
Telephone: (404) 975-5000
Fax: (404) 975-5020
Websites:
acen@acenursing.org
www.acenursing.org
The associate degree program in nursing at Hannibal-LaGrange University is accredited by the Accreditation Commission for Education in Nursing (ACEN).
Status:
Continuing accreditation of ASN Program

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW, Suite 750
Washington, DC 20001
Telephone: (202)-887-6791

Website:
The baccalaureate degree program in nursing at Hannibal-LaGrange University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).
Status: Continuing accreditation of BSN Completion Program

Missouri State Board of Nursing
3605 Missouri Boulevard
Jefferson City, Missouri 65109
Telephone: (573) 751-0681
Fax: (573) 751-0075
Websites:
nursing@pr.mo.gov
http://pr.mo.gov/nursing.asp
Status:
Full program approval for PN Program
Full program approval for the ASN Program

Illinois Department of Financial and Professional Regulation (IDFPR)
555 West Monroe Street, 5th Floor
Chicago, IL 60601
Telephone: (888) 473-4858
Website: www.idfpr.com
Status: Ongoing approval for CSON students at Blessing Hospital, Quincy, IL

Please refer to the current Hannibal-LaGrange University Academic Catalog for the Statements of Compliance.

2.0 History and Overview of Hannibal-LaGrange University

2.1 History and Overview of Hannibal-LaGrange University

Hannibal-LaGrange University continues the work and ideals of LaGrange College, an institution founded in 1858 in LaGrange, Missouri, by the Wyaconda Baptist Association, out of concern for the "advancement of the cause of religion and sound morals" and as a "convenient point at which young men whom God may call to the work of the Gospel ministry, may be educated" (Hannibal-LaGrange University Academic Catalog 2023-2024 p.9).

The college was overseen by the Wyaconda Baptist Association until 1919, when its charter was amended to enlist additional Baptist associations and churches in its support and control. A 1928 revision of the charter required trustees to be approved by the Missouri Baptist General Association.

In 1928, the citizens of Hannibal pledged $232,000 for the establishment of a Baptist college at Hannibal. The gift made it possible to acquire an adequate campus and to erect new buildings. The old college was merged with the new, and taking the name of Hannibal-LaGrange College, the institution was relocated to Hannibal. Hannibal-LaGrange College thereby had the double advantage of being an old college with a rich history and a new location with new buildings, new equipment, and new life.

In 1957, Hannibal-LaGrange College received a new charter which conveyed the ownership and control of the college to the Missouri Baptist Convention. Under the new charter, the college board, consisting of 33 members from Missouri Baptist churches, was nominated and elected by the Missouri Baptist Convention.

In 1975, Hannibal-LaGrange College was accredited as a four-year institution. In 1981, the Missouri Baptist Convention gave its approval for the college to assume full senior college status and to add baccalaureate degrees and majors as the board of trustees deemed appropriate.

In 2007, Hannibal-LaGrange College received approval for offering its first graduate degree in Education. Subsequently, in 2010 the Missouri Baptist Convention voted to change the institution's name to Hannibal-LaGrange University.

In 2013, tornado-force straight-line winds damaged the T.M. Mathews Science Building. Temporary classrooms and laboratories were constructed on campus for use until the Carroll Science Center was completed in Fall 2015. The School of Nursing currently resides in the Carroll Science Center.

Today, Hannibal-LaGrange University is a Christian liberal arts university which adheres to the historic Baptist tradition and continues in the heritage of the founders of the university. Located on the northern edge of Hannibal, Missouri, the 110-acre campus is beautifully situated on bluffs rising above the Mississippi River. Hannibal's charming historic district, located along the banks of the Mississippi, features the Mark Twain Boyhood Home and Museum, a river boat, 3-D movie theatre, shops, and restaurants.

Today, traditional and non-traditional students are enrolled in Hannibal-LaGrange University's traditional, online learning, graduate, and continuing education programs. Certification programs, associate degrees, baccalaureate degrees, and graduate degrees are awarded at Hannibal-LaGrange University.

Within the Biblical-based learning environment, there are many ways for students to grow and mature. The Hannibal-LaGrange community is a place where students are encouraged to thrive intellectually, physically, socially, and spiritually. To promote the life of service, students are challenged to participate in service-learning and mission projects (*Hannibal-LaGrange University Academic Catalog*).

2.2 Christ's Preeminence, University Core Values, Vision, Mission, and Purposes

CHRIST's PREEMINANCE

As a co-educational, Biblical-based, Christian institution in a covenant relationship with the Missouri Baptist Convention, Hannibal-LaGrange University seeks at every point to give Christ preeminence.

Colossians1:18 *"That in all things Christ might have the preeminence."*

UNIVERSITY CORE VALUES

The five core values of Hannibal-LaGrange University are as follows:

1) Biblical Worldview
2) Educational Relevance
3) Community Mindset
4) Transformational Leadership
5) Generational Impact

VISION

The vision of Hannibal-LaGrange University is to impact eternity for Christ through Higher Education.

MISSION STATEMENT

Hannibal-LaGrange University transforms lives and communities through relevant education anchored in a Biblical worldview.

PURPOSES

- 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 associate, baccalaureate and master's 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 Biblical-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.

2.3 Doctrinal Statement

Hannibal-LaGrange University's educational programs and related ministries are firmly founded upon definitively formulated and explicitly stated biblical doctrines as outlined in *The Baptist Faith & Message.* The Statement of Faith and Biblical doctrine include: 1) The Scriptures, 2) God (God the Father, God the Son, and God the Holy Spirit), 3) Man, 4) Salvation, 5) God's Purpose of Grace, 6) The Church, 7) Baptism and the Lord's Supper, 8) The Lord's Day, 9) The Kingdom, 10) Last Things, 11) Evangelism and Missions, 12) Education, 13) Stewardship, 14) Cooperation, 15) The Christian and the Social Order, 16) Peace and War, 17) Religious Freedom, 18) The Family (*The Baptist Faith & Message. A Statement Adopted by the Southern Baptist Convention. June 14, 2000).*

3.0 Nursing at Hannibal-LaGrange University

3.1 Nursing at Hannibal-LaGrange University

The School of Nursing at Hannibal-LaGrange was developed in response to community expression of need and support for a nursing program. In fall 1979, Hannibal-LaGrange College formed a community support committee to offer guidance both in the building of the program and in planning continued operations. The committee was made up of leaders representing healthcare and other local community businesses and organizations. In response, Hannibal-LaGrange College submitted a Letter of Intent to the Missouri State Board of Nursing requesting approval to establish a nursing program that would offer an Associate in Arts Degree in Nursing. Hannibal-LaGrange College received initial Missouri State Board Approval in October 1981, and full-approval in October 1983. Since then, the Nursing Program has graduated well over 600 nursing students. The Craigmiles School of Nursing has demonstrated a rich history of producing well-qualified nurses equipped to minister and serve others in a caring, safe, and competent manner.

Craigmiles School of Nursing (CSON) continues to recognize the ongoing call to educate and equip students to address the healthcare needs of others within the home, church, community, and world. The Bureau of Labor Statistics estimates that employment demand for healthcare providers is the greatest it has ever been, with the employment of registered nurses growing substantially.

Craigmiles School of Nursing currently offers a Practical Nursing (PN) Certificate Program, an Associate of Science in Nursing (ASN) Degree Program, and an RN-to-BSN Completion Degree Program. All three programs provide a Biblical-based, service-focused nursing education, having a strong foundation in biblical studies, liberal arts and the sciences.

The PN and ASN Programs are designed as hybrid programs, with face-to-face, blended, and online courses provided in a traditional pathway. A one-plus-one pathway option allows students to enter CSON as PN students, complete one year, sit for the PN-Licensure Examination, then as LPNs, take additional pre-requisite courses, and be admitted directly into the second year of the ASN Program.

The Craigmiles School of Nursing has endeavored to alleviate the increased need for PNs and RNs. CSON graduates are already making an impact in area hospitals, clinics, long-term care agencies, and within the community, thus improving the quality of health care within the local surrounding communities and region.

3.2 Purposes of the School of Nursing

1. Implement Biblical-based, service-focused nursing programs through in-seat, online, or blended-learning approaches to course design.

2. Prepare graduates for entry-level beginning practical nursing (PN) and/or professional nursing (RN) equipped with the skills and abilities required of nurse generalists.
3. Support graduates as they prepare for future ministry and service opportunities which they desire to pursue.
4. Equip graduates for life-long learning, professional growth, and graduate studies.
5. Partner with Hannibal-LaGrange academic community to contribute to the growth and on-going development of the University.
6. Provide supportive nursing services within the surrounding local communities and around the world through service-learning and mission opportunities.

3.3 Mission and Philosophy of the Craigmiles School of Nursing

MISSION

The Craigmiles School of Nursing offers programs that are rooted in the University Core Values: Biblical Worldview, Educational Relevance, Community Mindset, Transformational Leadership, and Generational Impact for effectively equipping nursing students and graduates for ministry and service within homes, workplace settings, church settings, within their profession, and within surrounding communities.

The Craigmiles School of Nursing offers programs that strive 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.

PHILOSOPHY

The philosophy of the Craigmiles School of Nursing has been framed by using the concepts of the nursing paradigm, beliefs about education, ministry and service, and by beliefs about a sovereign God within a Biblical-based Christian Worldview.

Several statements used in conceptual definitions were taken from The Baptist Faith & Message, Southern Baptist Convention, June 14, 2000, as well as Biblical passages. A review of philosophy definitions from other Christian Schools of Nursing were reviewed and adapted, in part for select conceptual definitions. Craigmiles School of Nursing Faculty deliberated and came to the final definitions as written below.

God. The Craigmiles School of Nursing believes that there is only one living and true God. He is an intelligent, spiritual, and personal Being, the Creator, Redeemer, Preserver, and Ruler of the universe. God is infinite in holiness and all other perfections. God is all-powerful and all knowing. To Him we owe the highest love,

reverence, and obedience. (*The Baptist Faith & Message,* Southern Baptist Convention, June 14, 2000).

The eternal triune God reveals Himself to us as Father, Son, and Holy Spirit, with distinct personal attributes, but without division of nature, essence, or being.

God the Father is: creator of heaven and earth; perfect in holiness; infinite in wisdom; and measureless in love and power. (*The Baptist Faith & Message,* Southern Baptist Convention, June 14, 2000).

God the Son is: Jesus Christ; conceived by the Holy Spirit; born of the Virgin Mary; sinless; Lamb of God, died a substitutionary death on the cross for the sins of man; resurrected and ascended into Heaven; a mediator for His children; personal, visible, imminent, and going to return to earth to judge the world and to consummate His redemptive mission. (*The Baptist Faith & Message,* Southern Baptist Convention, June 14, 2000).

God the Holy Spirit enables men to understand truth through illumination. He calls men to the Savior, and effects regeneration. He was sent to the world to convict the world of guilt regarding sin because men do not believe in Jesus Christ; a counselor who regenerates, sanctifies, and comforts those who believe in Jesus Christ. He enlightens and empowers the believer and the church on worship, evangelism, and service. (*The Baptist Faith & Message,* Southern Baptist Convention, June 14, 2000).

Biblical-Based Christian Worldview. The Craigmiles School of Nursing believes that our pursuit of truth begins with the assumption that the Bible is the foundation from which all other disciplines emerge. We believe that there is a consistency between biblical truth and truth discovered through reason and experience, but we hold that when apparent conflicts occur, all truth claims defer to the truth revealed in the Bible.

Man/Person. The Craigmiles School of Nursing believes that man is the special creation of God, made in His own image, unique and holistic. He created them male and female as the crowning work of His creation. The gift of gender is thus part of the goodness of God's creation. (*The Baptist Faith & Message,* Southern Baptist Convention, June 14, 2000).

By his free choice, man sinned against God and brought sin into humanity. All men by nature and by choice are sinners having incurred not only physical death but also spiritual death which is separation from God. (The Baptist Faith & Message, Southern Baptist Convention, June 14, 2000). We also believe that ***"God so loved the world, that He gave His only begotten Son, that whosoever believeth in Him should not perish, but have everlasting life"*** (John 3:16 KJV).

We believe that each person seeks to find significance and meaning in life, which ultimately is found in a personal relationship with Jesus Christ, being accountable to God. The quality of relationships with others is directly influenced by the presence and quality of relationship with God who bestows all human life with worth and dignity. (*The Baptist Faith & Message,* Southern Baptist Convention, June 14, 2000).

The Craigmiles School of Nursing believes that man is a spiritual, physical, intellectual, social, and emotional being that is greater than the sum of parts. 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.

World/Environment. The Craigmiles School of Nursing believes God created all things, and all creation reflects God's glory. Creation was initially perfect and good but is cursed because of sin (Gen 3: 17-18). Therefore, there are two components coexisting simultaneously: the physical world and a spiritual world. Man has been given dominion over every living creature in the world (Gen 1:28). The environment is influenced by man and man is influenced by the environment in a reciprocal interaction (Ephesians 6:12).

The Craigmiles School of Nursing believes the Environment is a complex, dynamic, and open system encompassing all internal and external factors affecting the person. Within this Environment, 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.

Health. The Craigmiles School of Nursing believes that optimal, holistic health requires an interactive relationship with God (University of Northwestern-St. Paul School of Nursing Student Handbook, 2022-2023). Health is a result of fearing the Lord and avoiding evil (Prov. 3:7-8), being humble and trusting the Lord, and through having one's needs met: food, water, shelter, physical, spiritual, emotional, companionship, cultural, intellectual and financial. Through experiencing God's love, mercy, forgiveness, healing, personal communion, and transformational power combined with the orchestrating of meeting the needs of man through His servants, ultimate health can be obtained. However, perfect health is not possible due to a fallen, sinful world. Illness, pain, disease, life challenges and problems, including relationship challenges came into existence due to the curse of sin (Gen 3). Perfect health will only be present in the new Heaven and Earth where there will no longer be a sinful curse. (Rev. 21:4). As Christians, we believe our bodies are

not our own and are the temple of the Holy Spirit (I Cor. 6:19), therefore we should strive to live a lifestyle to promote ultimate wellness.

The Craigmiles School of Nursing believes 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. The Craigmiles School of Nursing believes that nursing is an art and science, an academic discipline, and a practicing profession. Nursing derives knowledge from the humanities, sciences, nursing theory, research, and evidence-based practice, requiring clinical reasoning and professional judgment. Nursing uses professional standards of practice as a basis for assuming nursing roles and is accountable to Christ, the public, the nursing profession, and healthcare employers.

The Craigmiles School of Nursing believes that nursing integrates care, compassion, and cultural awareness to promote health, reduce risk, prevent disease, and care for man's unmet needs. Nursing collaborates with the inter-professional healthcare team, using the nursing process and evidence-based practice, to provide care for individuals, families, groups, communities, populations, the under-served, the poor, the disadvantaged, across the lifespan, and to diverse populations. Nurses provide safe and quality holistic care in multiple settings including the home, church, community, and the world.

The Craigmiles School of Nursing believes the professional nurse as a provider of care assesses, communicates, educates, acts as an advocate, collaborates, and manages care, utilizing clinical decision making, 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.

The Craigmiles School of Nursing believes, for Christians, nursing is considered a calling from God. A calling that is purposeful, God-directed, and defined by using our God-given abilities and talents for God-honoring leadership, service, and ministry (Romans 12:6-8).

Ministry and Service. The Craigmiles School of Nursing believes that all Christians are called to ministry and service, keeping with the example of Jesus Christ. We are called to use our God-given abilities and talents to serve and minister to others as Christian professional nurses following Christ's example within the home, church, community, and world. (HLGU Vision, Mission, and Purpose Statements.)

Philosophy of Education. The Craigmiles School of Nursing believes in providing an education that is grounded first and foremost in the truth of the Bible and in God. In Jesus Christ abide all the treasures of wisdom and knowledge. When the apparent truths of nursing as an academic discipline conflict with a Biblical worldview, the Craigmiles School of Nursing will trust in God's revealed truth in the Bible. Having an educational philosophy with its central core steeped in the revealed Word of God, the Craigmiles School of Nursing will assist in providing a well-rounded education that equips students to have a broad understanding of the world that God has created. The freedom of a nurse educator in a Christian School of Nursing is therefore limited by the pre-eminence of Jesus Christ, by the authoritative nature of the Scriptures, and by the distinct purpose for which the school exists (*The Baptist Faith & Message,* Southern Baptist Convention, June 14, 2000).

Nursing Education. The Craigmiles School of Nursing believes that 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, from simple to complex. Student self-assessment and evaluation are 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.

The Role of Faculty. The role of faculty is to engage students in various instructional strategies to promote effective learning. Instructional strategies faculty use includes blended-learning, simulation and debriefing, didactic and group learning, clinical and experiential hands-on learning and other engaging, scholarly activities. Faculty integrate Christian faith principles and truths into the classroom and clinical settings. Faculty role model the art and science of nursing within a Biblical-based, Christian worldview. In addition, faculty engage in life-long learning, God honoring leadership, service, and ministry.

The Role of Students. The role of students is to actively and fully participate in all learning opportunities designed to help students meet program outcomes and graduate competencies. Students need to 1) intentionally and continually pursue active learning strategies, 2) seek out help, assistance, and clarification from faculty when struggling academically, 3) identify and use all available resources including library resources, tutors, study partners or groups, and 4) seek creative methods and strategies to learn, keeping in mind their own preferred learning style(s). Students are accountable for their own learning and critical thinking. Students are encouraged to use their God given abilities and talents, develop effective study habits, and demonstrate perseverance.

3.4 Conceptual Framework: Pre-Licensure Student Learning Outcomes and Measures

Conceptual Framework

(***Please note, the CSON Faculty will be finalizing a new Conceptual Framework during the 2026-2027 academic year.***)

(see Appendix A).

3.5 GRADUATE COMPETENCIES: End of Program Student Learning Outcomes for all Programs

The following competencies are threaded throughout the PN, ASN, and RN-to-BSN nursing curricula. Every competency may not be addressed in each course. These competencies are utilized in evaluation mechanisms for each course, i.e., Competency-Based Assessments (CBAs) (exams) and Competency Performance Evaluation Tools (CPETs).

All students are expected to provide clear evidence of demonstrating and meeting the competencies, keeping in mind their unique roles within healthcare, while operating within their scope of practice.

For the PN student, the following competencies are threaded – progressing from awareness, recognition, and beginning application (1st year/Term 1), to application and performance (1st year/Term 2). The competencies are guided by the curricular framework, the Missouri Scope of Practice for LPNs, and Professional Standards of Practice for Licensed Practical Nurses.

For the ASN student the following competencies are threaded from awareness, recognition, and beginning application (1st year/Term 1) to application and performance (1st year/Term 2 and 2nd year/Term 3); to proficiency (2nd year/Term 4). The competencies are guided by the curricular framework, the Missouri Scope of Practice for RNs, and Professional Standards for Registered Nurses.

For the RN-to-BSN student the following competencies are threaded throughout each course. The competencies are guided by the curricular framework, the Missouri Scope of Practice for RNs, and professional standards for Registered Nurses.

3.5a PRACTICAL NURSING GRADUATE COMPETENCIES: End of Program Student Learning Outcomes

Core Value: Educational Relevance

- Provide basic nursing care and ministry services promoting health and preventing disease.
- Address unmet healthcare needs, problems, obstacles, and challenges when providing basic nursing care and ministry services.
- Demonstrate proficiency in basic nursing knowledge, skills and abilities characteristic of a practical nurse.

Core Value: Transformational Leadership

- Use nursing standards as a basis for assuming practical nursing roles required in providing basic nursing care and ministry services.
- Collaborate with the interdisciplinary team in providing basic nursing care and ministry services.

Core Value: Community Mindset

- Collaborate with other communities of interest such as local and extended church organizations, healthcare organizations, and community support agencies, to provide basic nursing care and ministry services.

Core Value: Generational Impact

- Provide basic patient-centered nursing care and ministry services to humankind: Individuals, groups, families; the underserved, poor, and disadvantaged; Individuals across the lifespan; and diverse populations.

Core Value: Biblical Worldview

- Approach basic nursing care and ministry services from a biblical-based, Christian worldview equipped to minister and serve as opportunities arise.
- Recognize individual and professional accountability to Christ, the public, the nursing profession, and healthcare employers for providing basic nursing care that is efficient, effective, equitable, patient-centered, timely, and safe.

3.5b ASSOCIATE OF SCIENCE IN NURSING GRADUATE COMPETENCIES: End of Program Student Learning Outcomes

Core Value: Educational Relevance

- Provide professional nursing care and ministry services, promoting health and preventing disease.
- Address unmet healthcare needs, problems, obstacles, and challenges when providing professional nursing care and ministry services.
- Demonstrate proficiency in nursing knowledge, skills and abilities characteristic of a professional nurse.

Core Value: Transformational Leadership

- Use information from evidence-based research findings and professional nursing standards as a basis for assuming professional nursing roles required in providing nursing care and ministry services.
- Collaborate with the interdisciplinary team in providing professional nursing care and ministry services.

Core Value: Community Mindset

- Collaborate with other communities of interest such as local and extended church organizations, healthcare organizations, and community support agencies, to provide professional nursing care and ministry services.

Core Value: Generational Impact

- Provide professional patient-centered nursing care and ministry services to humankind: Individuals, groups, families; the underserved, poor, and disadvantaged; Individuals across the lifespan; and diverse populations.

Core Value: Biblical Worldview

- Approach professional nursing care and ministry services from a biblically based Christian worldview equipped to minister and serve as opportunities arise.
- Recognize individual and professional accountability to Christ, the public, the nursing profession, and healthcare employers for providing professional nursing care that is efficient, effective, equitable, patient-centered, timely, and safe.

3.5c REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING GRADUATE COMPETENCIES: End of Program Student Learning Outcomes

Core Value: Educational Relevance

- Apply leadership principles to coordinate nursing care and ministry services to promote health and prevent disease.
- Develop healthcare strategies for addressing unmet healthcare needs, complex problems, obstacles, and challenges when providing nursing care and ministry services.
- Adopt proficient nursing practices to ensure safe, and positive outcomes of care.

Core Value: Transformational Leadership

- Use information from evidence-based research findings and professional standards for determining best practices in providing nursing care and ministry services.
- Assume appropriate leadership roles and collaborative practice roles in providing nursing care and ministry services.

Core Value: Community Mindset

- Apply leadership principles in collaborating with other communities of interest, such as local and extended church organizations, healthcare organizations, and community support agencies to provide professional nursing care and ministry services.

Core Value: Generational Impact

- Provide professional patient-centered nursing care and ministry services to humankind: Individuals, groups, families, communities, and populations; the underserved, poor, and disadvantaged; Individuals across the lifespan; and diverse populations.

Core Value: Biblical Worldview

- Develop new approaches to providing professional nursing care and ministry services that are rooted in a biblically based Christian worldview.
- Recognize individual and professional accountability to Christ, the public, the nursing profession, and healthcare employers for providing professional nursing care that is efficient, effective, equitable, evidence-based, patient-centered, timely, and safe.

3.6 Expected Benchmarks for Pre-Licensure Programs

Within the CSON, measurable benchmarks have been identified as necessary indicating effectiveness within each nursing program.

Educational Relevance

- Pre-licensure students will be successful in earning an average of 77% on Competency-Based Assessments (CBAs) within each NUR or PNE course for PN and ASN programs (but 80% overall course grade to pass each course).

- Pre-licensure students will be successful in achieving Satisfactory (S) indicating the passing of clinical evaluations as reflected on each Competency Performance Evaluation Tool (CPET) within clinical-based courses for PN and ASN programs.
- Pre-licensure students will achieve a Level 900 or higher, as identified by HESI, on each Proctored Assessment taken throughout the PN and ASN programs.
- Pre-Licensure students will be successful in achieving 80% or higher on all Exit Competency-Based Assessments ("*Exit CBAs"*) demonstrating competency on essential nursing knowledge and full understanding of rationale for NCLEX style questions.
- Pre-licensure students will be successful in achieving a Satisfactory (S) indicating the passing evaluation on all Competency Performance Simulation Assessments (CPSAs) within each PNE or NUR course having CPSAs.
- Graduating pre-licensure students will complete their designated program (PN or ASN) within the established time periods from initial enrollment to point of certificate or degree conferred.
- Graduating pre-licensure students will be successful in achieving licensure as an LPN or RN, as evidenced by successfully completing the NCLEX-PN® or NCLEX-RN® examination following graduation from the designated program.

Transformational Leadership

- Alumni and employers believe graduates within each pre-licensure program are prepared for nursing practice, utilizing professional standards of practice as a basis for assuming nursing and leadership roles.

Community Mindset

- All Craigmiles School of Nursing students will complete a minimum of 8 voluntary services hours per academic year, separate from course requirements.
- Graduating students for all Craigmiles School of Nursing programs (PN or ASN) will show gainful employment within nursing job placement within 6 months of program completion.

Generational Impact

- Students within each pre-licensure program will participate with *Joni & Friends International*, contributing to ministry and service of families living with disabilities.

Biblical Worldview

- Students within pre-licensure programs will be successful in producing evidence of a scholarly work or capstone project from a biblically based Christian worldview as evidenced by receiving a grade of 80% or above.

Educational Relevance, Transformational Leadership, Community Mindset, Generational Impact, and Biblical Worldview

- Students within all pre-licensure programs will provide evidence of meeting all competencies (student learning outcomes/program outcomes) by the end of program, as evidenced by receiving a grade of 80% or above on the Exit Portfolio Self-Assessment required for all students.

3.7 Overview of the Pre-licensure Programs, Program Pathways, and the RN-to-BSN Program

Craigmiles School of Nursing (CSON) currently offers a Practical Nursing (PN) Certificate Program, an Associate of Science in Nursing (ASN) Degree Program, and an RN-to-BSN Completion Degree Program. All qualified students may choose to enter any one of the programs offered within the CSON. All programs provide a Biblical-based, service-focused nursing education, having a foundation in biblical studies, liberal arts, and the sciences.

CSON has a design of programs that fosters a seamless articulation for students providing progression from *basic practical nursing* (PN Program) to *professional nursing practice* as a professional nurse generalist (ASN and RN-to-BSN Programs).

CSON received approval from the MO State Board of Nursing (12/06/2022) to allow PN and ASN students to attend many in-seat classes together for the first year. After the first year, PN graduates exit and take the NCLEX-PN licensing examination.

All currently licensed (unencumbered) LPNs desiring to continue with advanced placement in the 2nd year of the ASN program will need to complete *Microbiology* and *a majority of the ASN support courses prior to admission. A scheduled LPN to RN HESI assessment may also be required for admission.* LPNs will also need to complete *NUR 130 Health Assessment* during the Fall semester. They will be considered ASN students, and upon successful completion of ASN program requirements, will qualify to earn an Associate of Science in Nursing Degree and sit for the NCLEX-RN National Licensing Examination.

Following the ASN program, and successful unencumbered RN licensure (verified through *Nursys.com*), students may enroll in the RN-to-BSN program, further equipping them with the foundational skills needed to pursue advanced nursing practice.

A pathway exists for ASN students who desire to seamlessly begin working on BSN classes while still completing their ASN degree. ASN students are permitted to take a limited number of 300 level RN-to-BSN courses while concurrently enrolled in the ASN program, as their schedules permit.

Craigmiles School of Nursing Curriculum Plans of Study

- Practical Nursing (PN) Certificate Program Plan of Study (see Appendix B);
- Associate of Science (ASN) Degree Program Plan of Study (see Appendix C);
- LPN-ADN Bridge – Associate of Science Degree Plan of Study (see Appendix D)

- RN-to-BSN Degree On-Line Program Plan of Study (see Appendix E);

Verification of LPN and RN Licensure

ALL incoming LPN to RN Bridge students and RN to BSN Completion students must hold a current, unencumbered nursing license as a program pre-requisite, prior to being admitted to their respective nursing program and related coursework. Such nursing license pre-requisites (LPN to RN Bridge students must have a current and unencumbered LPN license; and RN to BSN Completion must have a current and unencumbered RN license) must be verifiable through *NurSys* by CSON staff. For students completing the PN Program at the end of the Summer term, they will be granted provisional admission conditional upon passing their NCLEX-PN examination and obtaining licensure before the end of the Fall term. Students will not be permitted to progress to the year 2 Spring term without a current and unencumbered LPN license verifiable through *NurSys* by CSON staff.

Overview of Nursing Programs at Craigmiles School of Nursing

Craigmiles School of Nursing's Pre-licensure Programs are designed as hybrid programs, which include face-to-face, online, and blended courses provided in a traditional pathway. Courses are designed to approach instruction as a synthesis experience, emphasizing, for example, scholarly, and theoretical applications of content assigned and presented in each course, as well as hands-on learning through the Nursing Learning Center (Laboratory) learning and clinical experiences.

Pre-licensure courses include instruction in the areas of nursing fundamentals, adult-health, pharmacology, mental health, maternal-newborn, and pediatrics. Content for community, public health, and leadership are integrated within select courses within the curriculum.

Clinical settings are primarily within the local surrounding areas, with traditional to non-traditional, and structured to non-structured settings. Towards the end of the PN and ASN Programs, students will engage in a synthesis course, preparing students for PN or RN licensure. Through these rigorous synthesis courses, students will be prepared to sit for the National Council Licensing Exam for Practical Nurses (NCLEX-PN®) or the Registered Nurses (NCLEX-RN®).

3.8 Credit &Clock Hour Allocations

3.8a Summary of Total Credit Hour Allocations

PN Program* Total Credits: 40

HLGU requirements. (HLG 010 Chapel; Terms 1 & 2)	0 credit hours
Total # of support course credits. (BIO 254, BIO 264, PSY 113 or SOC 113)	11 credit hours
Total # of nursing course credits in PN Program. (PN 100, 101, 121, 102, 155, 163, 165, and 104)	29 credit hours
Total # of Nursing Electives (not required for degree).	0 credit hours

ASN Program* Total Credits: 76-77

HLGU requirements. (HLG 010 Chapel; Pre-Nsg. Terms 1&2, Nsg. Terms 1-4)	0 credit hours
Total # of support course credits. (BIO 254, BIO 264, BIO 344, PSY 113, SOC 113, ENG 104, ENG 106, BIB 153, BIB 113 or BIB 123)	29-30 credit hours
Total # of nursing course credits in ASN Program. (Year One: NUR 101, 121, 102, 123, 130, 155, 163 and 165) (Year Two: NUR 220, 238, 241, 261, and 270)	47 credit hours
Total # of Nursing electives (not required for degree).	0 credit hours

**(See note at the end of the RN-to-BSN Program section.)*

RN-to-BSN Program* Total Credits: 132 credits

General education credits - as needed. [Behavioral Science (9 c.), Bible (6 c.), Humanities & Fine Arts (15 c), Mathematics (3 c)]	33 credit hours
Nursing support course credits – as needed. [Natural Sciences (12 c), BIO/NUR 440 (4 c)]	16 credit hours
Nursing Core Requirements – as needed. [HLGU ASN Program Requirements or RN Licensure]	47 credit hours or RN
Total # of nursing course credits in Nursing Major (NUR 301, 303, 353, 363, 373, 383, 423, 436, 434, 443, 453, 483)	36 credit hours
Total # of Nursing electives (not required for degree).	0 credit hours

**Total Credit Hour allocations are based on current university and Craigmiles School of Nursing curricular requirements for the PN, ASN, and RN-to-BSN Curriculum Plans of Study, 2025-2026. Allocations are subject to change as curricular requirements change.*

3.8b Summary of Credit/Clock Allocations within Programs

PN Program	
Total PN Didactic/Theory Credit/Clock Hours	22 credits/330 clock hours
Total PN Laboratory and Clinical Credit/Clock Hours	7 credits/273 clock hours
Total PN Clinical Observation Clock Hours*	No more than 18 clock hours
*No more than 10% of PN Clinical Clock Hours	
ASN Program	
Total ASN Didactic/Theory Credit/Clock Hours	33 credits/495 clock hours
Total ASN Laboratory & Clinical Credit/Clock Hours	14 credits/546 clock hours
Total ASN Clinical Observation Credit Hours*	No more than 40 clock hours
*No more than 10% of ASN Clinical Clock Hours	
RN-to-BSN Program	For RN Candidates with Pre-Requisite Courses Completed:
Total RN-to-BSN Didactic/Theory Credit Hours	36 Credits
Total RN-to-BSN Clinical/Direct Care Credit Hours	

3.8c Face-To-Face, Blended, and On-Line Allocations for Pre-Licensure and RN-to-BSN Nursing Courses

For the Pre-licensure programs, there are several influencing factors that are considered in determining how classes are presented, whether face-to-face, blended, or online-only platforms. Factors include for example: 1) faculty input regarding best teaching practices considering the nature and difficulty of course content; 2) identified strengths and concerns of recent student performance; and 3) the need for flexibility in schedules due to requirements from clinical agencies. Changes in the teaching platform may occur with ongoing factors needing to be considered for determining best teaching practices for each term.

For the RN-to-BSN Program, the format and courses are designed to meet the needs of the adult learner. Therefore, the online-only platform is used.

3.8d Summary of Credit Hour Allocations for Immersion Experiences

Clinical Immersion Experience for ASN Program

During the ASN Program, students will engage in various immersion experiences. Towards the end of the ASN Program, within NUR 238 Adult Health III, students will be involved in a clinical immersion preceptorship experience. They will be required to synthesize and demonstrate proficiency in clinical competences as outlined on the Competency Performance Evaluation Tool (CPET), and as organized under HLGU's Core Values: Educational Relevance, Transformational Leadership, Community Mindset, Generational Impact, and Biblical Worldview. Three credits of the 7-credit

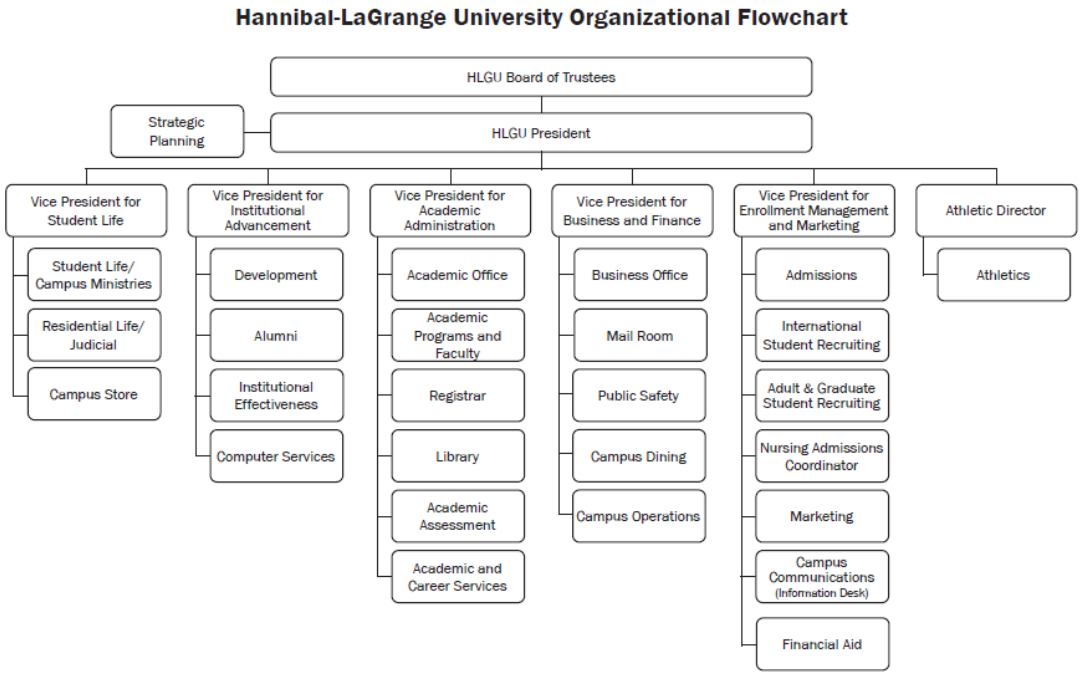
course will be dedicated to the clinical immersion preceptorship experience, for approximately 117 clock hours required for the clinical experience (based on a 13-week clinical rotation).

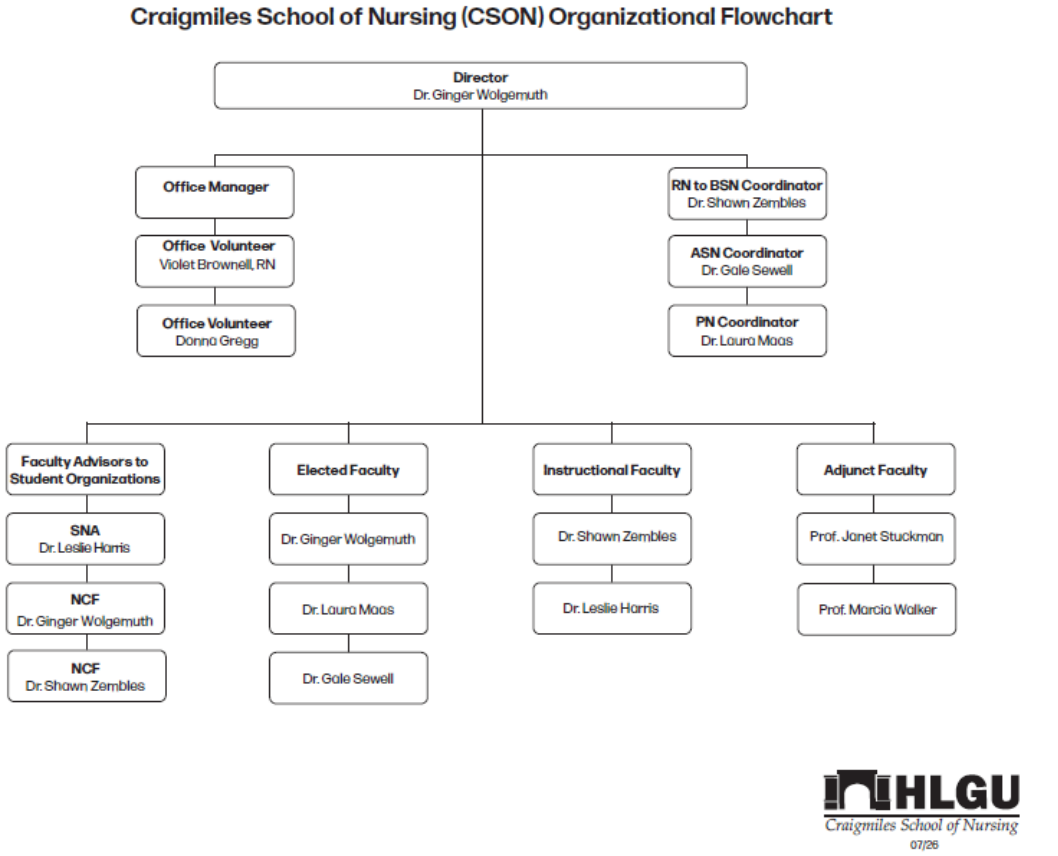
Practicum Experience for the RN-to-BSN Program

Student learning in the RN-to-BSN Program culminates with a practicum experience, providing the student an opportunity to integrate learned theoretical knowledge into practice by completing a capstone project with a focus on Professional Nursing Practice from a Biblical-based worldview. The Competency Performance Evaluation Tool (CPET) as organized under HLGU's Core Values: *Educational Relevance, Transformational Leadership, Community Mindset, Generational Impact, and Biblical Worldview* will be used to evaluate the Capstone Project.

4.0 Organizational Structure and Governance

4.1 HLGU Organizational Structure and Craigmiles School of Nursing Organizational Chart





4.2 Committees of the Craigmiles School of Nursing Requiring Student Representation

Nursing students are encouraged to serve on selected committees of the Craigmiles School of Nursing. Student Representation in the pre-licensure programs will be elected by faculty, expected to attend *Faculty Council* in-person, and serve the length of one academic year. There will be one representative for the PN Program, and two student representatives (Level I and Level II representatives) for the ASN program. A student representative from the RN-to-BSN Program will be invited to *Faculty Council*, to attend remotely, or in-person. Student Representation may be invited to attend other CSON Standing Committees as deemed necessary. *Refer to Faculty By-laws for details of functions and duties of the standing faculty committees.*

4.2a The Faculty Council

The Faculty Council shall be responsible for the ongoing provision of all programs offered at Craigmiles School of Nursing which demonstrates excellence in education and conforms to standards of the Missouri State Board of Nursing and professional

accreditation agencies. *The Faculty Council* shall have the responsibility for action via discussion and voting on all matters brought before it by students and faculty members. The *Faculty Council Committee* is the venue whereby the nursing faculty participates in decision making by joint action, consultation, or discussion. Student representatives are non-voting members.

4.2b Student Representatives

During the fall term, faculty will be given the opportunity to nominate students for all vacant student positions. Once the nominations are received by the Craigmiles School of Nursing Administrative Office, faculty will choose students from the list of nominees to be the Student Representatives.

The qualifications of a Student Representative are:

- To act in a Godly manner, glorifying God through their words, actions, and thoughts.
- To professionally represent their cohort of students bringing forth potential agenda items/issues to be discussed.
- To portray a positive outlook toward the Craigmiles School of Nursing.
- To act as a liaison between their cohort and the Craigmiles School of Nursing's Director and Nursing Faculty.
- To role-model professional interactions and communication with CSON administration, faculty, staff, and peers through all channels of communication, including social media.

Student Representatives will serve for one academic year unless 1) they must step out of the program; 2) they are no longer with their cohort; 3) they are asked to give up their Student Representative role; or 4) they fail to uphold qualifications as mentioned above.

The responsibilities of a Student Representative are as follows:

- To represent their peers at the *Faculty Council Committee* meetings. This may involve meeting with the Director of Nursing prior to the *Faculty Council Committee* meeting to discuss the best way to communicate issues and establish agenda items.
- To survey their peers on a regular basis to get their feedback on the program and share that information with the Director of the Craigmiles School of Nursing and Faculty.
- For the Pre-Licensure Student Representatives, to assist with the Pinning Ceremony.
- To represent their cohort and/or the Craigmiles School of Nursing at events, fairs, etc., as requested, and able.

4.3a Nurses Christian Fellowship (NCF)

Nurses Christian Fellowship (https://ncf-jcn.org/), sponsored by InterVarsity, provides a local, regional, national and international network for Christian nursing. NCF membership will be open to all nurses and nursing students (including pre-nursing). Officers will be volunteers who affirm NCF's vision and doctrinal basis. All planning and implementation will originate from a committee of officers composed of nursing students. CSON's NCF is officially recognized by HLGU as a student organization and has a faculty advisor.

NCF is a non-denominational organization that: 1) Equips and mobilizes nurses/nursing students to develop special friendships among peers, 2) promotes spiritual wellness when rendering care, and 3) provides professional networking during conventions and professional meetings. NCF has informal activities with fellowship, prayer, Bible study, and other outreach service, mission, and ministry activities (see Appendix F – Nurses Christian Fellowship (NCF) Chapter Constitution).

4.3b Student Nurses' Association (SNA)

The CSON's Student Nurses' Association (SNA) (www.nsna.org) is an organization at HLGU. As part of the National Student Nurses' Association (NSNA), CSON's SNA will help encourage the professional development of nursing students, while providing educational resources, leadership opportunities, and career guidance. SNA will be open to all nursing students (including pre-nursing). All planning and implementation will originate from a committee of officers composed of nursing students. Craigmiles SNA has a faculty advisor (see Appendix G – Membership to HLGU SNA; Guidelines for Conduct for HLGU SNA Meetings; SNA Code of Professional Conduct; Code of Academic and Clinical Conduct). Examples of volunteer work and events for SNA members to participate include Loaves & Fishes; Red Cross Blood Drive; Influenza Vaccine Clinic; Hannibal Middle School; Chads Mental Health; Hanging of the Green; Teddy Bear Clinic; Mission Clinic; T-Shirts; Fund Raisers Events; and Big Truck Night to name a few.

4.3c Sigma Theta Tau International

Sigma Theta Tau (www.nursingsociety.org/) is an honor society for Nursing, whose membership of baccalaureate nurses and nursing students have met the established criteria for scholastic achievement and professional performance. *This is an organization yet to be established at Hannibal-LaGrange University.*

5.0 Admission Criteria and Progression Policies of Craigmiles School of Nursing Programs

5.1 Overview of the Process of Admission to CSON Programs

CSON Application for Admission to Nursing Programs

After acceptance to Hannibal-Lagrange University (HLGU) and completion of all University admission requirements, student applicants may complete an application to the CSON, indicating nursing program of choice. Prior to acceptance to the nursing program of choice, student applicants will be required to complete all admission requirements to the Craigmiles School of Nursing (CSON).

Criminal History Background Check Required

All student applicants will be required to complete a criminal history background check at the time of their application for admission to CSON, demonstrating clearance and their eligibility to obtain licensure.

If the student applicant ***has any criminal history*** (i.e., applicant has entered a plea of guilty, a plea of nolo contendere, or has had a conviction/finding of guilt), the applicant must disclose it in their written CSON application. Failure of applicants to disclose all criminal history (*see description above*) in their CSON application may be grounds for denial of admission by the Faculty. Additionally, the applicant must complete a "Petition for Prelicensure Criminal History Determination" form and submit it to the Missouri State Board of Nursing (MSBN) for determination as an additional application requirement. The MSBN will determine if the applicant will be eligible to sit for the NCLEX-PN or NCLEX-RN licensing examination.

The application process to the School of Nursing may be competitive. Applicants for the following year's placements will be received starting immediately in the fall. Qualified applicants will be notified on a first-come-first-served basis until all vacant positions are filled. Qualified students unable to be placed will be put on a waiting list and will be notified when a position becomes available.

Candidates will be screened carefully for acceptance into all nursing programs and for best placement in the pre-licensure programs. The School of Nursing will give consideration to each candidate's preference when determining placement in the pre-licensure programs, as well as seat availability. Because space is limited, not all candidates are guaranteed acceptance into the Craigmiles School of Nursing, or into their preferred path. Qualified candidates with more credits from HLGU will be given higher consideration than those with fewer credits from this institution.

The expectation is that nursing students will take most or all courses at Hannibal-LaGrange University (HLGU). Students desiring to take courses from other institutions/education providers should check with the Registrar in advance to determine if credits can be transferred to meet university requirements. All requests for transfer of credit to HLGU must be directed to the Registrar.

5.2 Admission Requirements for CSON Programs

See **Practical Nursing (PN) Program** in the *Hannibal-LaGrange University Academic Catalog 2026-2027*.

See **Associate of Science (ASN) Program in Nursing** in the *Hannibal-LaGrange University Academic Catalog 2026-2027.*

See **Bachelor of Science (RN-to-BSN) Program in Nursing for Registered Nurses** in the *Hannibal-LaGrange University Academic Catalog 2026-2027.*

Please note for all CSON programs:

- The student may be required to meet specific requirements as mandated by the clinical agencies.

5.3 Retention Policies, Course Repetition Policies, and Progression Policies in CSON Programs

Retention Policies

- Students must meet HLGU and CSON program admission criteria prior to admission into their designated nursing program. Once admitted, students work closely with their faculty advisor to follow the course requirements as outlined in their designated Plan of Study.
- Students must maintain Health Clearance Requirements, Criminal Background clearance requirements, and current CPR certification.
- Students must earn a grade of B- or above in all PNE/NUR courses. Students must earn a satisfactory grade in both the theory and clinical components of all clinical-based nursing courses. If the earned clinical grade is unsatisfactory, the course grade assigned will not be higher than the letter grade of "F".
- Students must maintain a minimum cumulative grade point average (Cum GPA) of 2.0.
- Students must earn a grade of 90% or higher, passing the medication calculation Competency Based Assessment (CBA).
- Students must demonstrate satisfactory performance of all designated nursing skills.

- Students in their last spring semester must **be enrolled** in their last support course or have completed all support courses required before taking PNE 100 Synthesis of Practical Nursing (PN) or NUR 270 Synthesis of Professional Nursing (ASN).
- Students must demonstrate ongoing full compliance with all standards of the nursing profession as defined by:
    - Accreditation Commission for Education in Nursing (ACEN) for Pre-licensure Programs,
    - ANA Standards of Practice,
    - ANA Code for Nurses,
    - Missouri State Board of Nursing and Illinois's State Board of Nursing "Nurse Practice Acts."

Course Repetition Policies

Repeat Course Policy

For the PN and ASN Programs, a nursing course (PNE/NUR prefix) **may only be repeated one time. This** includes whether the student **failed or withdrew** from the course ("W" or "WP" notation on the transcript). Upon failing or withdrawing from a nursing course during a second attempt, the student will immediately be dismissed from the Craigmiles School of Nursing.

Third Course Failure Policy

For the PN and ASN Programs, only two (2) nursing courses (PNE/NUR prefix) may be repeated. Upon failing a third nursing course, the student will immediately be dismissed from the Craigmiles School of Nursing.

Progression Policies

PN and ASN program requirements must be completed within the timeframe of each program, starting with first enrollment in PNE 100 Introduction to Practical Nursing (PN) or NUR 130 Health Assessment (ASN) and ending with PNE 104 Synthesis of Practical Nursing or NUR 270 Synthesis of Professional Nursing. Students are considered officially enrolled in PNE/NUR courses after the first two weeks of the semester.

A student not able to progress in the program in a continuous manner due to extenuating circumstance(s), or need for Medical Leave, may write a letter to the Craigmiles Director of Nursing requesting a Progression Stop (i.e., a Leave of Absence) in the program with supporting documentation for the request. All requests will be brought to the CSON's Admission, Progression, and Retention Committee for review and decision. A student not progressing in the program in a continuous manner may be required to complete additional courses based on curriculum changes.

5.3a PN Course Sequencing Policies

Course Sequencing Polices for PN students have been reviewed and updated by current faculty (Admission, Progression, Retention Committee, 3/5/26) (effective 2026-2027).

- PNE 101 Foundations of Nursing must be taken and successfully completed with a course grade of B- or higher before progressing to Year 1 spring semester nursing courses.
- All Adult Health Courses (PNE 121, PNE 123) must be taken in sequence, as outlined in the Plan of Study, and successfully completed with a course grade of B- or higher.
- Students must have successfully completed all nursing courses by the start of PNE 104 Synthesis of Practical Nursing.

5.3b ASN Course Sequencing Policies

Course Sequencing Polices for ASN students have been reviewed and updated by current faculty (Admission, Progression, Retention Committee, 3/5/26) (effective 2026-2027).

- NUR 101 Foundations of Nursing must be taken and successfully completed with a course grade of B- or higher before progressing to Year 1 spring semester nursing courses.
- All Adult Health Courses (NUR 121, NUR 123, NUR 220, and NUR 238) must be taken in sequence, as outlined in the Plan of Study, and successfully completed with a course grade of B- or higher.
- All Year 1 nursing courses must be taken and successfully completed with course grades of B- or higher in each nursing course before progressing to Year 2.
- Students must have completed all program required nursing courses, except NUR 238 Adult Health III, by the start of Year 2 spring semester.

5.4 Dismissal from Program

Failure to achieve course repetition policies will constitute a reason for the student to be dismissed (withdrawn) from the program. The Director of Nursing and faculty of the Craigmiles School of Nursing reserve the right to dismiss any student enrolled in the program for unethical, dishonest, unprofessional, unsafe, or illegal conduct that is inconsistent with the *ANA Code for Nurses*. See *HLGU Academic Catalog* for Administrative Withdrawal Policy.

5.5 Readmission and Re-Enrollment Polices

Students (in good academic standing) who choose to step out of a CSON program for *longer than* one year and wish to be re-enrolled in the Craigmiles School of Nursing's

designated program must complete all HLGU and CSON readmission/reenrollment requirements.

The School of Nursing acknowledges the responsibility of re-enrolling only those students who, in the judgment of the Director of Nursing and nursing faculty, satisfy the requirements of scholarship, health, and professional suitability for nursing. If a student fails to meet the sequential progression requirements or withdraws from any nursing course, and desires consideration for re-enrollment, the student must complete the CSON's Application for Reenrollment form that is available upon making an in-person request at the Main Office of the Craigmiles School of Nursing, located on the campus of Hannibal-LaGrange University (2800 Palmyra Road, Hannibal, MO 63401), during regular office hours.

5.5a Specific Guidelines for Re-admission and Re-enrollment into CSON

A student who wishes to be re-admitted to a nursing program after a withdrawal from the program must reapply for admission. Any student re-admitted to the program will be required to:

- Meet HLGU and CSON program admission criteria prior to re-admission.
- Have a cumulative GPA of at least 2.0 on a 4.00 scale.
- Demonstrate a satisfactory level of knowledge from prerequisite nursing courses.
- For re-admission to pre-licensure programs, demonstrate successful competency of safe and accurate medication calculations and administration (if applicable).
- For re-admission to pre-licensure programs, demonstrate successful competencies in all clinical skills previously taken (Fee Required).

A re-admitted student will be expected to meet graduation requirements in effect at the time of re-admission and to follow the Craigmiles School of Nursing's program policies in effect for that academic year.

Typically, a request for re-enrollment will need to be submitted prior to the term in which re-enrollment would occur and is subject to seat availability. Please contact Craigmiles School of Nursing for additional information and specific deadlines for requests for re-enrollment.

Students requesting to be re-enrolled, having withdrawn (in poor academic standing), must 1) meet in person with the CSON Director; and 2) submit a letter detailing factors contributing to unsuccessful completion of the course/program along with a plan for success. Students are to address the letter to the *CSON's Admission, Progression, and Retention Committee*. Student requests for re-enrollment will be considered on an individual basis. Re-admission cannot be guaranteed to any student. Students following

the curriculum plan without interruption are given priority for course enrollment. If re-enrollment is granted, students are accountable to follow all policies in the current *CSON Student Handbook*.

Students may appeal decisions based on program re-enrollment policies in writing to, and meeting in person with, the Craigmiles School of Nursing's *Admission, Progression, and Retention Committee*. Decisions on appeal requests may be approved or denied based on individual circumstances and an evaluation of the request. All decisions of the *Admission, Progression, and Retention Committee* will be final.

5.6 Completion Policies for CSON Programs

5.6a Application for Graduation

- Degree seeking students intending to graduate must submit an application to the Registrar for a "request for transcript check" at least TWO FULL SEMESTERS before the expected graduation date.
- Additionally, all students must apply for graduation at least ONE SEMESTER before the expected graduation date through Self-Service prior to the deadline (typically by early to mid-October for January-June graduation). Refer to the *Academic Calendar* in the *HLGU Academic Catalog* for the graduation application deadline.
- Also, students intending to graduate shall review their degree audits with their assigned advisor at least ONE SEMESTER before they expect to graduate. See the *HLGU Academic Catalog* regarding Graduation Notes and *HLGU Student Handbook* for Graduation Information. Each student is responsible for assuring that their academic record is in order.

5.6b Exit Portfolio Self-Assessment Requirement for all CSON Programs

An Exit Portfolio Self-Assessment will be required of students as a means of demonstrating, in part, achievement of program outcomes. A satisfactory portfolio is required prior to program exit.

5.6c Exit Interview and Other Policies

Prior to issuing the School of Nursing's approval for the candidate's licensure (NCLEX-PN® and NCLEX-RN®) with the Licensure Application and release of the student's transcript, the following must be completed:

University Requirements to be Completed:

- All HLGU graduation procedures as outlined in the *HLGU Student Handbook*.

Craigmiles School of Nursing Requirements to be Completed:

- All CSON credit and program requirements must be completed.
- Submission of CSON clinical name tag (returned to the CSON office).
- All CSON program, course, and clinical evaluations must be completed.
- Complete an "Exit Interview" with the Director of the Craigmiles School of Nursing.
- Complete an "Exit Survey" (i.e., an electronic survey) verified by date and time stamps.

5.7 Graduation

The PN Certificate, the Associate of Science in Nursing (ASN) degree, and Bachelor of Science in Nursing for Registered Nurses (BSN) Degree will be granted by Hannibal-LaGrange University to those candidates who have completed the credit requirements as described in the nursing curriculum course plans and who have met all program/degree requirements of Hannibal-LaGrange University.

At the completion of the Spring semester, students who are not successful in their respective program will be notified prior to Pinning Ceremony and Graduation exercises. Students unsuccessful in a PNE/NUR course during the Spring semester, but are not dismissed, will be permitted to walk in both pinning and graduation if they choose to participate and are within required credit completion per current university policy (e.g., a total of 9 credit hours or less remaining for total completion as verified by the Registrar's Office).

5.8 Application for Licensure by Examination

- Completion of the respective PN or ASN program does not guarantee eligibility to take the NCLEX-PN® or the NCLEX-RN® Examination. Please refer to the appropriate state board of nursing where licensure is desired, for full eligibility requirements.
- Students need to be aware that arrests, charges, or convictions of criminal offenses may limit employment possibilities in specific careers and occupations, such as the nursing profession, and may limit their ability to obtain federal, state, and other financial aid. Persons who have a criminal history may not be eligible to apply for licensure to practice nursing. Consequently, successful completion of a nursing program does not guarantee eligibility to take the licensure examination. Please be aware of this and investigate if this is applicable to you. For more information regarding the nursing profession please contact the Missouri State Board of Nursing (see one of the following website links for further information and forms:)
    - PN – https://pr.mo.gov/nursing-licensure-lpn.asp; or

- RN – https://pr.mo.gov/nursing-licensure-rn.asp;

- Links to all boards of nursing websites and contact information is available through the National Council of State Boards of Nursing's (NCSBN) website: www.ncsbn.org.
- NCSBN also provides general information about the NCLEX examinations, including its development and information regarding examination administration.
- Application for licensure by examination will be required and should be sent to the desired state board of nursing. Fees will vary by state. A background check and fingerprints are some of the requirements by state boards of nursing. There may be additional requirements that vary by state.
- NCLEX-RN® and NCLEX-PN® testing is computerized and arranged by nurse graduates individually after graduation. Contact Pearson VUE for questions regarding registering for the NCLEX examination (http://www.pearsonvue.com/nclex/).
- In PNE 104 Synthesis of Practical Nursing and NUR 270 Synthesis of Professional Nursing, procedures required to take the NCLEX-PN® and NCLEX-RN® licensing exam will be reviewed with students.
    - PN Program Code for HLGU is: **US17109300.**
    - ASN Program Code for HLGU is: **US17407200.**
- **Students are solely responsible for overseeing their application process to both their desired State Board of Nursing AND Pearson VUE testing company for their NCLEX examinations.**

5.9 NCLEX-PN® and NCLEX-RN® Examination Process Overview

1. **Complete and apply for licensure (by examination) to the state board of nursing where you wish to be licensed. Allow plenty of time for this process!**
2. Meet all of the Missouri State Board of Nursing's eligibility requirements to take the NCLEX-PN Examination or NCLEX-RN® Examination.
3. Register for the NCLEX-RN Examination with Pearson VUE.
4. Receive acknowledgement of Receipt of Registration from Pearson VUE.
5. The board of nursing determines eligibility to take the NCLEX-RN Examination.
6. Receive Authorization to Test (ATT) notification (email) from Pearson VUE.
7. Schedule your examination with Pearson VUE.
8. Sit for the NCLEX-PN Examination or NCLEX-RN® Examination, as scheduled.
9. Craigmiles School of Nursing appreciates being notified of your results.

**Please note that current NCLEX-PN® and NCLEX-RN® Examination fees are approximately $200. Be aware that the examination fees may be raised starting in 2027.*

6.0 Financial Aid, Scholarships, Awards, Expenses, and Fees

6.1 Financial Aid and Scholarships

Financial aid is available to all nursing students who qualify.

Potential Assistance:

	Federal Pell Grant	Missouri State Grant	Institutional Aid	Federal Student Loans	Private Loans	Outside Scholarship
Traditional Undergraduates	X	X	X	X	X	X
Transfer Undergraduates	X	X	X	X	X	X
Pre-licensure Students		GAMM & WIOA Grants		X	X	X

Nursing Education Loan Repayment Programs:

www.benefits.gov/benefits/benefit-details/449/

Craigmiles School of Nursing Scholarships:

The following scholarships provide a portion of the institutional award to nursing students:

- **Paul and Louise Foreman Nursing Scholarship**
- **HLGU Endowed Nursing Scholarship**
- **Della Faye Martinson Nursing Scholarship**

All donor scholarships are managed and awarded by the Institutional Advancement Department. You may direct questions regarding scholarships directly to this department.

Craigmiles School of Nursing Awards:

Nursing Awards:

- **Recognition for Caring and Compassion**

Awarded to the student whose efforts were always in the best interest of the class, and whose specific performance demonstrated accountability, maturity, and peer support.

- **Recognition for Growth and Achievement**
  Awarded to the student who demonstrated professional growth, leadership qualities, and innovative approaches to their nursing practice.
- **Excellence in Nursing Professionalism**
  Awarded to the student who encompassed the guiding principles of respect, integrity, excellence, professionalism, and caring.
- **Excellence in Clinical Performance**
  Awarded to the student who exhibited professional and compassionate care while collaborating with the interprofessional healthcare team.
- **Medical Society Award**
  Funded by the Northeast Missouri Medical Society, these awards are given to a graduating ASN student and a graduating BSN student.
- **Donnie Webber Memorial Award**
  The criterion for receiving the award is the recipient is a graduating ASN nursing student, has a good work ethic, a good sense of humor, and a CGPA of 3.0 or higher.

6.2 Expenses:

Nursing students need to plan and assume responsibility for the following expenses that will be incurred while enrolled in the designated nursing program:

- Travel to and from all clinical experiences, including out-of-town and immersion clinical experiences.
- Lodging expenses for out-of-town clinical experiences.
- Uniform and accessories (i.e., shoes, stethoscope, watch with second hand, penlight, bandage scissors, etc.).
- CPR Certification and Re-Certification.
- Required Immunizations and Health Clearance Updates.
- Textbook purchases.
- Nursing Fee ($1200.00 USD per semester) for PN and ASN students.
- LPN Transcribing Fees for transcribing credits
- UWorld Subscription Fees
- Nursing Pin.
- Senior Graduation Fees and Expenses (i.e., cap & gown, photographs, etc).
- State Board fees.
- NCLEX-PN® or NCLEX-RN® testing fees.

6.3 Fees:

Students are responsible for all costs incurred for meeting Craigmiles School of Nursing application requirements. Students *accepted* to the Craigmiles School of Nursing will be assessed a nonrefundable Nursing Deposit Fee (one-time), a Nursing Student Fee (each semester), Malpractice Insurance Fee (annually), Clinical Makeup Fees (as needed), and Transcript Fees (as needed). For more information on tuition and fees, go to *HLGU's Academic Catalog – Financial Aid.*

7.0 General Policies

7.1 Faculty and Student Communications

General Communications

All faculty members have campus telephones with voice mail capability. An updated directory of nursing faculty/staff is provided to students each fall term. Every effort should be made to contact faculty/staff during normal working hours (8:00 AM to 5:00 PM). Faculty/staff may choose to give you their home or cell phone number in case of emergencies or for use during reasonable hours of the day or evening. For all urgent, time-sensitive issues, particularly regarding clinical, calling/texting is recommended over email communications. Please respect faculty/staff's family and personal time by not calling or texting outside normal business hours, unless necessary. Faculty and staff are instructed to do the same. *If students, however, are unable to attend class on time, they must text or email the instructor 1-hour ahead of the scheduled beginning of the respective class(es) and give an explanation. Otherwise, students will be expected to be in their class(es) and on time.*

The primary form of faculty-student communication, outside of class and clinical time, is email. Please check and respond to your HLGU email several times throughout each day, including first thing in the morning and in the evening, prior to retiring. This will safeguard that you are receiving all important and timely messages from the CSON and/or faculty. For team-taught nursing course(s) and clinical courses please copy link (cc) to each faculty member, particularly if there are expressed concerns or requests made.

Netiquette

Appropriate behavior online is known as *Netiquette.* The key to netiquette is to remember that the people with whom you are communicating cannot see you, read your body language, or hear the tone of your voice. No one can tell if you are smiling, scowling, or just joking. Therefore, it is important to be professional and courteous when communicating online.

To fully engage in a virtual learning experience and demonstrate respect to all, faculty may require you to have your device cameras on during class, small group meetings, individual meetings with faculty, and at other times when engaging virtually. Students should not expect to be passive spectators of the virtual learning experience. Students should be prepared to actively engage during virtual class times and other meetings through discussion, answering questions, and participating in interactive activities.

7.2 Channels of Communication

All students are expected to follow appropriate channels of communication within the Craigmiles School of Nursing. When a student has an issue or concern, the student must first address this with the individual or the faculty member involved. If the issue remains unresolved, the student may follow HLGU's grievance process (*see Section 14.0 Confidentiality & Complaint Policies* – also, see Appendix R). For more details see HLGU's Student Complaint Policy found in the *HLGU Student Handbook.*

For non-grievance issues, students may choose to communicate with their respective Student Representative, who will represent non-grievance issues and creative ideas to the respective Program Coordinator.

7.3 PowerPoint Slides, Outlines, and Other Written Materials in the Classroom, Nursing Learning Center (NLC) and Clinical

PowerPoint slides, outlines and other prepared written materials used in the classroom, NLC or clinical setting are the intellectual property of the University, faculty, or clinical agencies. Faculty may choose to distribute faculty-prepared written materials to the students in an electronic or hard-copy format, as appropriate, but are under no obligation to do so. Further, faculty are under no obligation to provide copies of written materials in advance of class sessions.

Students desiring hard copies of written materials released by faculty electronically are responsible for any costs incurred in printing written materials.

7.4 Audio-Recording in the Classroom and Nursing Learning Center (NLC)

Students wishing to record a specific class **must obtain permission from faculty or guest speakers prior to the class.** To comply with HIPAA regulations, stories of specific patient cases discussed by either faculty or students are not to be audio-recorded. Learning activities (simulations, lectures, discussions, games, etc.) are intellectual property of the faculty and HLGU. **When permission for audio-recording is granted, the resulting recording is to be released only as approved by the faculty.** *This means it is not to be distributed by any methods (physical or electronic) to others without explicit permission from faculty*.

Students may be video recorded during simulation activities for the purpose of evaluation, self-assessment, and learning only. This may be viewed by the clinical group and/or the simulation group. Permission for use beyond this purpose must be given by the student(s) and the Nursing Learning Center Technology (NLC) Director, or Director of Nursing.

7.5 Social Media Communications

The following documentation from the National Council of State Boards of Nursing (NCSBN) addresses the concerns of the use of social media in nursing:

"The use of social media and other electronic communication is increasing exponentially with growing numbers of social media outlets, platforms, and applications, including blogs, social networking sites, video sites, and online chat rooms and forums. Nurses often use electronic media both personally and professionally…To understand the limits of appropriate use of social media, it is important to have a clear understanding of confidentiality and privacy in the health care context…Privacy relates to the expectation and right to be treated with dignity and respect…Breaches of patient confidentiality or privacy can be intentional or inadvertent and can occur in a variety of ways…Instances of inappropriate use of social and electronic media may be reported to the Board of Nursing…If allegations are found to be true, the nurse may face disciplinary action by the Board of Nursing, including a reprimand, or sanction assessment of a monetary fine, or temporary or permanent loss of licensure" (NCSBN*, Social Media White Paper*, 2011).

Student Responsibilities in the Use of Social Media

Students are responsible to be fully aware of inappropriate use (intentional or inadvertent) of social media. Nursing students are expected to maintain professionalism by showing awareness and caution at all times when using social media as it relates to the context of healthcare, healthcare organizations, the inter-professional healthcare team, classmates, nursing faculty, the School of Nursing, and Hannibal-LaGrange University (see Appendix H – NCSBN's *White Paper: A Nurse's Guide to the Use of Social Media*).

Instances of inappropriate use of social and electronic media will be reported to the Director of Nursing, who will conduct an investigation for substantiating the complaint, including a review of evidence and interviews with witnesses and/or involved parties. The individual(s), subject to the complaint, may or may not be included in this process at the discretion of the Director. All reported instances will be handled on a case-by-case basis, considering the nature of the complaint and potential breach of professionalism, confidentiality, and/or privacy issues.

The Director of Nursing will impose possible actions, including, but not limited to, dismissal from the nursing program or nursing course, or other intermediary corrective actions. The Director of Nursing may dismiss the case for lack of substantiation or for other

reasons. Please refer to related HLGU policies on student dismissal and probationary policies.

7.6 Records, Rights, and Privacy

The university complies with the Family Educational Rights and Privacy Act of 1974/June 1976, with subsequent amendments. This law protects the rights of students to review their own records and to challenge any of the content of the record. Students may request access to their records. The law also protects students from the unlawful disclosure of information about their academic performance, personal campus discipline, or financial status.

The law allows the disclosure of five classes of "directory information" as follows:

1. Name, address, telephone number, dates of attendance, class, and religious affiliation.
2. Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred, including dates.
3. Past and present participation in officially recognized sports and activities, physical factors (height and weight) of athletes, date and place of birth.
4. Schedule of classes.
5. Photograph.

A student may request in writing that one or all of the five categories of directory information be restricted from publication. In no case will grades, discipline, or financial information be disclosed except in keeping with the law.

Such requests are filed with the Registrar's Office.

7.7 Accommodations for Students with Disabilities

Hannibal-LaGrange University is committed to providing equal access to students with disabilities. HLGU students requiring accommodations for academic support in association with the Americans with Disabilities Act (ADA) are directed to notify the *Academic and Career Services Office* immediately for approval. Students with documented disabilities desiring accommodation must notify each and every faculty member for each PNE/NUR course in which they are enrolled and desire said accommodations. Additional academic support services (such as peer coaching, advocacy, academic skills building and specialized tutoring sessions) are also available through *Academic and Career Services,* located in the *Woodrow W. Burt Administration Building, 2nd Floor, 573-629-4016.* Accommodation, when granted, regarding testing, examination, or assessment will require scheduling with the *Academic and Career Services Office* and will be proctored by their staff. **Such testing, examination, or assessment shall be taken within 2 days of students taking it in the regular classroom setting.**

8.0 Academic Integrity Policies

8.1 University Policy on Academic Integrity

Inherent in the mission of Hannibal-LaGrange University is a strong belief in the principle of academic integrity. One of the attributes that characterizes the Christian community is integrity. Therefore, it is a major responsibility of students and faculty to maintain academic integrity. Students are responsible for upholding the HLGU Honor Code (see HLGU Student Handbook).

Violations include cheating, plagiarism, fabrication, and other academic misconduct, and will not be tolerated. Consequences for Honor Code violations are outlined in the *HLGU Student Handbook* at https://www.hlg.edu/student-life/student-handbooks/ . 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.

8.2 Actions Related to Academic Integrity Violations in CSON

Violating Academic Integrity Standards (i.e., Cheating)

Students cheating in coursework or examinations are subject to discipline (see Appendix I – *Academic Dishonesty Policy*). Cheating includes such acts as copying another's work and presenting it as one's own (or allowing someone else to copy one's work) and using unfair methods to complete a test (or helping someone to cheat). The standard disciplinary response is an immediate "F" (failing grade) for any assignment, and the student is placed on disciplinary probation. The disciplinary action may be decreased or increased for reasons as outlined in the *HLGU Student Handbook* https://www.hlg.edu/student-life/student-handbooks/ .

9.0 Additional Integrity and Ethics Policies

9.1 Christian Character

The attributes that characterize Christian community are reflected in the Fruit of the Spirit: Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, and Self-Control. Students are encouraged to use these as guidelines in their formation of Christian character.

Students enrolled in all programs are required to complete community service hours. Participation is mandatory and documentation will be required with the end-of-program student portfolio documentation. As part of the learning experience in the nursing program at Hannibal-LaGrange University, students are required to complete community service hours. This provides the student with an opportunity to be actively engaged in the

community while fulfilling the *Mission* and *Purposes* of the University and Craigmiles School of Nursing.

The 8-hour per year community service requirement is for the PN, ASN and RN-to-BSN students. Community Service hours mutually benefit the campus and community, and is the responsibility of each student to identify and successfully complete the required hours as follows:

Community Service
Total of 8 hours per year required for all Nursing Students
All service hours **must be approved prior to performing** and must be validated by the activity coordinator. No paid hours may be counted towards community service hours. As part of the requirement each student will provide a Reflection Journal of the experiences. Thoughtfully reflect on each experience, identify your role and the benefit the service provided to the community. It is the student's responsibility to keep track of Reflection Journal entries as they occur and submit documentation in the Student Portfolio at the end of the program. All hours must be completed to receive credit. No partial credit will be awarded.

"Service Recognition Cords" will be presented to Nursing Students during the annual Pinning Ceremony based on their total hours of volunteer community service while undertaking and during their respective program coursework.

9.2 Professional Ethics

All nursing students are expected to adhere to the principles of the *American Nurses Association Code of Ethics with Interpretive Statements*. The Code communicates a standard of professional behavior expected throughout the total program and in each individual nursing course. Students should familiarize themselves with the *Code* as it represents the commitment of the profession to the service of society. Violation of principles found in the *Code* is grounds for corrective action, including dismissal (www.nursingworld.org).

9.3 Professional Conduct: Upholding Professional Standards

The discipline of nursing has developed guidelines for professional behavior to give the public an indication of the behavior that can be expected from a professional. It is expected that students will adhere to the following codes of conduct:

1. Know the scope of practice for the student nurse (PN or RN student) and function within that scope.
2. Recognize and respect client diversity/cultural backgrounds and provide dignity to all clients.
3. Safeguard all client information as confidential, regardless of where it is acquired.
4. Refuse to endorse the sale and/or promotion of commercial products or services.

5. Uphold the School of Nursing's high standards regarding personal appearance (**well-groomed, clean, neat, modest dress, and uniforms not smelling of cigarette or tobacco product smoke**):

    - Language (avoids ungodly, inappropriate, provocative, crude, coarse, or vulgar language; and
    - Demeanor (Christ-like character prepared for ministry and service).
    - Safe practice (See Appendix J – *Unsafe Student Practice Policy*).

9.4 Confidentiality

All the information concerning clients, clinical staff, clinical agencies, students, and other learning experiences (such as testing and simulation) is to be kept in confidence and is only to be discussed during pre- and post-clinical conferences. Discussing client information on social networks is grounds for immediate dismissal (withdrawal). **Additionally, cell phones may not be utilized in sharing client information or used in client rooms/care areas as it may give the appearance of a breach of confidentiality.** Any Breach of Confidentiality may be cause for dismissal from the CSON program(s). (See Appendix K – *Confidentiality Statement & Agreement*).

9.5 Tobacco, Alcohol, Illegal Drugs, Firearms Usage

All nursing students are to refrain from the use of tobacco, alcohol, illegal drugs, or firearms at any Hannibal-LaGrange University or Craigmiles School of Nursing related function and at any setting where students are present, including all clinical sites. (See *HLGU Student Handbook.*). (See Appendix L – Criminal Background Check, Substance Abuse, and Drug and Alcohol Testing Policy).

9.6 Policies on Student Dismissal

The university policy for student dismissal is referenced in section 9.6a below. Additionally, the CSON policy on student dismissal regarding additional acts of professional misconduct is detailed in sections 9.6b and 9.6c.

9.6a University Policy on Dismissal

Students who violate HLGU policies subject themselves to the full range of disciplinary sanctions from *Official Reprimand* to including but not limited to *Dismissal*. (See *HLGU Student Handbook*).

9.6b Craigmiles School of Nursing Dismissal Policy

The Craigmiles School of Nursing reserves the right to dismiss (i.e., administratively withdraw) students from the nursing program at HLGU. *Immediate program dismissal is reserved for the most serious acts of professional misconduct and violations of*

professional ethics (policies, etc.) such as stealing, violating honesty/integrity or confidentiality, or causing intentional harm to another person.

Procedure:

1. The faculty, student, or other person(s) will file a report or statement of the alleged misconduct to the Director of Nursing. The report or statement should describe the circumstances surrounding the incident and cite witnesses if applicable. The report or statement should be submitted in writing and signed.
2. Depending on circumstances and the nature of the allegation, the Director of Nursing will exercise reasonable care to protect clients and others from the possibility of harm or threat of harm.
3. The Director of Nursing will conduct an investigation to substantiate the report, including a review of evidence and interviews with witnesses. The individual(s) subject of the report may or may not be included in this process at the discretion of the Director of Nursing.
4. The Director of Nursing will impose possible actions, including but not limited to:
    a) dismissal of the student(s) from the nursing program with no possibility for readmission,
    b) dismissal of the student(s) from the nursing program with the possibility for readmission/re-enrollment,
    c) other intermediary corrective action, or
    d) dismissal of the case for lack of substantiation or other reasons.
5. Any student(s) dismissed from the nursing program will be notified in writing, with a copy of the notification forwarded to the Registrar's Office.
6. ***Appeal.*** Student appeals on dismissal must be filed in writing by the student(s) to the Academic Administration Committee within one week of the dismissal.

9.6c Program Warning: Non-Clinical Jeopardy

The Director of Nursing and course faculty will meet with and give written notice to the student that an action on their part has placed them at risk for program withdrawal (dismissal). This is reserved for non-clinical performance issues. This process is for those issues that do not warrant immediate dismissal. The program warning remains in effect until program completion. Any subsequent action by the student will result in immediate program dismissal.

10.0 Evaluation, Attendance and Other Academic Policies

10.1 Required Minimum Grade and Cumulative GPA

The grading policy is identical for all nursing programs, and all PN and NUR courses within the CSON. Specifically, a minimum course grade of B- (80%) is required in all nursing courses. Additionally, the student must maintain a cumulative GPA of 2.0 to maintain good standing and ensure progression and graduation from the designated nursing program.

If the appropriate GPAs are not maintained, consideration may be given by the Craigmiles School of Nursing to place the student on probation, dismiss the student from the nursing program, or to counsel the student into another academic area.

Letter Grade	Percentage Grade Scale
A+	99-100
A	93-98
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

10.2 Grading Scale and Rounding Policy of CSON

Within all NUR courses, Competency-Based Assessments (CBAs) (exams) and other course work percentages are not rounded up to the next whole number. However, final course grade percentages are rounded up (with .5 & higher rounding up from the tenths position only) to the next whole number *but shall ONLY be rounded up at the end of the semester or term.* For example, 79.5 % or higher will be rounded to 80%. However, 79.49% will not be rounded up to the next whole number.

10.3 Course Grade Policies

Course Grade

For NUR non-clinical courses, the course grade is the theory grade earned. For PNE/NUR clinical courses, the course grade is a compilation of the theory and clinical grades earned. Both a cumulative theory grade of 80% or higher and a satisfactory grade in clinical (if PNE/NUR clinical course) are required to be considered "*passing the course."*

10.3a Theory Grade (For all Pre-Licensure Programs)

A cumulative theory grade of 80% is necessary in order to be successful in each nursing course.

In addition, students must earn an *average* of 77% on Competency-Based Assessments (CBAs) (i.e., exams) for courses that have CBAs, to pass the nursing course and to have any other scores calculated into the final grade. CBAs will be identified in each course syllabus.

For courses with CBAs, students are *not required* to obtain a 77% on *each* CBA, rather a 77% average on *all* CBAs. Non-exam CBA grades will be calculated toward the final course grade *only after receiving a CBA average of 77% has been determined.* The course grade will be the letter grade equivalent to the CBA average if the CBA average is less than 77%.

- For *PNE 104 Synthesis of Practical Nursing* and *NUR 270 Synthesis of Professional Nursing*, the medication calculation CBAs are to be passed at 90% and do not fall under the 77% benchmark, as discussed above.
- HESI assessment raw scores do not apply to the established 77% benchmark, rather a Score of 900 is required for each HESI Assessment.

10.3b Clinical Grade (For all PNE / NUR Clinical Courses)

Clinical is graded on a satisfactory/unsatisfactory basis. Students must demonstrate satisfactory clinical performance as described in the Competency Performance Evaluation Tool (CPET) for Clinical and satisfactorily meet all course requirements to pass the course (see Appendix M – *Competency Performance Evaluation Tool*). In the event a student fails the clinical component, the highest course grade the student may earn is "D."

In all NUR clinical courses, one grade is reported for this course – the theory grade (if the student earned a satisfactory clinical grade) and "D" (if the student earned less than a satisfactory clinical grade). The rationale for this decision is that clinical cannot be successfully mastered or demonstrated without the theory-base. It cannot be taught in

isolation. Clinical assignments demonstrate understanding and application of theory content/principles.

All evaluation tools, exams, quizzes, and the like are the property of the Craigmiles School of Nursing.

10.4 Clinical Evaluation (For all Pre-licensure PNE/NUR Clinical Courses)

Students will be evaluated continually in the clinical setting. The faculty's role in the clinical setting is to guide learning and provide feedback on clinical performance. Faculty assess and evaluate student performance each clinical day and provide feedback to the student on their daily performance in clinical. Faculty will provide a written summary of the student's overall clinical performance during each course (usually at mid-term and/or at final days of clinical).

Any student whose performance is considered unsafe in the clinical area will be immediately notified by the clinical faculty. Written or electronic notification of unsatisfactory ("U") performance will be acknowledged by faculty and student on the Competency Performance Evaluation Tool for Clinical.

Also, a student receiving 3 unsatisfactory ("U") performance evaluations by faculty will be grounds for failing the clinical-based course.

10.5 Determination of Student Clinical Performance (For All PNE/NUR Clinical Courses)

"E" "S" "N" "U" or "NA"

"E" Excellent: *Exceeds expected level of requirements related to thoroughness, initiative for learning, and demonstrating depth of accurate insight.*

"S" Satisfactory: *Expected level of safety to meet course outcomes; safe, accurate, effective each time; efficient, generally organized, punctual, and confident; completes tasks in a given time period; written work clear, specific, relevant, and with appropriate breadth and depth; professional in own attitude and in response to others; follows written and verbal guidelines; clear, positive, and effective communication/documentation; well prepared for clinical; asks relevant, insightful questions; and responds positively to feedback. Meets standard.*

"N" Needs Improvement: *Not completely satisfactory or unsatisfactory; not acceptable for final clinical evaluation.*

"U" Unsatisfactory: *Frequent or constant supervision needed to assure safety; performs at risk, not always accurate, lacks confidence; unskilled, inefficient, unorganized, or ineffective; considerable expenditure of energy; completes tasks within a prolonged period*

of time; judgmental with clients, staff, and/or faculty; unable/unwilling to demonstrate procedure/behavior; written work late, unclear, incomplete, inappropriate, unacceptable, and/or unsafe; unprofessional attitude and/or response to others; ineffective, negative in communication/documentation; does not follow written and/or verbal guidelines; not prepared or late for clinical; does not ask questions or engage in discussion; does not adhere or follow through with feedback. Not meeting standard.

"NA" Not Applicable: *Not appropriate for this clinical setting or not an expectation of the student at this time.*

10.6 Competency Performance Evaluation Tool (CPET) for Clinical (For all Pre-Licensure PNE/NUR Clinical Courses)

Students will be evaluated each clinical day/week with ***"E" "S" "N" or "U".*** To pass the clinical component of the course, no less than "S" must be earned in each competency

The Competency Performance Evaluation Tool (CPET) document consists of a CPET Log/Journal, CPET Comments and Alerts from Faculty, and Final Clinical Evaluation.

See section 11.9 Clinical Jeopardy for more information about Clinical Evaluation.

10.7 Late Work

Pre-Licensure Programs (PN & ASN)

Any required project, paper, exam, or the assigned work required in any PNE/NUR course, which is not submitted/completed by the specified due date and time is considered late and will be subject to a deduction of points, reduction of grade, refusal of acceptance, a grade of "0" by the faculty, or other similar actions of the faculty's choice. Not completing all course requirements by the last day of classes may result in a grade of "F" for the course or a grade of incomplete at the discretion of the faculty and/or the Director of Nursing.

For pre-licensure programs where a faculty member may choose to enforce a deduction of points, the deduction will be as follows:

a. Up to 24 hours late – 10% penalty
b. 24-48 hours late – 25% penalty
c. 48-72 hours late – 50% penalty
d. 72-96 hours late – 75% penalty
e. More than 96 hours late – Grade 0%

The student who is unable to complete course requirements must communicate directly with the respective faculty member(s) in advance of the due date of assignments to discuss reasons for requesting an incomplete. *See individual syllabi for any specific additional information regarding late work.*

EXCEPTION: All HESI tests and/or assignments are due when they are due, and as such is *an exception* to the Late Work Policy (i.e., there is no partial credit for late completion or submission). Additionally, Late Work partial credit will not be given for any test, examination, or assessment – it is NOT allowed.

RN-BSN Programs

Assignments and all discussion postings/responses are due by Sunday at 2359 hrs. (CST) on the due date specified on the schedule of assignments. Assignments received after the due date (i.e., late assignments) will have 10% deducted for each week that it is late for up to a maximum of two weeks (Monday through Sunday). This will result in 10% being deducted one week late; 20% being deducted for two weeks late; and then not accepted at the beginning of the third week and beyond. Late assignments will not be accepted after the end of the second week except for extenuating circumstances. For those assignments submitted after 14 days, a zero will be recorded.

10.8 Incomplete Course Work

An "incomplete" will be given in any nursing PNE/NUR course only under extenuating circumstances. According to the *HLGU Academic Catalog,* "When, in the instructor's opinion, circumstances beyond the student's control prevent the completion of required coursework during an academic term, the instructor may submit a final grade of **"I"** (incomplete), with a completion date not to exceed six weeks after the course has ended. The instructor and student should complete a written contract to complete all coursework by the date agreed upon. If a grade change is not submitted by the completion date, the Office of the Registrar will change the grade **"I"** (incomplete) to **"F"** (failure). Completion dates beyond six weeks after the course ends must be approved by the Office of Academic Administration."

10.9 University Attendance Policy

Per University policy, class attendance requirements are established by each professor and are included in the syllabus of the course. Excused absences are granted for students participating in official University-sponsored events or for verified medical or other emergencies. Competency Based Assessments (CBAs) or other gradable events occurring during a student's absence will be rescheduled by the professor. Students are responsible for making up work missed during excused absences. (*HLGU Academic Catalog; Class Attendance and Participation*).

10.10 Attendance Policies for the CSON

There is a "no cut system" within the School of Nursing, meaning that students are expected to be *present and punctual* for all nursing classes, lab/simulation sessions, clinical training

experiences, CSON/clinical orientations, planning/debriefing sessions, other scheduled CSON meetings, and CSON-related events.

Due to the rigorous nature of the program, ***students are strongly encouraged to avoid or limit outside employment while enrolled within CSON.*** If a student chooses to work, it is the responsibility of the student to ensure they have a flexible work schedule to accommodate the student's need to fulfill the attendance policies of the Craigmiles School of Nursing.

Students are expected to attend each class and clinical for which they are registered. Classroom and clinical absences occurring because of employment-related conflicts, planned or unplanned trips or vacations, non-emergency family activities/events or other absent-related conflicts not covered under HLGU excused absence policies, are considered unexcused absences. Unexcused absences incurred by a student may result in course penalties as outlined in course syllabi, and may also subject the student to course failure, preventing progression in the program.

Students accumulating excessive absences or occurrences of tardiness will be considered individually by the nursing faculty and may be subject to withdrawal from the course. A statement from the student's health care provider may be required for absence due to illness. Additionally, if a student is hospitalized, clearance from the health care provider is required prior to return to clinical.

Students are expected to notify course faculty and/or clinical instructors of both planned and unanticipated absences from classes and clinical experiences. Students are expected to attempt to speak directly with course faculty concerning all absences. Planned absences for personal, university, or Craigmiles School of Nursing functions should be discussed with nursing faculty well in advance of the absence. Due to the complexity of orientation to nursing courses the first couple weeks of each term, late registration more than two weeks after regular nursing courses have begun is **not permitted.**

10.10a Classroom Absences

Classroom activities that are missed due to absence, whether excused or unexcused, may or may not be able to be made up, depending on the nature of the work missed. **In all cases, students are expected to take the initiative to contact faculty to determine make-up classroom experiences.**

10.10b Clinical Absences (For all PNE/NUR Clinical Courses)

All scheduled clinical hours are mandatory. An excused absence will be granted in the following situations:

- Vomiting or diarrhea within 24 hours
- Fever over 101 degrees

- Death in the immediate family
- Hospitalization or emergency care (with documentation)
- Other emergency or urgent situations (as determined by the Craigmiles School of Nursing)
- Illness that requires isolation/absence as determined by the clinical agency

Should the student require an excused absence, they must immediately contact BOTH the clinical faculty and the program coordinator prior to the start of clinical. All missed clinical or simulation hours must be made up. It is expected that the student will personally be responsible to make arrangements with the course faculty member to make up all missed clinical experiences. Missing more than two (2) days of clinical in a course may be grounds for course failure. Unexcused absences will result in a **"U"** (unsatisfactory) for the day and may be grounds for course failure.

An incomplete status (i.e., a course grade of **"I"**) may be chosen by the course faculty member or the Director of CSON as an appropriate option for missed clinical experience(s) and are administered by faculty in accordance with university policy. All clinical make-up work must be completed prior to the next sequenced NUR clinical course. Make-up for absence in the clinical area will be arranged at the discretion of the nursing faculty with additional clinical fees/costs to be incurred by the student.

10.10c Mid-term and End-term Clinical Conference Appointments (For all PNE/NUR Clinical Courses)

Each student is responsible for arranging a conference with the clinical instructor at the end of each clinical rotation. This one-to-one conference provides time for discussion of the Competency Performance Evaluation Tool (CPET) and the student's overall performance during the rotation in preparation for moving into the next rotation. This requirement must be completed within one week of mid-term, if applicable, and two weeks of the end of the rotation. Failure to meet for the Clinical Conference appointments may result in a grade of "U" in the clinical course.

10.11 Examination Policies

The following standards and procedures will apply for all course Competency-Based Assessments (CBAs) (exams) and HESI/UWorld proctored assessments. Any violations will be subject to the Academic Integrity Policies in the School of Nursing (Sec. 8.2).

- For quizzes and competency-based assessments (CBAs) that are deemed closed book testing, students may not use notes, textbooks, videos, other materials or electronic devices, and may not use another person's assistance in completing quizzes or competence-based assessments (CBA's).
- All CBAs and HESI/UWorld assessments are usually given online. However, there are times when paper CBAs/quizzes may be given instead of an on-line version.

- For all pre-licensure programs, NUR CBAs and HESI/UWorld assessments may be scheduled outside scheduled class times.
- For pre-licensure programs, students are expected to arrive ahead of testing time (at least 15 minutes is recommended), prepared to take the CBA/assessment at the starting time. Bring pencils and calculators (if needed). They will not be provided.
- Students arriving late will not be afforded additional or extended testing time. They can report to the CSON office for effective proctoring.
- Only simple calculators may be used during examinations. No other electronic equipment (e.g. cell phones, pagers, digital/smart watches, graphic or scientific calculators) may be used.
- Only scratch paper will be allowed and must be submitted at the end of the CBA/Assessment.
- Personal belongings are to be put away and secured in a place out of sight and inaccessible such as at the back of the classroom.
- Hats, visors and hoods are not allowed to be worn during testing times. Also, hair must be pulled back to reveal ears.
- No food or drink (including water) is allowed when testing.
- All cell phones, pagers and other alarms are to be turned off.
- Once the CBA/HESI/UWorld assessment has started, students are not able to leave the testing site (e.g., going to the bathroom, getting a drink of water, etc.) unless CBA has been electronically submitted. Unless for an emergency, students will not be allowed to return and finish remaining questions.
- No unauthorized use of resources is allowed, including test banks, Quizlet, Etsy, Course Hero, Chegg, Stuvia, ChatGPT, CoPilot, or other A.I. service(s), etc.
- For pre-licensure programs, students found to be in possession of unauthorized resources or exhibit exams scores that are inconsistent with past performance may be asked to take a similar exam to ensure validity of exam score.
- For pre-licensure programs, exams missed due to absence must be made up within ***two school days*** after returning from the absence. ***It is the student's responsibility to schedule make-up exams with the instructor***. Failure to take an exam or quiz within the specified time will result in the student receiving a zero for that exam or quiz.
    - Faculty reserve the right to provide an alternate form of the exam or quiz for make-up purposes.
    - Chronic absences or chronic lateness (more than 2 incidents) will be dealt with on a case-by-case basis and may result in a 5% or 10% deduction from exam/quiz.
    - "Pop-up" or unscheduled quizzes missed by a student due to absence or lateness will result in a 100% deduction of the quiz points and cannot be made up.

- For pre-licensure programs, if a paper and pencil quiz or CBA is given, responses recorded in Par-Score (scantron) may be used as the official response instead of the exam booklet.
- Faculty or appointed staff proctoring an exam will always remain focused on the students.
- For pre-licensure students, when each student finishes their CBA early, students are expected to leave the classroom quietly and remain away from the classroom until class resumes.
- For pre-licensure students, **following the testing period, students should not congregate in any manner to discuss questions and answers in any format (including telephoning, emailing, texting, or messaging through any social media).**
- When faculty member(s) determine through careful exam analysis that an exam item (question) be "nullified", credit for all answers will be honored for each student.

Faculty approval is required for any expected or unexpected absence during a scheduled CBA. Pending faculty approval, missed CBAs must be taken within 48 hours once a student returns to class/clinical.

- Students requiring accommodations for CBAs/Assessments should immediately provide the necessary documentation to all faculty as the student desires, at the beginning of the semester. Students should immediately contact faculty if scheduling conflicts arise with setting up the CBAs/Assessments.
- Students will also provide affected faculty with at least **a 1-hour notice** before planning to take/re-take a missed CBA/Assessment.

Respondus® for Quizzes and CBAs

Craigmiles School of Nursing uses Respondus® Lockdown Browser to provide a safe and secure online testing environment. Respondus® will be used for all CBAs. Respondus® is a remote proctoring service software that works with your web browser to confirm student identity and monitor students taking quizzes/CBAs. In order to use Respondus®, you must have a basic webcam or built-in camera with microphone enabled on your laptop or desktop computer. You must have the Chrome browser on your computer and install the Respondus® Chrome extension. Once you have enabled the Respondus®, you will need to go into the settings on your pop-up blocker and change it to allow for all sites. You will need to put your other devices in airplane mode or disable the sync between devices, so you don't have pop-up notifications while you take the test. If you need to use a hot-spot for an internet connection, make sure that it is a secure password-protected connection. Make sure to check the Respondus® Minimum System Requirements to ensure it will work on your computer.

During your CBA, you will access the exam through your course in Canvas. When you start your proctored exam, you will be prompted to perform certain tasks based on the settings your instructor has selected for the CBA. Your CBA attempt will be recorded and reviewed by your instructor for academic integrity. Be sure to follow all exam guidelines provided by your instructor and the Respondus® prompts to ensure your exam attempt is acceptable. Similar to in-class testing, the policies outlined in the Nursing Student Handbook apply to CBAs taken using Respondus®. You may use a sheet of blank scratch paper, but you must show both sides of the paper before and after your CBA so it is included in the recording. If you are prompted for an access code or password, this means you are not using Chrome and/or your Respondus® Chrome extension is not properly enabled. If you encounter any difficulties during the CBA, notify your faculty immediately as instructed.

10.11a Competency-Based Assessments (CBA)

Nursing courses may include unit CBAs (exams) or a midterm CBA and a comprehensive final CBA. CBA formats consist of one or more of the following: multiple choice, short answer, essay, and/or discussion primarily at the application level, evoking critical thinking. Expect the final CBA to be a synthesis of the semester of learning at the application/analysis level. A student cannot be exempted from the final CBA. In select NUR courses, the final CBA may be a professional paper that reflects synthesis of knowledge, or a return demonstration of nursing knowledge. All CBA written examinations and professional papers may only be taken/submitted once. Only return demonstrations may be repeated once, if unsuccessful during the first attempt.

10.11b Competency-Based Assessment (CBA) Review Policies

Results of CBAs are distributed no sooner than one week after the exam, or at the discretion of the faculty member. Post-CBA review will be conducted outside of class time in a group setting as a learning opportunity and is optional. Faculty will establish when post-CBA reviews occur. *However, faculty may hold examination/assessment grades until all students have tested AND until the instructor has evaluated the examination.*

All CBAs will be available for review with the professor for one week immediately following the CBA review. After that time, students will not have access to the CBAs. Students should arrange to connect with the professor within one week of the review. Final CBAs will not be available for review.

A student wishing to request a review of a CBA item (i.e., a question) must follow the reconsideration process, putting in writing the CBA item and the rationale for reconsideration. The faculty will review any requests for reconsideration. The student will be notified within one week of the decision regarding the request for

reconsideration. At the time of a change to a question(s), any student that is affected by approved change(s), will have points adjusted for that exam (CBA).

10.11c Pre-licensure Programs: Medication Calculation Competency-Based Assessment (CBA) Policy

The student must demonstrate 90% competency on each medication calculation CBA (i.e., exam) within three (3) attempts in clinical courses. Until this competency is met, an "unsatisfactory grade" will be earned in clinical related to medication administration; thus, the student may NOT administer medications. *If a student is not successful by the 3rd attempt, the student will be immediately withdrawn from the course.*

10.11d Final Competency-Based Assessment (CBA) Schedule

The Craigmiles School of Nursing may elect to schedule final CBAs (exams) during the university's designated schedule at either the course or clinical time slots. The Craigmiles School of Nursing attempts to schedule only one or two NUR CBAs per day with consideration given to computer lab and classroom availability. Refer to each course syllabi for exact final CBA times.

10.12 Pre-Licensure Programs: Standardized Assessments and Simulation Examination for Competency

Within pre-licensure programs, nursing students regularly take NCLEX style assessments to determine 1) their knowledge base in specific areas or topics in the discipline of nursing, and 2) ability of meeting program outcomes. Standardized assessments assist in identifying student mastery of course content and/or level outcomes. CSON pre-licensure programs use HESI Assessments throughout the program. Standardized assessments will be used throughout pre-licensure programs as one measure to help determine student ability in the program and ultimately assist in determining readiness for NCLEX-PN® and NCLEX-RN®. Performance on these assessments will be used to determine the academic potential of students requesting re-enrollment.

10.12a Pre-Licensure Programs: HESI Benchmark Policy

It is expected that each student will achieve a Level 900 Competency for each HESI proctored assessment given in NUR/PNE courses. Failure to meet a 900 Competency may result in course penalties, as outlined in course syllabi. All students are expected to use HESI resources to improve their academic standing as they progress through the program.

10.12b Pre-licensure Programs: Competency Performance Simulation Assessments (CPSAs)

Each pre-licensure student enrolled in CSON will be required to demonstrate proficiency in skills and abilities characteristic of a practical or professional nurse generalist through successful completion of a Competency Performance Simulation Assessment (CPSA). Criteria for successful completion of the simulation are based on the program outcomes and graduate competencies. Students who are not successful on the first attempt will have an additional attempt to meet the established benchmark. Unsuccessful completion of the simulations will result in failure of the course.

10.13 Written Work Policies and Professional Writing

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:

- All materials are to be submitted as directed by the instructor of the course (see paper/project rubric).
- All papers must be submitted or uploaded to **"GPTZero"** prior to submission to the course instructor. GPTZero is a leading Artificial Intelligence (AI) detector for checking whether a document was written or prepared by an AI product such as ChatGPT, Google Gemini, Microsoft CoPilot, Grammarly, Notion, or other AI products. GPTZero will also show whether the student has plagiarized or used material that is original to someone else without giving credit. If sections or sentences in a paper have been taken from the internet and other origins without appropriate citations, these will be noted. *Instructions for submitting papers to GPTZero will be provided to students by their course instructor.*
- For pre-licensure programs, papers are to be turned in on time. Late papers will be penalized as follows:

    a. Up to 24 hours late – 10% penalty
    b. 24-48 hours late – 25% penalty
    c. 48-72 hours late – 50% penalty
    d. 72-96 hours late – 75% penalty
    e. More than 96 hours late – Grade 0%

- Assignments with a Satisfactory – Unsatisfactory rating must be turned in on time according to individual course syllabus. Clinical paperwork deadlines will be determined by clinical faculty.

The Craigmiles School of Nursing requires all written work, unless otherwise instructed, to follow the format described in The Publication Manual of the American Psychological

Association (APA) (7th edition). Not using APA format may result in deduction of points from the finished work. Please refer to the APA manual for specific information.

(See Appendix N – *Guidelines for Writing a Formal Paper;* and Appendix O – *Plagiarism: What It Is and How to Avoid It).*

10.14 Course Syllabi

The School of Nursing requires students to read and be fully aware of and responsible for all information given within course syllabi. For example, students are expected to keep track of important CBA deadlines, scheduled activities, course/clinical requirements, and grading expectations. Students must immediately consult with the assigned nursing faculty when information is not clearly understood.

10.15 Frontloading of Skills

Each cohort is scheduled to participate in *Frontloading Weeks as scheduled*. All learning for these designated weeks is focused on specific skills that students will be responsible for knowing and performing within clinical agencies and settings. *Frontloading Weeks* ensure that all students have the correct skills necessary for the professional nurse generalist roles. Attendance for all *Frontloading* is mandatory.

11.0 Clinical Policies

11.1 Pre-Licensure Programs Requirement: Student Health Clearance Policies

A "Health Clearance" is necessary for the nursing student participating in clinical experiences. The purpose of the Health Clearance Form is to provide evidence that the student is free from communicable diseases and is physically able to participate in the clinical setting.

Provisions for Health and Wellness of Students

Provisions applicable to all Hannibal-LaGrange University students are found in the official University Catalog and the Hannibal-LaGrange University Student Handbook.

Provisions applying specifically to nursing students are as follows:

Health Policy:

1. The nursing student is required to meet the specific health requirements of HLGU, and each assigned clinical agency. Current immunization status and selected diagnostic testing must be on file with the CSON.

2. If evidence of a potential or actual physical and/or mental health problem is noted, the nursing faculty may require additional health evaluation. Failure to obtain additional evaluation may result in suspension or dismissal from the program. Evidence of adequate physical and mental health is necessary for continuation in the program; therefore, a written release of information may be required.

   The following medical services are available to all students (at their own cost), as well as the Emergency Room physicians at Hannibal Regional Hospital which is covered 24 hours/day:

   Hannibal Regional Medical Group
   6500 Hospital Drive
   Hannibal, MO 63401
   573-248-1300

   Express Care at Wal-Mart
   3650 Stardust Drive
   Hannibal, MO 63401
   573-231-0660

   Blessing Health Hannibal
   100 Medical Drive
   Hannibal MO 63401
   573-221-5250

   Walk-In Clinic (Blessing Health Hannibal)
   100 Medical Drive
   Hannibal MO 63401
   573-231-3900

   Hannibal Regional Hospital
   6000 Hospital Drive
   Hannibal MO 63401
   573-248-1300

3. Students who are pregnant or who have an altered health status must have written approval from their physicians to continue in the clinical setting and must meet all the stated clinical outcomes with a satisfactory performance.

4. HLGU and the clinical agencies are not responsible for any occupational hazards encountered during the course of study (i.e., infections, communicable diseases, or injury). Students are responsible for their own health care and health insurance throughout the nursing program.

11.1a Pre-licensure Programs Requirement: Student Health Clearance Requirements

All students are required to meet the following health requirements throughout the entire time they are in the nursing program (i.e., the first day of Term 1 until the last day of Term 4). Each participating student must meet the following health requirements and provide supporting documentation *in triplicate* for 1) their personal professional records, 2) their official CSON Student File, and 3) for their respective clinical agencies.

Health Requirements and Documentation Required	
A Physical Examination is required (within the past year) – 1 time only at admission.	
Measles, Mumps, Rubella (MMR)	One of the following is required: 2 vaccinations OR Positive antibody titer (any result documented by a medical professional) OR Signed declination waiver on school form. If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series. If your titer was negative or equivocal, new alerts will be created for you to repeat the series.
Varicella (Chicken Pox)	One of the following is required: 2 vaccinations OR Positive antibody titer (any result documented by a medical professional) OR Medically documented or self-reported history of disease (date of disease required) OR Signed declination waiver on school form. If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series. If your titer was negative or equivocal, new alerts will be created for you to repeat the series.
Hepatitis B	One of the following is required: 3 vaccinations OR Positive antibody titer (any result documented by a medical professional) OR Signed declination waiver on school form. If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series. If your titer was negative or equivocal, new alerts will be created for you to repeat the series.

Tuberculosis (TB)	One of the following completed within the past 12 months is required: 2 step TB skin test (administered 1-3 weeks apart) OR 2 consecutive annual tests (administered 10-12 months apart, with the most recent administered within the past 12 months) OR QuantiFERON Gold blood test (lab report required) OR T-Spot blood test (lab report required) OR IGRA blood test (lab report required) OR If positive results, submit a clear chest x-ray (lab report required) ALONG WITH physician clearance documented on letterhead following positive results. The renewal date will be set for 1 year. Upon renewal, one of the following is required: 1 step TB skin test OR QuantiFERON Gold blood test (lab report required) OR T-Spot blood test (lab report required) OR IGRA blood test (lab report required OR If previous positive results, physician clearance documented on letterhead following positive results will be required.
Tetanus, Diphtheria, & Pertussis (Tdap)	One of the following is required: Tetanus, Diphtheria, & Pertussis (TDaP) vaccination administered within the past 10 years OR Signed declination waiver on school form. The renewal date will be set for 10 years from the administered date or declination date.
Influenza (Flu)	One of the following is required: Documentation of a flu vaccine administered during the current flu season (September-March) OR Signed declination waiver on school form. The renewal date will be set for 10/31 of the following flu season.
COVID	One of the following may be required: COVID Vaccination OR Acceptable waiver from clinical agencies.

Students who are out of compliance with the above health requirements will be removed from attending their clinical(s) until they have provided evidence of compliance with CSON and to our Clinical Agencies' requirements.

11.1b Pre-Licensure Programs Requirement: Immuno-Suppression and Nursing Students

Immuno-suppressed students must have clearance from their physician before admission to clinical will be granted. Efforts will be made to accommodate these

students. However, if the Craigmiles School of Nursing is unable to find a suitable assignment, the student will be unable to complete clinical requirements. Should this occur, the student may be asked to withdraw.

11.1c Pre-Licensure Programs Requirement: Infectious Disease and Nursing Students

If a student has any potentially infectious or contagious disorder (including dermatological problems), he/she is required to see a health care provider prior to participating in clinical experiences. This includes any illness that requires isolation/absence as determined by the clinical agency**.** ***Students may not attend clinical if they have a temperature greater than 101 degrees (Fahrenheit) or persistent vomiting and/or diarrhea.*** The student must bring a statement from the health care provider to the clinical instructor to verify the condition is not infectious or contagious and that the student may care for clients.

11.1d Pre-licensure Programs Requirement: Health Related Notices

1. New onset of health care issues may require release from their health care provider before the student is allowed to attend clinical experiences.
2. The student is responsible for notifying faculty and clinical staff of any **latex allergy.** As many health care products are latex based, the student should be aware of agency policy and procedures.
3. It is ***highly recommended*** that students receive the following:
   a. Hepatitis A Series
   b. Meningococcal immunization

11.2 Pre-Licensure Programs Requirement: Physical Exam Clearance and CPR Requirements

Students admitted to the pre-licensure programs are ***required to have a health physical exam completed,*** indicating that they are healthy and fit to be in the nursing program. *A sports physical is also acceptable.* A copy of the completed health physical document is to be submitted to the CSON and will be placed in the student's official CSON Student File.

Students admitted to the pre-licensure programs must comply with CPR certification requirements and their CPR certification must be maintained throughout the program of study. Specifically, students are required to provide documentation of valid current BLS CPR certification from The American Heart Association's CPR (Health Care Provider). Failure to meet this requirement may result in the student being dropped from the nursing course(s). If a student misses clinical due to lack of this documentation, a clinical absence must be made up with the student accountable for costs.

11.3 Pre-Licensure Programs Requirement: Liability Insurance and Background Screening

Pre-licensure programs have the following requirements regarding liability insurance and criminal background checks.

11.3a Pre-Licensure Programs Requirement: Liability Insurance and Release Agreement

The University agrees to maintain professional liability insurance and comprehensive general liability insurance per occurrence and annual aggregate for coverage of students participating in the nursing program for a fee. The University, upon request, shall provide certificates evidencing such coverage to participating facilities.

11.3b Pre-Licensure Programs Requirement: Criminal History Background Screening

Prior to admission to CSON programs, all nursing students are required to submit completed criminal history background checks. (See Appendix L for *Criminal History Background Check, Substance Abuse, and Drug and Alcohol Testing Policy*).

11.3c Pre-Licensure Programs Requirement: Purpose of Requiring Background Screenings

The purpose of requiring criminal background checks is to ensure patient safety and protection and support the standards of the Nurse Practice Act by requiring that students meet the same standards as health care facility employees. Individuals to whom care is given are often vulnerable both physically and emotionally. Students have access to personal information, access to the patient's property, and provide intimate care to the patient. Accrediting bodies are now requiring that health care facilities have confidence that any individual authorized to provide care does not have a criminal history of mistreatment, neglect, violence, defrauding the public or otherwise taking advantage of another person.

11.3d Pre-Licensure Programs Requirement: Related Policies for Criminal History Background Check

1. This screen helps determine whether a student may be placed in clinical settings. Failure to undergo the criminal history background check will result in denial into the program. If such background check indicates criminal behavior, the student may be dismissed from the program.
2. Felonies and misdemeanors constitute criminal offenses and include, but are not limited to, homicide, abuse of at-risk populations, possession of child pornography, possession of illegal substances with intent to sell, voluntary manslaughter, felonious assault, kidnapping, rape, sexual battery and assault, arson, robbery, and burglary. Clinical sites may decline to accept students with

positive criminal history background checks, which will negatively impact the student's ability to successfully complete the academic program. Should a clinical agency refuse to place a student based upon the outcome of the background check, the program has no responsibility for arranging alternate clinical placements.

3. Students need to be aware that arrests, charges, guilty pleas, pleas of nolo contendere, or convictions of criminal offenses may limit employment possibilities in specific careers and occupations such as the nursing profession and may limit their ability to obtain federal, state, and other financial aid. Please be aware of this and investigate if this is applicable to you. For more information regarding the nursing profession please contact the Missouri Board of Nursing at (573) 751-0681.
4. Criminal history background checks will have no time limit regarding the length of time in which recorded events occurred, and may include, but not be limited to, criminal history.
5. Medical disabilities, including psychiatric disorders or treatment, shall not be the subject of a criminal history background check.
6. During the program, students are accountable to report any changes in their background record to the Director of CSON. Failure to do so can result in withdrawal from the program. The Director of CSON, the Vice President of Academic Administration (VPAA), or the Clinical Agency can request additional background screening for any student at any time.

11.4 Pre-Licensure Programs Requirement: Uniform Policy and Dress Code

The uniform identifies one as a HLGU Nursing Student. In the event that a student is withdrawn or leaves the program, the identification badge must be returned to the Craigmiles School of Nursing. The uniform is an important part of the student's professional appearance and is expected to be neat, clean, and wrinkle-free. In the event a student should gain/lose weight and his/her uniform becomes ill fitting, the student must procure appropriately sized uniforms. Any uniform violation will result in removal from the clinical site. This is counted as an absence and must be made up. The student may be responsible for rescheduling and paying for makeup clinical time.

11.4a Pre-Licensure Programs Requirement: General Dress and Uniform Policies

- The uniform is intended to be worn in the clinical/lab setting only.
- Chewing gum is not allowed.
- No smoking is allowed when in uniform, at the clinical setting, or on campus grounds.
- Uniforms should always be clean and wrinkle-free.
- Cleanliness and proper hygiene are expected.
- Undergarments should not be visible under the uniform.

- Uniforms will be required during scheduled lab times. Faculty will inform students if specific requirements are altered.
- During select CSON events, presentations, or clinicals, business casual dress may be required. Students are then to wear dress pants, and a buttoned/collared/polo shirt. A modest skirt or dress is acceptable for females. Blue jeans, low cut tops, tank tops, stretch pants, leggings of any kind, or midriff exposure will NOT be permitted. A violation of the above may result in removal from clinical or event.
- For maternity and surgical rotations, students ***are required*** to wear their red uniforms to the clinical setting and change into provided scrubs on site.

11.4b Pre-Licensure Programs Requirement: Specific Dress Code Requirements

Nursing Student Dress Code –

Complete HLGU Nursing uniform packages (ordered through HLGU) include:

1. Two red scrub tops.
2. Two pairs of red scrub pants.
3. One red polo shirt with HLGU logo (worn during orientations/observations, pre-clinical activities, and nursing service activities, etc.).
4. One red scrub jacket.
   (*Scrubs must be clean and without wrinkles. Pants are not to touch the floor. Students may wear a plain gray, black or navy T-shirt, tank top, or camisole under scrub tops, tucked into the pants.*)
5. White or black, non-permeable (leather or synthetic) shoes are required. ***Canvas shoes or sandals are not acceptable.*** Closed-toe, clinical shoes are to be ***used for clinical only*** (including lab/simulation and observation/orientation) and must be clean and in good repair.
6. HLGU picture ID and "student nurse" nametag, and identifier/badge reel. *The student uniform is not complete without the HLGU ID badge,* and it shall be worn according to the Clinical Agency requirements.
7. Watch with sweep second hand, bandage scissors, pen light, and stethoscope.
8. Jewelry – no large or gaudy jewelry: One wedding band/engagement ring may be worn. One pair of small post-type earrings (one in each ear) may be worn by students. No bracelets or necklaces may be worn.
9. Students may not have exposed tattoos, nose rings, tongue rings, ear gauges/bars, or any other form of visible flesh piercing or body "art."
10. Hair should be clean, neat, **a natural color,** and away from the face. Shoulder-length or longer hair must be securely up and off the collar (i.e., if hair of any length falls in front of chin or face with head bent forward). All facial hair including sideburns, mustaches, and beards must be kept neatly trimmed and clean.

11. Nails should be kept short, clean, and neatly manicured. *No nail polish may be worn.* No artificial nails or artificial tips are permitted.
12. No strong perfume, cologne, after-shave, perfumed lotions or body sprays may be worn on clinical days. Personal hygiene must be maintained. No offensive body odor or unpleasant odors, such as smoke, will be permitted.
13. A community health uniform consists of navy dress pants and red polo shirt. A white lab coat and stethoscope may also be required.
14. Other uniform equipment, accessories, shoes, and clothing items are the responsibility of each student.

Students are prohibited from smoking or vaping while in any CSON uniform (scrubs or community uniform) during any student assignment. Smoking is not permitted on HLGU property or at any clinical agency.

11.5 Pre-Licensure Programs Requirement: Safety

Nurses have the duty to provide care that is safe and to reduce risk and otherwise protect patients and others from potential injury and harm. The clinical instructor has the right and the obligation to remove from clinical settings a student whose behavior is unsafe or presents a hazard to themselves or others. Examples include illness, uncontrolled emotionalism, intoxication, impaired judgment, and/or unpreparedness in the care of a patient. A student may not attend clinical under the influence of a controlled substance. Any action on the part of a student that puts a patient's safety at risk either physically or emotionally in a clinical experience will be reviewed by the faculty with a possible corrective action that may include a recommendation of failure in the clinical course or removal from the program. (*See Section 11.9 Removal of Student from Clinical*).

11.6 Pre-Licensure Programs Requirement: Student Illness

If a student should become ill during clinical hours, it is the student's responsibility to inform the clinical instructor and plan for transportation from the clinical site. If transportation is not available, it is at the instructor's discretion to release all or part of the students in the clinical group to allow for transporting the ill student from the clinical site.

11.7 Pre-Licensure Programs Requirement: Clinical Incidents

Policy: Unusual incidents which occur in a lab or clinical experience that involve students or faculty will be appropriately reported. Examples of such incidents include injury to faculty, students, clients, or staff; errors in administration or omission of a medication; or incidents such as automobile accidents while driving to or from clinical.

Procedure:

1. Students will immediately report unusual incidents to the clinical instructor, or staff if the incident involves the clinical instructor.

2. The clinical instructor (or agency) will immediately notify appropriate agency personnel. Agency incident report guidelines will be followed including submission of written and verbal reports. Students involved in an incident will complete the proper reports under direct supervision.
3. The clinical instructor will notify Craigmiles School of Nursing's Director of the incident and documentation will be included in the student's file.
4. The student is financially responsible for any cost of their health care related to an incident. Each student must have automotive insurance for the duration of each clinical course per the Craigmiles School of Nursing's policy.

11.8 Pre-Licensure Programs Requirement: Removal of Student from Clinical

1. A student may be identified as unfit for participation in clinical by the clinical instructor. At the time the student is identified, he/she will be immediately removed from the clinical area. Classroom attendance may not be affected.
2. Documentation of behavior and subsequent action shall be filed with the Craigmiles School of Nursing's Director.
3. A referral may be made for assistance for the student. The student shall remain out of the clinical setting until fitness for duty clearance has been obtained.
4. If the student refuses assessment by a counselor or treatment after assessment, the student may be subject to dismissal from the program.
5. Follow up may include, but is not limited to:

    a. Assessment by a certified counselor or health care provider.
    b. Attendance in a program of treatment.
    c. Documentation/recommendation from the counselor/provider regarding the student's fitness for participation in clinical.
    d. Non-compliance with recommendations will result in dismissal from the program.

11.9 Pre-Licensure Programs Requirement: Clinical Jeopardy

If a student earns any **"U's"** (i.e., Unsatisfactory) in the Clinical Performance Evaluation Tool (CPET), it is considered a "Clinical Jeopardy" for that day. On the third Clinical Jeopardy, the student is immediately withdrawn from the course with a grade of **"D".** A Clinical Jeopardy will not carry over to the next semester or to another nursing course. However, documentation will remain in the student's file.

11.10 Pre-Licensure Programs Requirement: Selection of Clinical Placements

Students are welcome to recommend to the CSON potential clinical sites that may provide wonderful learning opportunities and clinical experiences. However, it remains the responsibility of CSON to investigate all potential clinical opportunities to establish whether such placements are a good fit/match for programs, providing the necessary

components necessary for program outcomes to be met. An analysis of feasibility will need to be conducted given the Craigmiles School of Nursing's resources and time frame required for establishing an affiliation agreement. **Students are not permitted to pursue clinical agreements for clinical experiences under any circumstances.**

11.11 Pre-Licensure Programs Requirement: Clinical Agencies

CSON endeavors to provide students with broad opportunities for clinical experiences in different agencies and/or simulations reflecting the diversity in the contemporary health care setting. Clinical sites (cooperating agencies) have been secured to provide a variety of experiential learning opportunities for students at all levels of the program. Faculty members select and guide all learning experiences. Health care agencies cooperate with the Craigmiles School of Nursing in providing facilities for education of students.

Clinical facilities will determine in conjunction with CSON clinical site locations, specific days and assigned times of student placements for clinical assignments. Last minute changes in clinical placements and/or schedules may occur. Students will need to remain flexible and accommodating to all said changes that may arise while enrolled in the pre-licensure programs.

Clinical hours may be scheduled during morning, afternoon, evening, overnight or weekend hours according to student learning needs, faculty schedule, and clinical agency requirements, as well as the availability of meaningful learning experiences.

11.12 Pre-Licensure Programs Requirement: Transportation to Clinical Agencies

Students assigned to clinical experiences are responsible for providing their own transportation to and from the site. To provide a varied and worthwhile clinical experience, the student may be required to travel to sites 30 miles or more from HLGU. Students are responsible for transportation and parking costs. Often students will carpool and share the cost of transportation. In some courses, students need individual transportation. Students may be required to pay parking fees as required by clinical agencies.

12.0 Nursing Learning Center (NLC) Lab Policies

12.1 Pre-Licensure Programs: Nursing Learning Center (NLC) Labs

The state-of-the-art NLC labs (Skills Labs and Simulation Labs) have been designed to create a safe, interactive learning environment that fosters critical thinking and confident preparation of nursing skills. Hours are variable each semester/term and schedules for open lab hours will be communicated to students. The NLC labs will be locked when nursing faculty or staff are not present. Student workers may be available in labs to assist in utilizing lab resources.

Uniform or professional dress is expected when in the NLC labs, as directed by faculty and further defined under the uniform policy section, during NLC lab sessions and skill checkoffs. Students may dress more casually during practice time or open lab times.

12.2 Pre-Licensure Programs: General Guidelines for Skills Lab and Simulation Labs

The following guidelines maintain safety while using the Nursing Learning Center. It is expected that all involved in classroom, clinical, laboratory, and simulation activities will adhere to these guidelines.

General Guidelines:

1. All students must know and practice within the safety guidelines at all times while using the labs. Unsafe behavior will not be tolerated and should be reported immediately to faculty. Failure to adhere to general guidelines may result in disciplinary action.
2. All labs are locked unless occupied by faculty, staff, and/or student lab assistants. Any breach of security must be reported immediately to the NLC Director, CSON Director, NLC Coordinator, and HLGU Campus Security. *Unsupervised students or other persons are not allowed in any of the labs.*
3. Students are expected to come to labs prepared by having completed any scheduled objectives and/or assignments prior to the start of the lab/simulation periods. Students are to have their assigned equipment and supplies necessary for the lab/simulation in their possession.
4. No open-toed shoes are allowed. Failure to abide by this policy may require dismissal from the lab for any activities; this is an OSHA policy.
5. Students should be knowledgeable in the care, handling and proper use of equipment prior to using it in the laboratory. Equipment and supplies are to be used safely and for their designed or intended purpose. Please report any malfunctioning or broken items to the NLC Technology Director, NLC Coordinator, or CSON Faculty.
6. Access to the **doorways in the labs will be maintained free from obstruction at all times.**
7. Learning activities in the lab should be treated in the same professional manner as expected in the actual clinical setting. This expectation includes respectful handling of manikins, equipment, resources and behavior with one another. Manikins are to be treated with the same respect as living persons.
8. NO EATING OR DRINKING is allowed in the labs.
9. **Absolutely no ink pens, felt-tipped markers, iodine, betadine, or KY jelly are allowed near the manikins.** These items permanently stain task trainers and manikin skins.
10. All electronics including cell phones, PDA's, cameras, camera phones, and video recorders are to be turned off during labs unless approved by faculty.

11. All students will practice proper hand-washing techniques while using the lab equipment.
12. Gloves will be worn by students during any contact with simulated body fluids.
13. All sharps used in the labs should be disposed of in the approved receptacle (sharps containers), which are located throughout the Nursing Learning Center. If a sharps container is full, please inform the faculty member. No trash is to be disposed of in the sharps container.
14. Before leaving the lab, all students must return the environment to its original state. All students must assist in the following:

    a. Returning chairs under tables.
    b. Clean and pick up the area and discard all waste material in trash containers. If trash is full or there is no waste container available, notify faculty.
    c. Returning all lab supplies into correct containers.
    d. Placing all needles and sharps in red sharps container boxes.
    e. Wiping up all spills on the floor and counter tops.
    f. Returning all manikins in the manner in which they were originally set up.
    g. Straightening all bed linens and return them to their original state. If linens are soiled, please change them with clean linens.

12.3 Pre-Licensure Programs: Use of Simulation within the Curriculum

The Nursing Learning Center will incorporate simulated-based learning experiences into the course curriculum per instructor request. During a simulated-based learning experience, the students will be presented with a clinical scenario, which provides the context for the simulation, and can vary in length and complexity depending on the objectives. Simulated-based learning experiences allow students to participate in a variety of scenarios and practice in a lifelike, hands-on situation. The students' progress through the clinical scenario from pre-briefing (review of objectives and preparation), experiential learning through the scenario, debriefing (reflective thinking and feedback regarding the participant's performance), and evaluation. High stakes simulations (test-out scenarios) will be used throughout the program according to individual course syllabi. These simulations will test the student's proficiency in skills and abilities which are characteristic of a nurse generalist.

Students' Roles in Simulation:

1. Recognize that as an individual of growth and dignity, each student is accountable for individual actions.
2. Accept ultimate responsibility for individual learning.
3. Become familiar with the substance and intent of the objectives of each simulation.

4. Regularly and consistently prepare for, attend, and participate in all scheduled learning experiences.
5. Monitor personal academic progress with nursing courses and related simulations.
6. Be guided by honesty, integrity, and God-honoring principles to oneself, classmates, and teachers.
7. Periodically perform self-evaluation to determine movement toward educational and life goals.
8. Be receptive to the evaluation from faculty and peers.
9. Be proactive in furthering growth as an individual and as a helping person.
10. Be prepared to remediate and re-test any simulation where a student receives less than 80% or less than a passing evaluation.

12.4 Pre-Licensure Programs: Skill Checkoffs

Students may be required to demonstrate competency with designated psychomotor skills in the NLC prior to performing the same skill(s) with clients. An exception may occur when a psychomotor skill is reviewed with students by the clinical instructor on the clinical unit and the students are supervised by the clinical instructor during performance of the procedure. Skill check-off requirements will be noted in the course material and may be tested during or outside of class/clinical time.

Appointments for skills checkoffs are to be scheduled outside of class, clinical or chapel service times. Time slots are limited. Therefore, it is to the student's advantage to sign up as early as possible in order to choose the time that is most convenient. Should a student not be able to keep the appointment, it is their responsibility to trade their time slot with another student. Any trades that are made need to be communicated as early as possible to the NLC staff. Courtesy and cooperation in these scheduling guidelines will help to ensure that everyone's time is utilized effectively.

Sections of NLC will be closed when used for specific class periods. Hours for closed labs will be posted, and students are REQUIRED to respect the classes in session – NO ENTERING areas where the NLC has posted CLOSED LAB times.

Students are responsible for completing the following before checking off (testing out) on a particular skill:

1. Review required readings and media.
2. Attend planned discussions/demonstrations when required.
3. Clarify questions with the course/NLC faculty before testing.
4. Follow established procedural protocol.
5. Practice on your own.
6. Practice with a nursing student partner; have them provide feedback.
7. Sign up for check-off/testing times as directed.
8. Perform demonstration of required skill(s) with course/NLC faculty.

Students are required to demonstrate skills at a "satisfactory" level. An "unsatisfactory" performance will be based on, but not necessarily limited to, the following:

1. Inadequate demonstration.
2. Arriving late for demonstration.
3. Use of cell phones or other electronic devices.
4. Absence.
5. Failure to sign up for the demonstration before deadline.
6. Failure to contact the NLC Technology Director or NLC faculty within one class day of returning to school following an absence.

A student receiving an "unsatisfactory" will NOT be allowed to perform that skill in clinical until he/she has provided a satisfactory skill demonstration to faculty or staff. The faculty reserves the right to prohibit students who have not satisfactorily demonstrated nursing skills from attending clinical experiences until the deficiency has been resolved; this may denote an "unsatisfactory" clinical day.

12.5 Pre-Licensure Programs: Lab Prescriptions

A Lab Prescription will be given by the clinical instructor/NLC faculty to any student who needs additional practice in a nursing skill. The Lab Prescription is to be given to the NLC Director immediately, and arrangements made by the student for return demonstration. Once the skill has been completed at a "satisfactory" level, the student must return the signed Lab Prescription to the clinical instructor. A student may be prohibited from attending further clinical experiences until the Lab Prescription has been satisfied. Under most circumstances, the Lab Prescription must be completed prior to the next clinical week.

12.6 Pre-Licensure Programs: NLC Supplies

Students may incur costs for any damage or loss of supplies.

12.7 Pre-Licensure Programs: Confidentiality

All simulated-based learning activities involving students and/or recordings are considered confidential. Students will be required to sign the *Confidentiality, Safety Agreement,* and *Consent to Film* form prior to participating in simulations. Discussion of scenarios or information is considered a violation of the CSON Clinical Policy. Students are expected to uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. Students should report any violations to the NLC Director or faculty/instructors. The simulation laboratory should be treated as a clinical site. Learners are expected to show professionalism and treat the manikin(s) and situation as if in a real clinical setting.

13.0 Advising & Tutoring Policies

13.1 Student Advising

The advising process involves purposeful interaction and shared responsibilities between students and faculty advisors, while utilizing appropriate tools and resources.

Student responsibilities include:

1. Be knowledgeable about CSON program requirements.
2. Know and follow CSON academic policies, regulations and procedures; seek clarification when needed.
3. Seek advising assistance and communicate with advisor in a timely manner; come to advising appointments on time and prepared.
4. In consultation with the advisor, make academic decisions, develop and implement an academic plan to meet all university and CSON degree requirements.
5. Explore career, scholarship or post-graduate opportunities, with the assistance of the advisor.
6. Seek help and support from the advisor to address challenges or solve problems.
7. Track progress toward degree completion; seek assistance from the advisor and academic support services as needed; inform the advisor of changes that might impact or interfere with satisfactory academic progress; follow through on agreed upon actions identified during advising sessions.
8. Use the university's online degree audit system and registration tools relevant to the advising process.
9. Evaluate and provide feedback to the CSON on academic advising received.

Each student is assigned one or more academic advisors from the School of Nursing faculty. The roles of the advisor include:

1. Exploring student goals.
2. Assisting students in planning courses for an academic year.
3. Assisting students progressing through the nursing program.
4. Monitoring student academic performance.
5. Guiding students to appropriate resources for assistance with course work, study skills, and personal concerns.

Students are encouraged to meet regularly with their advisor. Please contact your advisor during scheduled advising times or set up an appointment if more than a brief discussion is needed.

Students are encouraged to see the assigned academic advisor at the following times during the school year:

1. Prior to registration for each semester/term. Students are expected to meet with the academic advisor on the scheduled advising session. If it is not possible to meet on this day, students are expected to meet with the academic advisor within that week.
2. At least once during each semester.
3. Upon receiving an 80% or less at midterm in a nursing course.
4. Any time when experiencing difficulty in coursework.

Students are encouraged to participate in the evaluation of the Craigmiles School of Nursing through sharing positive feedback, ideas, concerns, or problems with their student representatives.

13.2 Tutoring

Nursing faculty and assigned faculty and/or student tutors provide many means to help students succeed in nursing classes. Faculty and/or tutors may offer review sessions, critical thinking workshops, and/or study sessions. Additionally, the NLC Director and student lab workers (when available) can assist you in some clinical tutoring; please feel free to ask for their assistance.

If the student desires more assistance, he/she is encouraged to seek out assistance through *Academic and Career Services,* which offers a variety of individualized resources and training for academic success.

14.0 Confidentiality & Complaint Policies

HLGU and the Craigmiles School of Nursing are committed to providing a place of learning and working in which complaints are addressed fairly and resolved promptly. All complaints are taken seriously. The procedure for handling complaints encourages informal conciliation and resolution, while maintaining a confidential and respectful approach.

This policy covers student complaints and individual or agency complaints outside the University. It does not cover complaints related to discrimination, harassment, or sexual misconduct. It does not cover formal complaints of academic or non-academic appeals. For these complaints, please refer to the *HLGU Student Handbook*.

Complaints about the CSON, its students, its faculty, and/or its staff are considered a priority and are taken very seriously. All complaint procedures are handled using the following provisions:

Confidentiality

All information regarding complaints will be treated in a confidential manner and will only be available to the appropriate/involved individuals. Complete confidentiality cannot be guaranteed if effective measures are to be enacted. For example, if a complaint involves students, faculty, or staff, the complaint cannot be investigated if the reporting individual/agency does not wish the allegation be made known to the individual(s). Anonymous complaints will not be considered.

Confidentiality of Student Information & Family Education Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of student education records. The Craigmiles School of Nursing under Hannibal-LaGrange University complies with the provisions of the Family Educational Rights and Privacy Act.

The Health Insurance Portability and Accountability Act (HIPAA)

HIPAA protects from unauthorized disclosure of any protected health information (PHI) that pertains to clients (consumers of healthcare services). The Craigmiles School of Nursing, under Hannibal-LaGrange University, complies with the provisions of the Health Insurance Portal and Accountability Act.

14.1 Student Complaints

Student complaints may arise from time to time. They will be handled in one of the following manners – informal or formal, and depending on the nature of the complaint – academic or non-academic.

Academic Student Complaints

Student complaints may be of an academic nature including instructional methodology, grading, testing, assignments, or the like.

The following procedure is not for formal student complaints seeking resolution through the university academic grade appeals. Please refer to the current *HLGU Academic Catalog* for academic appeal processes.

Non-Academic Student Complaints

Student complaints may be of a non-academic nature including, for example, complaints regarding CSON services, IT (OCS) support, facilities, policies, financial matters, or the like.

The following procedure is not for formal student complaints seeking resolution through nonacademic appeals, or for discrimination, harassment, or sexual

misconduct issues. Please refer to the current *HLGU Student Handbook* for these complaints.

CSON Student Grievance Process (see Appendix R)

The Craigmiles School of Nursing (CSON) adheres to Hannibal-LaGrange University's (HLGU) official policies regarding student grievances, ensuring a structured and fair process for addressing academic concerns, instructional quality, and other issues affecting student success. The official HLGU grievance policies, including grade appeals and instructional complaints, are outlined in the *HLGU Academic Catalog* (pp. 44-45). These policies provide clear procedures for students seeking to appeal a grade or express concerns about the quality of instruction.

The Student Grievance Form (see Appendix R – *CSON Student Grievance Process and Grievance Form*) ensures that the CSON grievance process remains aligned with HLGU policies while incorporating additional steps specific to the nursing program. Students must follow the outlined process to seek resolution at the appropriate levels before escalating concerns. Skipping steps or failing to document discussions may result in delays.

Grievances related to academic performance, clinical experiences, faculty interactions, program policies, and other concerns must be addressed methodically. The process begins with direct communication between the student and faculty, followed by discussions with the Program Coordinator, the Director of Nursing, and, if necessary, the Vice President for Academic Administration (VPAA). Each step must be fully documented, with signatures and summaries recorded to ensure transparency and accountability.

The goal of this process is to facilitate resolution at the lowest level possible while upholding fairness, professionalism, and adherence to university policies. Students are encouraged to attempt informal resolution before initiating formal grievance. Once completed, the form will be submitted to the Craigmiles School of Nursing Office for final review and record-keeping.

Formal Student Complaint and Resolution Procedures: Institution of Appeals Processes

1. If, after following the steps as outlined above, the student is not satisfied with the process, a formal appeals procedure may be initiated through the University's appeals procedures.
2. Written documentation regarding the resolution will be placed in the student's file and maintained for five (5) years past the student's last date of attendance.

14.2 Complaints from Individuals or Agencies Outside the University

Complaints about the CSON, its students, its faculty, and/or its staff are always taken seriously. In efforts to resolve complaints, CSON handles all complaint procedures under

the provisions of maintaining a confidential approach, while maintaining compliance with FERPA and HIPAA regulations.

Complaint Procedures

1. The complainant should contact and discuss his/her concerns with the person(s) who are directly responsible, in order to resolve the issue.
2. If the complaint cannot be resolved in a satisfactory manner, the complainant is invited to contact the CSON Director, or the V.P. of Academic Administration, if the complaint involves the CSON Director.
3. The CSON Director or VPAA will request a written grievance to be submitted to consider the complaint as a formal complaint, and to attempt to bring the issue to satisfactory resolution.
4. All complaints will be fully investigated by the CSON Director and/or the VPAA.
5. Information regarding outcomes following the investigation will be shared with all persons/agencies who, under the provisions of FERPA and HIPAA regulations, have the need to be informed. Information may or may not be allowed under FERPA and HIPAA regulations to be shared with the complainant.
6. The original written complaint, a copy of the response, and a description of any actions taken because of the complaint will be kept on file for five (5) years following the date of the resolution.
7. If, after filing a complaint through the University process, the complainant feels there is still a concern or complaint, the following agencies can be contacted directly:

    - Higher Learning Commission
      230 South LaSalle Street, Suite 7-500
      Chicago, IL 60604

    - State Board of Nursing
      Written complaints may be directed to the "Director of Education" and sent to:
      Missouri State Board of Nursing
      3605 Missouri Boulevard
      Jefferson City, MO 65109

    - Accreditation Commission for Education in Nursing (ACEN)
      3390 Peachtree Road NE, suite 1400
      Atlanta, Georgia 30326

- Commission on Collegiate Nursing Education (CCNE)
  Written complaints may be directed to the "CCNE Complaints Administrator" and sent to the CCNE office at:
  655 K Street NW, Suite 750
  Washington, DC 20001

- Family Education Rights and Privacy Act (FERPA)
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, D.C. 20202

- *Written complaints for HIPAA violations may be directed to:*
  Office of Civil Rights
  U.S. Department of Health and Human Services
  Midwest Region
  233 N. Michigan Ave., Suite 240
  Chicago, IL 60601

15.0 General Information

15.1 General Information

Students are responsible for managing their own learning. The information provided within this handbook is intended to make student experiences at HLGU Craigmiles School of Nursing enjoyable as well as successful.

Students are encouraged to take their studies seriously and manage their time carefully. Students should limit or delete off-campus working/employment time. It can seriously affect your study time. Study time/preparation should average 3-4 hours per week, per each credit within the course. For example; for a 3 credit, course study time should average between 9-12 hours per week.

15.2 Severe Weather Alerts

HLGU has a Weather Alert System to determine when we are to take precautionary action due to severe weather. If you hear the weather siren outside the building, it is signaling severe weather, and you should stay in the building. Severe weather alerts include severe thunderstorm warning, tornado watch, tornado warning or winter storm warning. Students will be notified in the event of a weather alert so proper life safety precautions can be taken.

During clinical days, if the student is concerned about the weather for traveling to the clinical site, an immediate phone call should be placed to the clinical instructor for further instructions.

15.3 Carroll Science Center Etiquette

"Leave things better than you found them" is the motto that students need to adopt while in Craigmiles School of Nursing. It is the expectation of all students that they clean up after themselves in whatever room is used. The following tasks should be completed before students leave for the day:

Classrooms:

- Tables and chairs cleaned (if needed) and put back in their original room/spot.
- Chairs pushed up to the tables.
- All white boards wiped down (unless faculty have requested differently).
- Floors and countertops are picked up and cleared of clutter.
- Clear away any extra paper lying on or around the copier.
- The lights are turned off.

Lounges/Kitchen:

- Tables and chairs cleaned (if needed) and put back in their original room/spot.
- Chairs pushed up to the tables.
- Floors and countertops are picked up and clear of clutter and cleaned.
- All dishes cleaned and put away.
- The lights are turned off.

Nursing Learning Center:

- Tables and chairs cleaned (if needed) and put back in their original room/spot.
- Chairs pushed up to the tables.
- Floors and countertops are picked up and clear of clutter and cleaned.
- All supplies and equipment cleaned and put away, per direction of the NLC Technology Coordinator and/or faculty. The lights are turned off.

While Craigmiles School of Nursing wants students to feel "at home" in the Carroll Science Center, as you use the rooms for classes and studying, please be respectful of the furniture, i.e., not putting feet up on the tables. Keep in mind the cost of the lab equipment and treat it with respect and care.

These guidelines should also be followed when at clinical sites.

15.4 Food, Drink, and Phones

Food and drink are NOT allowed in the Nursing Learning Center (NLC) laboratories, the Computer Lab or when using audio visual or computer equipment. Cell phones must be turned OFF and stored during class, lab, and clinical (including post-conferences).

15.5 Secretarial

Students do not have access to office manager/secretarial services through the Craigmiles School of Nursing. This includes routine photocopying, typing, mailing, collating, and taking or giving telephone messages from students, family members, friends, etc. *Emergency messages will be delivered to the best of our ability.* Students and faculty should not be interrupted during classes, clinical, or meetings *except for bona fide emergencies.*

15.6 Photocopying

Photocopying may be done in the Roland Library, located on the university campus, for a small fee. Computers (word processing, the Internet, limited printing) are available in the CSON Student Library, Roland Library, and in the Nursing Computer Lab Classroom.

15.7 Computer Labs

Nursing students have access to the computers in the CSON when not being used for scheduled classes or examinations. Computer labs are also available at a variety of other locations on campus.

15.8 Electronics and Usage During Class Sessions

Students are permitted to use computers, laptop computers, tablets, and other electronic devices only for specific learning purposes, as addressed during the class session(s) and as permitted by nursing faculty. Students may be asked to turn off any and all electronic devices if used for non-nursing related activities during class sessions, including but not limited to, social media, non-nursing internet usage, and texting.

It is the student's responsibility to ensure their personal computer is compatible with Canvas and Respondus® requirements for testing.

15.9 CSON Nursing Events & Ceremonies

The Craigmiles School of Nursing has carefully and strategically placed professional events and ceremonies throughout the nursing program. Professional events serve as opportunities to foster professional growth and development of nursing students. While the Pinning Ceremonies showcase the School of Nursing with its faculty, staff, and students, the ceremonies are considered very sacred events, where students are dedicated and committed to the Lord as they further prepare for ministry and service.

15.9a Events & Ceremonies

* Each cohort of students will encounter CSON events as outlined on the CSON calendar. All pre-licensure students are required to help with preparations, attend and

fully participate in CSON events as academic calendars permit. The student is responsible for documenting participation at these events:

- CSON Orientation Sessions
- CSON State of the Organization
- Pinning Ceremony
- Nursing Competition
- CSON Blood Drives
- Influenza Clinic
- Teddy Bear Clinic

Faculty may deem other events appropriate for attendance and will communicate that information to students prior to the event.

The CSON State of the Organization and Orientation sessions, held at the beginning of each semester, are mandatory for all students.

15.9b Pinning Ceremonies

Students involved in the Pinning Ceremonies are required to attend and fully participate. Students in other cohorts may be asked to help with preparations and are welcome to attend but are not required.

15.10 CSON Alumni

Once you have completed graduation, you become an alumnus of Hannibal-LaGrange University as well as the Craigmiles School of Nursing. Graduates are urged to keep in contact and visit the campus and CSON whenever possible. Alumni have several opportunities to serve on CSON committees and partake in other events upon graduation. Please notify us of changes in your address and contact information. Also, we will be mailing you alumni surveys which we need completed for accreditation processes. Please complete program assessment surveys in a timely manner to provide feedback for program improvement. We would really appreciate that!

15.11 HLGU Library Services

Many library services are available at HLGU. Ongoing augmentation of library holdings contributes to strong program resources. Consult the Library website (https://www.hlg.edu/student-life/library/) to access a wealth of nursing databases and search resources. If there are materials you need that the library does not have, consult a librarian for options. PLAN AHEAD to ensure your success!

15.12 HLGU University Student Services

Review the current *HLGU Academic Catalog* and *HLGU Student Handbook* to learn more about the many services provided for you on campus. Do not hesitate to take advantage of these services. They exist to assist you during your time at the university.

Refer to the online *HLGU Academic Catalog*, *Calendar*, and *HLGU Student Handbook* for general information on services such as academic advisement, career services counseling, financial assistance, student housing, and food services.

Students that have a meal plan may request, in advance, to pick up a bagged lunch when unable to get lunch during regular cafeteria hours because of required nursing classes or clinicals.

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.

15.13 Courses at Other Universities

The expectation is that nursing students will take most or all courses at HLGU. Students desiring to take courses from other institutions should check with the Registrar in advance to determine if credits can be transferred to meet university requirements. All requests for transfer of credit to HLGU must be directed to the Registrar.

15.14 Student Participation in Social Activities

Students can feel a part of the university and nursing program by joining campus organizations, including the nursing student organizations. Social activities are important to a healthy living style. They can also help reduce stress. Participate in activities you like and enjoy.

15.15 Student Notification of Changes

Students are notified of any changes in documents and publications (i.e., changes to the CSON Student Handbook, CSON Calendar, and Cohort Schedules) through email notification, in-class, or Learning Management Systems (LMS), or through cohort representatives. The Craigmiles School of Nursing's electronic version of the Student Handbook supersedes all print versions of publications.

15.16 Other Information and Documents for Students

- HLGU Student Promissory Note (see Appendix P)

- Student Information Release Form FERPA Waiver (see Appendix Q)
- CSON Student Grievance Process and Form (see Appendix R)
- CSON NLC Lab Prescription Form (see Appendix S)
  Nursing Lab Prescriptions are designed to help nursing students who need to return to the Nursing Learning Center (NLC) to practice skills. The Lab Prescription will document the targeted remediation or extra practice required for nursing students who struggle with specific clinical skills while in clinical agencies or who have failed a skills check-off. The purpose of the Nursing Learning Prescription 1) highlights clinical skill(s) needing improvement, 2) provides clear goals of what is to be accomplished with expected time frames, 3) helps record time spent in the NLC lab, and 4) confirms the student is competent before returning to patient care. A re-evaluation of the student performing the skill may be necessary to clear a student to return to clinicals.
- CSON Immunization Requirements and Medical Checklist (see Appendix T)
- CSON Required Compliance Forms for Clinical Placements (see Appendix U)
- CSON Employee Disqualification List (see Appendix V)

16.0 RN-BSN Post-Licensure Program Guide

16.1 Welcome to the RN-to-BSN Program

Welcome to Hannibal-LaGrange University's online RN to BSN post-licensure 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.

16.1a Tips for Success

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 online access and a computer. The communication medium is a computer and online access to the web (i.e., the internet, or world-wide-web); 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 careful consideration of responses. The testing and challenging of

ideas are 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.

16.2 General Policies

16.2a Academic Standards and Policies

Academic standards applicable to all Hannibal-LaGrange University students are found in the official University catalog.

Standards and policies applying specifically to RN-BSN students can be found earlier in this CSON Student Handbook. Refer to the previous Sections for **Minimum Grade, Grading Scale and Rounding Policy, Course Grading Policies,** and **Incomplete Course Work** as indicated below:

- Section 10.1 Required Minimum Grade and Cumulative GPA
- Section 10.2 Grading Scale and Rounding Policy of CSON (see below)
- Section 10.3 Course Grade Policies (see below)
- Section 10.8 Incomplete Course Work

Letter Grade	Percentage Grade Scale
A+	99-100
A	93-98
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66

D-	60-62
F	0-59

(*from Section 10.1*)

Course Grade

For NUR non-clinical courses, the course grade is the theory grade earned. For PNE/NUR clinical courses, the course grade is a compilation of the theory and clinical grades earned. Both a cumulative theory grade of 80% or higher and a satisfactory grade in clinical (if PNE/NUR clinical course) are required to be considered *"passing the course"* (*from Section 10.3*)

16.2b Admission, Progression, and Retention Policies for RN-BSN

Standards applying specifically to RN-BSN students can be found earlier in this CSON Student Handbook. Refer to the following sections regarding Admission, Progression, and Retention Polices:

- Section 5.2 Admission Requirements for CSON Programs
- Section 5.3 Retention in CSON Programs
- Section 5.4 Dismissal from Program
- Section 5.5 Readmission and Re-Enrollment Policies
- Section 5.6 Completion Policies for CSON Programs
- Section 5.7 Graduation
- Section 9.6 Policies on Student Dismissal

RN-BSN Course Sequencing Policies

(*To be developed.*)

Maximum Time Frame for Program Completion

To ensure current nursing knowledge, all RN-to-BSN course requirements must be completed within five years (5) 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 of Craigmiles 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.

16.2c ASN Students Taking BSN Courses

ASN students 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.
- Student has not previously withdrawn from *more than one* BSN online course.

Students currently enrolled in the ASN program may request in writing to the Director of Craigmiles School of Nursing to be enrolled in select 400 level BSN courses. Students must be in good academic standing within the ASN program and have completed a majority of RN to BSN support courses.

16.3 Communication Channels

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.

By logging onto and utilizing the HLGU Office of Computer Services (IT) resources, students agree to abide by the "Computer User Policy" found on the following HLGU web site. Go to: http://www.hlg.edu/wp-content/uploads/2024/06/Computer-usage-policy-2024-Final-approved.pdf .

16.3a Student Concerns

Students are encouraged to express concerns through the proper channels of communication. Every effort should be made to resolve matters at the level of 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 of Craigmiles School of Nursing. Issues not resolved within the Division of Nursing may then be discussed with the Vice President of Academic Affairs. *Refer to Section 14.1 Student Complaints and Resolution Procedures found earlier in this CSON Student Handbook.*

16.3b Instructor Access

Instructors are required to monitor course e-mail accounts and are expected to respond to student questions/concerns within 24-48 hours, excluding weekends, holidays, and campus closings. 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 of Craigmiles School of Nursing. Issues not resolved within the school administration may then be discussed with the Vice President of Academic Affairs. *Refer to Section 14.1 Student Complaints and Resolution Procedures found earlier in this CSON Student Handbook.*

16.4 Confidentiality

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 of Craigmiles 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.**

16.5 Coursework

16.5a Academic Integrity

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 http://www.hlg.edu/wp-content/uploads/2024/08/HLGU-Student-Handbook-24-25.pdf#page=6. 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*.

16.5b Assignments

Assignments are listed in the online course assignment page for each lesson. These assignments are to be posted by 2359 hrs. (CST) on Sunday of each week. 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 as follows: Student last name, first name, assignment name or number (i.e., Nightingale, Florence – assignment 1 – diabetic teaching plan).

16.5c Late Submission of Assignments

Assignments and all discussion postings/responses are due by Sunday 2359 hrs (CST) on the due date specified on the schedule of assignments. Assignments received after the due date (i.e., late assignments) will have 10% deducted for each week that it is late for up to a maximum of two weeks (Monday through Sunday). This will result in 10% deducted for one week late, 20% deducted for two weeks late, and then not accepted at the beginning of the third week and beyond. Late assignments will not be accepted after the end of the second week except for extenuating circumstances. For those assignments submitted after 14 days, a zero will be rewarded.

16.5e Participation

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 2359 hrs. (CST) on Wednesday of each week. All responses to other students and the instructor must be completed by 2359 hrs. (CST) on Sunday of each week.

16.5d Written Work

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), 7th 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.

16.6 Computer and Hardware Requirements

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.

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

Additionally, the HLGU Office of Computer Services will require a signed agreement to the university Computer Usage Policy to access student material, student email account, and the Canvas system for students. This policy can be reviewed online at: http://www.hlg.edu/wp-content/uploads/2024/06/Computer-usage-policy-2024-Final-approved.pdf.

16.7 Curriculum Requirements

16.7a Leave of Absence

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, Division 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, Division 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.

16.8 RN-BSN Preceptor Policies

Refer to Section 3.3 earlier in this CSON Student Handbook for more information regarding the Mission and Philosophy statements. The following information is reprinted from a separate ***RN-to-BSN Preceptor Handbook 2026-2027.*** Please refer to the hardcopy version for the related forms preceptors and students will need to complete.

16.8a RN-BSN Outcomes

"For the LORD gives wisdom; from his mouth come knowledge and understanding." (Proverbs 2:6)

1. The student will demonstrate competence in ***educational relevance*** by:

- Applying leadership principles to coordinate nursing care and ministry services to promote health and prevent disease.
- Developing healthcare strategies for addressing unmet healthcare needs, complex problems, obstacles, and challenges when providing nursing care and ministry services.
- Adopting proficient nursing practices to ensure safe and positive outcomes of care.

2. The student will demonstrate competence in ***transformational leadership*** by:
    - Using information from evidence-based research findings and professional standards for determining best practices in providing nursing care and ministry services.
    - Assuming appropriate leadership roles and collaborative practice roles in providing nursing care and ministry services.

3. The student will display competence in a ***community mindset*** through the consideration/implementation of:
    - Applying leadership principles in collaborating with other communities of interest, such as local and extended church organizations, healthcare organizations, and community support agencies to provide professional nursing care and ministry services.

4. The student will demonstrate competence in a ***generational impact*** by:
    - Providing professional patient-centered nursing care and ministry services to humankind: individuals, groups, families, communities, and populations; the underserved, poor, and disadvantaged; individuals across the lifespan; and diverse populations.

5. The student will demonstrate competence in a ***Biblical worldview*** by:
    - Developing new approaches to providing professional nursing care and ministry services that are rooted in a Biblically based Christian worldview.

16.8b Responsibilities

Student Responsibilities:

1. Makes contact with potential clinical agencies to explore preceptorship opportunities (faculty may assist).
2. Give preceptor application to preceptor to complete and send to faculty member.
3. Verify agency has current contract with HLGU using contract list. If a contract is needed, student completes “request for practicum” form, submits to faculty to begin contract request process.

4. Discuss program outcomes and clarify goals for practicum experience with preceptor. Provides written copy of approved goals and objectives to preceptor prior to beginning practicum hours.
5. Negotiates practicum schedule and activities, as appropriate.
6. Discuss and provide preceptor(s) with a copy of the tool used to assess the student's practicum performance.
7. Complies with policies of agency and HLGU including pre-practicum compliance paperwork, training, professional attire, and identification.
8. Negotiates a change with faculty and preceptor when a project or activity is not fulfilling course requirements.
9. Maintains regular contact with faculty member and informs faculty promptly when problems related to the practicum experience arise.
10. Keeps all scheduled appointments with preceptor and faculty.
11. Provides practicum written assignments to faculty at regular intervals as indicated by course requirements.

Preceptor Responsibilities:

1. Agrees to serve as student mentor; acts as role model, resource person, and mentor.
2. Completes and submits Preceptor Applications Form to course faculty prior to student starting practicum hours.
3. Approves and agrees to jointly set goals and objectives for the student's practicum experience, as appropriate.
4. Informs student and faculty of available learning activities and projects likely to fill the student's learning objectives.
5. Encourages initiative, individuality, self-expressions, self-assessment and increasing autonomy, as appropriate, by the student.
6. Shares expertise necessary to function in this practicum site.
7. Provides regular feedback to student regarding progress, strengths, and limitations.
8. 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.
9. 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.
10. E-mails clinical assessment form directly to faculty member. Evaluation form must be on file before course completion.

Faculty Responsibilities:

1. Assures all course requirements are complete prior to student beginning practicum hours.
2. Provides course information to the preceptor, to include course and/or practicum objectives, course timeline, and assessment criteria for student's clinical performance.

3. 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.
4. Contacts the preceptor regarding the student's performance at least twice during the semester and as needed.
5. Utilizes a variety of data, including preceptor input to assign final clinical grade.

16.9 Professional Appearance

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 other 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.
- No body piercing (other than earlobes) may be visible. Only one small earring may be worn in each earlobe.

Students may not smoke, either on campus or at a clinical site while performing practicum.

16.10 Program Evaluation

16.10a Course Evaluations by Students

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.

16.10b Program Evaluation by Students

Upon graduation, the student will be provided an opportunity to evaluate the program based on the Program Outcome Criteria through an online survey after graduation.

16.11 Student Participation in Governance

The CSON RN-to-BSN program encourages students to participate in the governance of the nursing program. Student feedback and participation is vital to the nursing program's success. See Section 4.2 Committees of the CSON Requiring Student Representation, found earlier in this CSON Student Handbook. Also, see Appendix F and Appendix G of

this CSON Student Handbook for information regarding the Student Nurses Association and the Nurses Christian Fellowship.

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

16.12 Student Services

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 Academic Catalog* for further information.

16.13 Americans with Disabilities

For students with a disability that falls under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, it is the responsibility of the student to notify Disability Support Services to discuss any special needs or equipment necessary to accomplish the requirements for all nursing courses. Upon completion of registration with the Disability Support Services office, specific arrangements can be discussed with the instructors. Refer to the HLGU student handbook for more information. Go to: http://www.hlg.edu/wp-content/uploads/2025/09/HLGU-Student-Handbook-25-26-1.pdf

16.14 Academic and Career Services Office

The Academic and Career Services office provides academic and career support services for all HLGU students. The purpose of the office is to assist students with adjusting to campus life, improving academic success, deciding on a major and career, and transitioning to the world of work or graduate school.

This office provides materials and online resources on study skills and career planning. A virtual tutoring and career center can be accessed through the student portal/self-service. HLGU upper-level students are available for individual and group tutoring appointments. The Director of Academic and Career Services is available for individual coaching as it pertains to academic and career goals. Career Services also offers career resources including job searching, preparing for interviews, crafting a resume, etc.

For students with disabilities, support services are available through the Office of Academic and Career Services. The associate dean for Academic and Career Services works with faculty and staff to ensure appropriate reasonable accommodation is made.

Services include academic advisement, extended exam time, assistive technology, deaf interpretation, and other reasonable accommodations as needed.

16.15 Awards and Recognition

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.

SERVICE RECOGNITION CORDS:

The 8-hour per year community service requirement (see section 9.1) is for the RN-BSN students. Community Service hours mutually benefit the campus and community and is the responsibility of each student to identify and successfully complete the required hours.

"Service Recognition Cords" will be presented to Nursing Students during the annual Pinning Ceremony based on their total hours of volunteer community service while undertaking and during their respective program coursework.

16.16 Family Educational Rights and Policy Act

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 mailbox 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.

16.17 Financial Aid

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 https://studentaid.gov/h/apply-for-aid/fafsa. Students are referred to the financial aid office https://www.hlg.edu/admissions/hlgu-financial-aid/ for more information.

16.18 Library & Library Services

Roland Library provides current resources to meet the educational needs of the students and the scholarly activities of the faculty. The collection consists of over 145,466 physical volumes including print books, journals, audiovisual materials and equipment.

Approximately two thousand books are added per year. Online journals such as the American Journal of Nursing are available via OVID. Seventy-eight databases are available which index over 26,000 journals. Four of those databases focus on nursing or are medical related: CINAHL, MEDLine, National Library of Medicine and PsycARTICLES. Databases are updated daily. Internet related sources are also available such as PubMed. Over 314,616 e-books are available of which 2,000 are from the clinical medical collection. Furthermore, students have access to MOBIUS, which is a consortium of over 70 libraries throughout the United States with holdings totaling over 29,000,000 items. Students may access library collections all over the world through WorldCat. Databases and e-books are available 24 x 7 wherever students have access to the internet, both on and off campus.

Roland Library offers a variety of services. Library staff are available to assist students and faculty with reference or other needs at any time the library is open. Library operation hours are Mon – Thurs, 7:30 a.m. – 11 p.m.; Friday 7:30 a.m. – 4:00 p.m.; Saturday 1:00 p.m. – 5:00 p.m. An on-call librarian handles requests until 9 pm on the weekends. Students may also email questions and requests to library staff at library@hlg.edu.

Library staff provides instruction on how to find information on an individual basis. Online tutorials are also available. Students may enroll in *Library Research: A guide to locating and evaluating resources,* an online module within CANVAS.

Policies and procedures are available in the *Library Information and Research Guide* which is available on the HLGU website. Brochures are given to faculty and staff at the fall workshop to summarize the services and policies available to them. Borrowing policies, remote access instructions, services and fees are also presented on the library's web pages.

As for a defined process for regular review, faculty are invited each May to weed their area of the Roland Library collection. Library staff weeds on a regular basis as well. eBook collections are updated by the vendor. University-wide graduating student surveys provide feedback on student satisfaction with library resources on an annual basis.

16.19 Online Help

Technical assistance for the online courses is available by contacting the Help Desk of the Offices of Computer Services on the HLGU campus. They can reached at (573) 629-3032. Students are encouraged to utilize support help(s) provided within the Canvas system.

16.20 Provisions for the Welfare of Students

16.20a 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 of Craigmiles School of Nursing. The student may be referred to the appropriate source of assistance.

16.21 Withdrawal

If a student withdraws from a nursing course for any reason, the steps outlined in the HLGU Academic Catalog must be followed. See also Section 16.2 of the CSON Student Handbook for information regarding Admission, Progression, and Retention of RN-to-BSN students.

Appendices

Referenced on Page #

Appendix A – Conceptual Framework P.24

Appendix B – 2026-2027 Practical Nursing (PN) Certificate P.29

Appendix C – 2026-2027 Associate of Science (ASN) Degree P.29

Appendix D – 2026-2027 LPN-ADN Bridge - Associate of Science Degree.....P.20

Appendix E – 2026-2027 Nursing Online RN-to-BSN Completion Degree P.30

Appendix F – Nurses Christian Fellowship (NCF) Chapter Constitution P.36

Appendix G – Membership to HLGU's SNA; Guidelines for Conduct for HLGU; SNA Meetings; SNA's Code of Professional Conduct; Code of Academic and Clinical Conduct P.36

Appendix H – NCSBN's White Paper: "Nurse's Guide to the Use of Social Media" .P.49

Appendix I – Academic Dishonesty Policy P.51

Appendix J – Unsafe Student Practice Policy P.53

Appendix K Confidentiality Statement and Agreement P.53

Appendix L – Criminal Background Check; Substance Abuse; and Drug & Alcohol Testing Policy .....P.53& P.72

Appendix M – Competency Performance Evaluation Tool (CPET) P.56

Appendix N – Guidelines for Writing a Formal Paper P.67

Appendix O – Plagiarism: What It Is and How to Avoid It P.67

Appendix P – HLGU Student Promissory Note P.91

Appendix Q – Student Information Release Form FERPA Waiver P.92

Appendix R – CSON Student Grievance Process and Grievance Form P.92

Appendix S – CSON NLC Lab Prescription Form.....P.92

Appendix T – CSON Immunization Requirements and Medical Checklist P.92

Appendix U – CSON Required Compliance Forms for Clinical Placements P.92

Appendix V – CSON Employee Disqualification List P.92

Appendix A: Conceptual Framework

Note: CSON Faculty have scheduled the Conceptual Framework and Model for review and revision during the 2026-2027 academic year.

Appendix B: 2026-2027 Practical Nursing (PN) Certificate

2026-2027 Practical Nursing (PN) Certificate

HLGU
Craigmiles School of Nursing

Student Name: _____ Date: _____

Approved Plan of Study **Catalog Year: 2026-2027**

"I can do all things through Christ who strengthens me." (Philippians 4:13)

Practical Nursing Certificate

Nursing Support Course Requirements:

Summer or Concurrently (11 hrs.) *		Cr.	Semester	Grade	Course ID
BIO 254	Human Anatomy and Physiology I*	3			
	Human Anatomy and Physiology Lab	1			
BIO 264	Human Anatomy and Physiology II*	3			
	Human Anatomy and Physiology II Lab	1			
PSY 113, PSY 233, or SOC 113	General Psychology, Lifespan Developmental Psychology, or Introduction to Sociology	3			
	Total Credits	11			

Nursing Core Course Requirements:

Year One - Fall (12 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
PNE 100	Introduction to Practical Nursing*	3			
PNE 101	Foundations of Nursing*	4			
PNE 121	Adult Health I and IV Therapy*	5			
	Total Credits	12			

Year One - Spring (14 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
PNE 102	Introduction to Pharmacology **	3			
PNE 122	Adult Health I -- Advanced Concepts**	2			
PNE 155	Mental Health**	3			
PNE 162	Maternal Newborn**	3			
PNE 165	Pediatrics**	3			
	Total Credits	14			

Year One - Summer (2 hrs.)		Cr.	Semester	Grade	Course ID
PNE 104	Synthesis of Practical Nursing	2			
	Total Credits	2			

NOTES:
[1]Course *may* be required to be retaken if not completed within the past five years.
*Offered Fall semester only.
**Offered Spring semester only.

Faculty Signature: _____ Date: _____

This is a proposed guideline. Hannibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU Academic Catalog for policies which govern specific general education, program, and graduation requirements.

Rev. 7/23/2026

Appendix C: 2026-2027 Associate of Science (ASN) in Nursing Degree

2026-2027 Associate of Science (ASN) Degree

HLGU
Craigmiles School of Nursing

Student Name: _____ Date: _____

Approved Plan of Study **Catalog Year: 2026-2027**

"I can do all things through Christ who strengthens me." (Philippians 4:13)

Associate of Science in Nursing Degree

Nursing Support Course Requirements:

Fall – (Sample) (16 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
BIO 264	Human Anatomy and Physiology I[4] --- Human Anatomy and Physiology I Lab	3 1			
ENG 106	English Composition I	3			
BIB 152	Biblical Worldview	3			
PSY 113, PSY 223, or SOC 113	General Psychology, Lifespan Developmental Psychology, or Introduction to Sociology (*Total of 6 credits*)	6			
	Total Credits	16			

Spring – (Sample) (16 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
BIO 264	Human Anatomy and Physiology II[4] --- Human Anatomy and Physiology II Lab	3 1			
BIO 223	Microbiology[4,3] --- Microbiology Lab	3			
ENG 106	English Composition II	3			
BIB 113 BIB 123	Old Testament or New Testament	3			
	Total Credits	14			

Nursing Core Course Requirements:

Year One - Fall (12 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
NUR 130	Health Assessment*[3]	3			
NUR 101	Foundations of Nursing*	4			
NUR 121	Adult Health I and IV Therapy*	5			
	Total Credits	12			

Year One - Spring (12 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
NUR 102	Introduction to Pharmacology **	3			
NUR 122	Adult Health I -- Advanced Concepts**	2			
NUR 155	Mental Health**	3			
NUR 163	Maternal Newborn**	3			
NUR 165	Pediatrics**	3			
	Total Credits	14			

Year Two - Fall (12 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
NUR 220	Adult Health II*	7			
NUR 261	Pharmacology II*	1			
NUR 261	Pathophysiology*	3			
	Total Credits	12			

Year Two - Spring (9 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
NUR 222	Adult Health III**	7			
NUR 270	Synthesis of Professional Nursing**	2			
	Total Credits	9			

NOTES:
[1] Course may be required to be retaken if not completed within the past five years.
[2] May be taken during the summer term between the first and second years of the ASN program.
[3] NUR 130 Health Assessment is required for all Advanced Standing students. This course is offered in the Year One – First Semester.
* Offered Fall semester only.
** Offered Spring semester only.

Faculty Signature: _____ Date: _____

This is a proposed guideline. Hannibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU Academic Catalog for policies which govern specific general education, program, and graduation requirement.

Rev. 7/23/2026

Appendix D: 2026-2027 LPN-ADN Bridge - Associate of Science in Nursing Degree

2026-2027 LPN-ADN Bridge - Associate of Science in Nursing Degree

HLGU
Craigmiles School of Nursing

Student Name: _____ Date: _____

Approved Plan of Study **Catalog Year: 2026-2027**

"I can do all things through Christ who strengthens me." (Philippians 4:13)

LPN-ADN Bridge – Associate of Science in Nursing Degree

Nursing Support Course Requirements:

Fall – (Sample) (16 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
BIO 254	Human Anatomy and Physiology I[4] --- Human Anatomy and Physiology I Lab	3 1			
ENG 106	English Composition I	3			
BIB 152	Biblical Worldview	3			
PSY 113, PSY 223, or SOC 113	General Psychology, Lifespan Developmental Psychology, or Introduction to Sociology (*Total of 6 credits*)	6			
	Total Credits	*16*			

Spring – (Sample) (14 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
BIO 264	Human Anatomy and Physiology II[4] --- Human Anatomy and Physiology II Lab	3 1			
BIO 223	Microbiology[4, 5] --- Microbiology Lab	3			
ENG 106	English Composition II	3			
BIB 113 BIB 123	Old Testament or New Testament	3			
	Total Credits	*14*			

Advanced Standing Plan of Study:

Year Two - Fall (12 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
NUR 130	Health Assessment[5]	3			
NUR 220	Adult Health II*	7			
NUR 261	Pharmacology II*	3			
NUR 261	Pathophysiology*	3			
	Total Credits	*16*			

Year Two - Spring (9 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
NUR 228	Adult Health III**	7			
NUR 270	Synthesis of Professional Nursing**	2			
	Total Credits	*9*			

NOTES:
[1] A valid, unencumbered LPN license is required for entrance (must produce a copy).
[2] All students applying must pass take and pass the HESI LPN - ADN Entrance Examination (minimum of 900 points to pass).
[3] Course *may* be required to be retaken if not completed within the past five years.
[4] May be taken during the summer term between the first and second years of the ASN program.
[5] NUR 130 Health Assessment is required for all Advanced Standing students. This course is offered in the Year One – First Semester.
* Offered Fall semester only.
** Offered Spring semester only.

_____

Faculty Signature: _____ Date: _____

This is a proposed guideline. Hannibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU Academic Catalog for policies which govern specific general education, program, and graduation requirements.

Rev. 7/23/2026

Appendix E: 2026-2027 Registered Nurse - Bachelor of Science in Nursing Degree

2026-2027 Registered Nurse - Bachelor of Science in Nursing Degree

HLGU
Craigmiles School of Nursing

Student Name: _____ Date: _____

Approved Plan of Study **Catalog Year: 2026-2027**

"I can do all things through Christ who strengthens me." (Philippians 4:13)

Registered Nurse to Bachelor of Science in Nursing Degree

Students are eligible for the online BSN completion program after passing state boards and providing evidence of an active, unencumbered license to practice as an RN. An RN license counts as 40 credit hours.

Nursing Support Course Requirements:

Behavioral Science (6 hrs.) Courses must come from two different academic areas.						
PSY 113, PSY 333, or SOC 113	General Psychology, Lifespan Developmental Psychology, or Introduction to Sociology (Total of 6 credits)	6				
	Elective(s)	3				
Humanities and Fine Art (15 hrs.)						
CAS 101	Intro to Public Speaking	3				
ENG 105	English Composition I	3				
ENG 106	English Composition II	3				
HST ____	History Course (select from HST options)	3				
Fine Art	Fine Art Course - Art, Music, or Theater	3				

Mathematics (3 hrs.)						
MTH ___	Appropriate Math Course [1]	3				
Natural Sciences (16 hrs.) BIO 440 (4 hrs.) is required, plus 12 additional hrs. of Natural Science. Recommended courses are below.						
BIO 256/216	Human Anatomy and Physiology I *	4				
BIO 266/226	Human Anatomy and Physiology II **	4				
BIO 223	Microbiology **	3				
BIO/NUR 440	Pathophysiology	4				
Bible (6 hrs.)						
BIB ____	Old or New Testament Survey	3				
BIB 153	Biblical Worldview	3				

Nursing Core Course Requirements:

Summer (6 hrs.)		Cr.	Semester	Grade	Course ID
NUR 302	Health Assessment***	3			
NUR 443	Community Health Nursing***	3			

Fall (15 hrs.)		Cr.	Semester	Grade	Course ID
NUR 305	Healthcare Today*	3			
NUR 382	Nursing Informatics*	3			
NUR 423	Client Education*	3			
NUR 426	Intro to Research & Analytical Methods*	3			
NUR 452	Evidenced-Based Practice*	3			

Spring (15 hrs.)		Cr.	Semester	Grade	Course ID
NUR 352	Nursing Theory**	3			
NUR 362	Geriatric Nursing**	3			
NUR 372	Bioethics**	3			
NUR 436	Leadership & Management**	3			
NUR 492	Senior Nursing Capstone[2]	3			

NOTES:
[1] See Mathematic Placement Policy.
[2] Senior Nursing Capstone should be taken during the last semester of the program and is offered any term.
* Offered fall semester only.
** Offered spring semester only.
*** Offered summer semester only.

Faculty Signature: _____ Date: _____

This is a proposed guideline. Hannibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU Academic Catalog for policies which govern specific general education, program, and graduation requirements.

Rev. 7/23/2026

Appendix F: Nurses Christian Fellowship (NCF) Chapter Constitution

Nurses Christian Fellowship (NCF) Chapter Constitution

Article I NAME

Section 1. The name of this organization is Hannibal-LaGrange University Chapter of Nurses Christian Fellowship of InterVarsity Christian Fellowship/USA[R.]

Article II PURPOSE

Section 1. *In response to God's love, grace, and truth*: The Purpose of Hannibal-LaGrange University Nurses Christian Fellowship is to be an organization of nurses who follow Jesus as Savior and Lord: growing in love-for God, God's Word, God's people of every ethnicity and culture and God's purposes in the world.

Article III DOCTRINAL BASIS

Section 1. The Doctrinal Basis of this organization includes the basic biblical truths of Christianity. We believe in:

The only true God, the almighty Creator of all things, existing eternally in three persons Father, Son, and Holy Spirit full of love and glory.

The unique divine inspiration, entire trustworthiness and authority of the Bible.

The value and dignity of all people: created in God's image to live in love and holiness but alienated from God and each other because of our sin and guilt, and justly subject to God's wrath.

Jesus Christ, fully human and fully divine, who lived as a perfect example, who assumed the judgment due sinners by dying in our place, and who was bodily raised from the dead and ascended as Savior and Lord.

Justification by God's grace to all who repent and put their faith in Jesus Christ alone for salvation.

The indwelling presence and transforming power of the Holy Spirit, who gives to all believers a new life and a new calling to obedient service.

The unity of all believers in Jesus Christ, manifest in worshiping and witnessing churches making disciples throughout the world. The victorious reign and future personal return of Jesus Christ, who will judge all people

with justice and mercy, giving over the unrepentant to eternal condemnation but receiving the redeemed into eternal life.

To God be glory forever.

Section 2. All leaders/officers of this organization, leaders of Bible study groups and speakers must agree to the NCF Purpose and Doctrinal Basis in Articles II and III.

Article IV MEMBERSHIP and PARTICIPATION

Section 1. Membership and participation is this organization is open to all nurses and nursing students.

Article V LEADERSHIP

Section 1. The leadership of this organization will consist of an Executive Committee which includes elected leaders and the nursing faculty advisor.

Section 2. The responsibilities of the leadership of this chapter are:

a. To carry out the purpose, general policies, and program of this organization.
b. To call an annual meeting for selection of new leadership and to evaluate the various activities of the year.
c. Be responsible for the continuance of this chapter from year to year.

Article VI MEETINGS

Section 1. Meeting will be held monthly on the third Monday of the following Months: October, November, January, February, March, April. Meetings for bible study and prayer may be held at different times than chapter meetings.

Section 2. Other meetings for the discussion and presentation of matters pertaining to the life and purposes of the organization will be held as occasion warrants.

Article VII SELECTION OF LEADERSHIP

Section 1. The Selection Committee will consist of the Executive Committee and other leaders whom the Executive Committee feels would be helpful for the process.

Section 2. The Selection Committee will receive recommendations and application for new leaders from the members of the chapter.

Section 3. The Selection Committee will be responsible to see that all prospective leaders subscribe to the NCF Purpose and Doctrinal Basis as stated in Articles II and III.

Section 4. New leaders will be selected on an annual basis by the selection committee for a term of one year.

Article VIII CONSTITUTION and AMENDMENTS

Section 1. This constitution will be adopted with a general consensus of the leadership of the organization or a two-thirds vote of the committed membership.

Section 2. This constitution may be amended by a general consensus of the leadership of the organization or a two-thirds vote of the committed membership, providing that no change is made in Article II, Article III, Section 2.

Section 3. Amendment to this constitution will not become valid until a copy of said amendment has been placed in the office of Nurses Christian Fellowship, Professional Chapter Liaison, PO Box 7895, Madison, WI 53707-7895

Appendix G: Membership to HLGU's Student Nurses' Association (SNA)

Membership to HLGU's Student Nurses' Association (SNA); Guidelines for Conduct for HLGU; SNA Meetings; SNA's Code of Professional Conduct; Code of Academic and Clinical Conduct

POLICY:

All students in the ASN Nursing Program at Hannibal-LaGrange University will belong to the HLGU Student Nurses' Association (SNA) Chapter.

PURPOSE:

In order to encourage professional behavior in nursing students during school and in the future, membership and participation in a national organization is a good beginning. Additional benefits come from participation in the local organization.

PROCEDURE:

1. All students will pay National Student Nurses' Association (NSNA) dues through fees collected by the University upon registration.

2. All students are expected to participate in the school chapter both in attendance at scheduled monthly meetings, as well as fundraising activities.

Appendix H: NCSBN White Paper – Nurse's Guide to Use of Social Media

NCSBN's White Paper: "Nurse's Guide to the Use of Social Media"

August 2011

Introduction

The use of social media and other electronic communication is increasing exponentially with growing numbers of social media outlets, platforms and applications, including blogs, social networking sites, video sites, and online chat rooms and forums. Nurses often use electronic media both personally and professionally. Instances of inappropriate use of electronic media by nurses have been reported to boards of nursing (BONs) and, in some cases, reported in nursing literature and the media. This document is intended to provide guidance to nurses using electronic media in a manner that maintains patient privacy and confidentiality.

Social media can benefit health care in a variety of ways, including fostering professional connections, promoting timely communication with patients and family members, and educating and informing consumers and health care professionals.

Nurses are increasingly using blogs, forums and social networking sites to share workplace experiences particularly events that have been challenging or emotionally charged. These outlets provide a venue for the nurse to express his or her feelings, and reflect or seek support from friends, colleagues, peers or virtually anyone on the Internet. Journaling and reflective practice have been identified as effective tools in nursing practice. The Internet provides an alternative media for nurses to engage in these helpful activities. Without a sense of caution, however, these understandable needs and potential benefits may result in the nurse disclosing too much information and violating patient privacy and confidentiality.

Health care organizations that utilize electronic and social media typically have policies governing employee use of such media in the workplace. Components of such policies often address personal use of employer computers and equipment, and personal computing during work hours. The policies may address types of websites that may or may not be accessed from employer computers. Health care organizations also maintain careful control of websites maintained by or associated with the organization, limiting what may be posted to the site and by whom.

The employer's policies, however, typically do not address the nurse's use of social media outside of the workplace. It is in this context that the nurse may face potentially serious consequences for inappropriate use of social media.

Confidentiality and Privacy

To understand the limits of appropriate use of social media, it is important to have an understanding of confidentiality and privacy in the health care context. Confidentiality and privacy are related, but distinct concepts. Any patient information learned by the nurse during the course of treatment must be safeguarded by that nurse. Such information may only be disclosed to other members of the health care team for health care purposes. Confidential information should be shared only with the patient's informed consent, when legally required or where failure to disclose the information could result in significant harm. Beyond these very limited exceptions the nurse's obligation to safeguard such confidential information is universal.

Privacy relates to the patient's expectation and right to be treated with dignity and respect. Effective nurse-patient relationships are built on trust. The patient needs to be confident that their most personal information and their basic dignity will be protected by the nurse. Patients will be hesitant to disclose personal information if they fear it will be disseminated beyond those who have a legitimate "need to know." Any breach of this trust, even inadvertent, damages the particular nurse-patient relationship and the general trustworthiness of the profession of nursing.

Federal law reinforces and further defines privacy through the Health Insurance Portability and Accountability Act (HIPAA). HIPAA regulations are intended to protect patient privacy by defining individually identifiable information and establishing how this information may be used, by whom and under what circumstances. The definition of individually identifiable information includes any information that relates to the past, present or future physical or mental health of an individual, or provides enough information that leads someone to believe the information could be used to identify an individual.

Breaches of patient confidentiality or privacy can be intentional or inadvertent and can occur in a variety of ways. Nurses may breach confidentiality or privacy with information he or she posts via social media. Examples may include comments on social

networking sites in which a patient is described with sufficient detail to be identified, referring to patients in a degrading or demeaning manner, or posting video or photos of patients. Additional examples are included at the end of this document.

Possible Consequences

Potential consequences for inappropriate use of social and electronic media by a nurse are varied. The potential consequences will depend, in part, on the particular nature of the nurse's conduct.

BON Implications

Instances of inappropriate use of social and electronic media may be reported to the BON. The laws outlining the basis for disciplinary action by a BON vary between jurisdictions. Depending on the laws of a jurisdiction, a BON may investigate reports of inappropriate disclosures on social media by a nurse on the grounds of:

- Unprofessional conduct;
- Unethical conduct;
- Moral turpitude;
- Mismanagement of patient records;
- Revealing a privileged communication; and
- Breach of confidentiality.

If the allegations are found to be true, the nurse may face disciplinary action by the BON, including a reprimand or sanction, assessment of a monetary fine, or temporary or permanent loss of licensure.

A 2010 survey of BONs conducted by NCSBN indicated an overwhelming majority of responding BONs (33 of the 46 respondents) reported receiving complaints of nurses who have violated patient privacy by posting photos or information about patients on social networking sites. The majority (26 of the 33) of BONs reported taking disciplinary actions based on these complaints. Actions taken by the BONs included censure of the nurse, issuing a letter of concern, placing conditions on the nurse's license or suspension of the nurse's license.

Other Consequences

Improper use of social media by nurses may violate state and federal laws established to protect patient privacy and confidentiality. Such violations may result in both civil and criminal penalties, including fines and possible jail time. A nurse may face personal liability. The nurse may be individually sued for defamation, invasion of privacy or harassment. Particularly flagrant misconduct on social media websites may also raise liability under state or federal regulations focused on preventing patient abuse or exploitation.

If the nurse's conduct violates the policies of the employer, the nurse may face employment consequences, including termination. Additionally, the actions of the nurse may damage the reputation of the health care organization, or subject the organization to a law suit or regulatory consequences.

Another concern with the misuse of social media is its effect on team-based patient care. Online comments by a nurse regarding co-workers, even if posted from home during nonwork hours, may constitute as lateral violence. Lateral violence is receiving greater attention as more is learned about its impact on patient safety and quality clinical outcomes. Lateral violence includes disruptive behaviors of intimidation and bullying, which may be perpetuated in person or via the Internet, sometimes referred to as "cyber bullying." Such activity is cause for concern for current and future employers and regulators because of the patient-safety ramifications. The line between speech protected by labor laws, the First Amendment and the ability of an employer to impose expectations on employees outside of work is still being determined. Nonetheless, such comments can be detrimental to a cohesive health care delivery team and may result in sanctions against the nurse.

Common Myths and Misunderstandings of Social Media

While instances of intentional or malicious misuse of social media have occurred, in most cases, the inappropriate disclosure or posting is unintentional. A number of factors may contribute to a nurse inadvertently violating patient privacy and confidentiality while using social media. These may include:

- A mistaken belief that the communication or post is private and accessible only to the intended recipient. The nurse may fail to recognize that content once posted or sent can be disseminated to others. In fact, the terms of using a social media site may include an extremely broad waiver of rights to limit use of content.[1] The solitary use of the Internet, even while posting to a social media site, can create an illusion of privacy.

1 One such waiver states, "By posting user content to any part of the site, you automatically grant the company an irrevocable, perpetual, nonexclusive transferable, fully paid, worldwide license to use, copy, publicly perform, publicly display, reformat, translate, excerpt (in whole or in part), distribute such user content for any purpose." Privacy Commission of Canada. (2007, November 7). Privacy and social networks [Video file]. Retrieved from http://www.youtube.com/watch?v=-XOgWEgHkKA

- A mistaken belief that content that has been deleted from a site is no longer accessible.
- A mistaken belief that it is harmless if private information about patients is disclosed if the communication is accessed only by the intended recipient. This is still a breach of confidentiality.
- A mistaken belief that it is acceptable to discuss or refer to patients if they are not identified by name, but referred to by a nickname, room number, diagnosis or condition. This too is a breach of confidentiality and demonstrates disrespect for patient privacy.
- Confusion between a patient's right to disclose personal information about himself/herself (or a health care organization's right to disclose otherwise protected information with a patient's consent) and the need for health care providers to refrain from disclosing patient information without a care-related need for the disclosure.
- The ease of posting and commonplace nature of sharing information via social media may appear to blur the line between one's personal and professional lives. The quick, easy and efficient technology enabling use of social media reduces the amount of time it takes to post content and simultaneously, the time to consider whether the post is appropriate and the ramifications of inappropriate content.

How to Avoid Problems

It is important to recognize that instances of inappropriate use of social media can and do occur, but with awareness and caution, nurses can avoid inadvertently disclosing confidential or private information about patients.

The following guidelines are intended to minimize the risks of using social media:

- First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Do not refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices.
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.
- Promptly report any identified breach of confidentiality or privacy.
- Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the work place.
- Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer.

Conclusion

Social and electronic media possess tremendous potential for strengthening personal relationships and providing valuable information to health care consumers. Nurses need to be aware of the potential ramifications of disclosing patient-related information via social media. Nurses should be mindful of employer policies, relevant state and federal laws, and professional standards regarding patient privacy and confidentiality and its application to social and electronic media. By being careful and conscientious, nurses may enjoy the personal and professional benefits of social and electronic media without violating patient privacy and confidentiality.

Illustrative Cases

The following cases, based on events reported to BONs, depict inappropriate uses of social and electronic media. The outcomes will vary from jurisdiction to jurisdiction.

SCENARIO 1

Bob, a licensed practical/vocational (LPN/VN) nurse with 20 years of experience used his personal cell phone to take photos of a resident in the group home where he worked. Prior to taking the photo, Bob asked the resident's brother if it was okay for him to take the photo. The brother agreed. The resident was unable to give consent due to her mental and physical condition. That evening, Bob saw a former employee of the group home at a local bar and showed him the photo. Bob also discussed the resident's condition with the former coworker. The administrator of the group home learned of Bob's actions and terminated his employment. The matter was also reported to the BON. Bob told the BON he thought it was acceptable for him to take the resident's photo because he had the consent of a family member. He also thought it was acceptable for him to discuss the resident's condition because the former employee was now employed at another facility within the company and had worked with the resident. The nurse acknowledged he had no legitimate purpose for taking or showing the photo or discussing the resident's condition. The BON imposed disciplinary action on Bob's license requiring him to complete continuing education on patient privacy and confidentiality, ethics and professional boundaries.

This case demonstrates the need to obtain valid consent before taking photographs of patients; the impropriety of using a personal device to take a patient's photo; and that confidential information should not be disclosed to persons no longer involved in the care of a patient.

SCENARIO 2

Sally, a nurse employed at a large long-term care facility arrived at work one morning and found a strange email on her laptop. She could not tell the source of the email, only that it was sent during the previous nightshift. Attached to the email was a photo of what appeared to be an elderly female wearing a gown with an exposed backside bending over near her bed. Sally asked the other dayshift staff about the email/photo and some confirmed they had received the same photo on their office computers. Nobody knew anything about the source of the email or the identity of the woman, although the background appeared to be a resident's room at the facility. In an effort to find out whether any of the staff knew anything about the email, Sally forwarded it to the computers and cell phones of several staff members who said they had not received it. Some staff discussed the photo with an air of concern, but others were laughing about it as they found it amusing. Somebody on staff started an office betting pool to guess the identity of the resident. At least one staff member posted the photo on her blog.

Although no staff member had bothered to bring it to the attention of a supervisor, by midday, the director of nursing and facility management had become aware of the photo and began an investigation as they were very concerned about the patient's rights. The local media also became aware of the matter and law enforcement was called to investigate whether any crimes involving sexual exploitation had been committed.

While the county prosecutor, after reviewing the police report, declined to prosecute, the story was heavily covered by local media and even made the national news. The facility's management placed several staff members on administrative leave while they looked into violations of facility rules that emphasize patient rights, dignity and protection. Management reported the matter to the BON, which opened investigations to determine whether state or federal regulations against "exploitation of vulnerable adults" were violated. Although the originator of the photo was never discovered, nursing staff also faced potential liability for their willingness to electronically share the photo within and outside the facility, thus exacerbating the patient privacy violations, while at the same time, failing to bring it to management's attention in accordance with facility policies and procedures. The patient in the photo was ultimately identified and her family threatened to sue the facility and all the staff involved. The BON's complaint is pending and this matter was referred to the agency that oversees long-term care agencies.

This scenario shows how important it is for nurses to carefully consider their actions. The nurses had a duty to immediately report the incident to their supervisor to protect patient privacy and maintain professionalism. Instead, the situation escalated to involving the BON, the county prosecutor and even the national media. Since the patient was ultimately identified, the family was embarrassed and the organization faced possible legal consequences. The organization was also embarrassed because of the national media focus.

SCENARIO 3

A 20-year-old junior nursing student, Emily, was excited to be in her pediatrics rotation. She had always wanted to be a pediatric nurse. Emily was caring for Tommy, a three-year-old patient in a major academic medical center's pediatric unit. Tommy was receiving chemotherapy for leukemia. He was a happy little guy who was doing quite well and Emily enjoyed caring for him. Emily knew he would likely be going home soon, so when his mom went to the cafeteria for a cup of coffee, Emily asked him if he minded if she took his picture. Tommy, a little "ham," consented immediately. Emily took his picture with her cell phone as she wheeled him into his room because she wanted to remember his room number.

When Emily got home that day she excitedly posted Tommy's photo on her Facebook page so her fellow nursing students could see how lucky she was to be caring for such a cute little patient. Along with the photo, she commented, "This is my 3-year-old leukemia patient who is bravely receiving chemotherapy. I watched the nurse administer his chemotherapy today and it made me so proud to be a nurse." In the photo, Room 324 of the pediatric unit was easily visible.

Three days later, the dean of the nursing program called Emily into her office. A nurse from the hospital was browsing Facebook and found the photo Emily posted of Tommy. She reported it to hospital officials who promptly called the nursing program. While Emily never intended to breach the patient's confidentiality, it didn't matter. Not only was the patient's privacy compromised, but the hospital faced a HIPAA violation. People were able to identify Tommy as a "cancer patient," and the hospital was identified as well. The nursing program had a policy about breaching patient confidentiality and HIPAA violations. Following a hearing with the student, school officials and the student's professor, Emily was expelled from the program. The nursing program was barred from using the pediatric unit for their students, which was very problematic because clinical sites for acute pediatrics are difficult to find. The hospital contacted federal officials about the HIPAA violation and began to institute more strict policies about use of cell phones at the hospital.

This scenario highlights several points. First of all, even if the student had deleted the photo, it is still available. Therefore, it would still be discoverable in a court of law. Anything that exists on a server is there forever and could be resurrected later, even after deletion. Further, someone can access Facebook, take a screen shot and post it on a public website.

Secondly, this scenario elucidates confidentiality and privacy breaches, which not only violate HIPAA and the nurse practice act in that state, but also could put the student, hospital and nursing program at risk for a lawsuit. It is clear in this situation that the student was well-intended, and yet the post was still inappropriate. While the patient was not identified by name, he and the hospital were still readily identifiable.

SCENARIO 4

A BON received a complaint that a nurse had blogged on a local newspaper's online chat room. The complaint noted that the nurse bragged about taking care of her "little handicapper." Because they lived in a small town, the complainant could identify the nurse and the patient. The complainant stated that the nurse was violating "privacy laws" of the child and his family. It was also discovered that there appeared to be debate between the complainant and the nurse on the blog over local issues. These debates and disagreements resulted in the other blogger filing a complaint about the nurse.

A check of the newspaper website confirmed that the nurse appeared to write affectionately about the handicapped child for whom she provided care. In addition to making notes about her "little handicapper," there were comments about a wheelchair and the child's age. The comments were not meant to be offensive, but did provide personal information about the patient. There was no specific identifying information found on the blog about the patient, but if you knew the nurse, the patient or the patient's family, it would be possible to identify who was being discussed.

The board investigator contacted the nurse about the issue. The nurse admitted she is a frequent blogger on the local newspaper site; she explained that she does not have a television and blogging is what she does for entertainment. The investigator discussed that as a nurse, she must be careful not to provide any information about her home care patients in a public forum.

The BON could have taken disciplinary action for the nurse failing to maintain the confidentiality of patient information. The BON decided a warning was sufficient and sent the nurse a letter advising her that further evidence of the release of personal information about patients will result in disciplinary action.

This scenario illustrates that nurses need to be careful not to mention work issues in their private use of websites, including posting on blogs, discussion boards, etc. The site used by the nurse was not specifically associated with her like a personal blog is; nonetheless the nurse posted sufficient information to identify herself and the patient.

SCENARIO 5

Nursing students at a local college had organized a group on Facebook that allowed the student nurses' association to post announcements and where students could frequently blog, sharing day-to-day study tips and arranging study groups. A student-related clinical error occurred in a local facility and the student was dismissed from clinical for the day pending an evaluation of the error. That evening, the students blogged about the error, perceived fairness and unfairness of the discipline, and projected the student's future. The clinical error was described, and since the college only utilized two facilities for clinical experiences, it was easy to discern where the error took place. The page and blog could be accessed by friends of the students, as well as the general public.

The students in this scenario could face possible expulsion and discipline. These blogs can be accessed by the public and the patient could be identified because this is a small community. It is a myth that it can only be accessed by that small group, and as in Scenario 3, once posted, the information is available forever. Additionally, information can be quickly spread to a wide audience, so someone could have taken a screen shot of the situation and posted it on a public site. This is a violation of employee/university policies.

SCENARIO 6

Chris Smith, the brother of nursing home resident Edward Smith, submitted a complaint to the BON. Chris was at a party when his friend, John, picked up his wife's phone to read her a text message. The message noted that she was to "get a drug screen for resident Edward Smith." The people at the party who heard the orders were immediately aware that Edward Smith was the quadriplegic brother of Chris. Chris did not want to get the nurse in trouble, but was angered that personal information about his brother's medical information was released in front of others.

The BON opened an investigation and learned that the physician had been texting orders to the personal phone number of nurses at the nursing home. This saved time because the nurses would get the orders directly and the physician would not have to dictate orders by phone. The use of cell phones also provided the ability for nurses to get orders while they worked with other residents. The practice was widely known within the facility, but was not the approved method of communicating orders.

The BON learned that on the night of the party, the nurse had left the facility early. A couple hours prior to leaving her shift she had called the physician for new orders for Edward Smith. She passed this information onto the nurse who relieved her. She explained that the physician must not have gotten a text from her co-worker before he texted her the orders.

The BON contacted the nursing home and spoke to the director of nursing. The BON indicated that if the physician wanted to use cell phones to text orders, he or the facility would need to provide a dedicated cell phone to staff. The cell phone could remain in a secured, private area at the nursing home or with the nurse during her shift.

The BON issued a warning to the nurse. In addition, the case information was passed along to the health board and medical board to follow up with the facility and physician.

This scenario illustrates the need for nurses to question practices that may result in violations of confidentiality and privacy. Nurse managers should be aware of these situations and take steps to minimize such risks.

SCENARIO 7

Jamie has been a nurse for 12 years, working in hospice for the last six years. One of Jamie's current patients, Maria, maintained a hospital-sponsored communication page to keep friends and family updated on her battle with cancer. Jamie periodically read Maria's postings, but had never left any online comments. One day, Maria posted about her depression and difficulty finding an effective combination of medications to relieve her pain without unbearable side effects. Jamie knew Maria had been struggling and wanted to provide support, so she wrote a comment in response to the post, stating, "I know the last week has been difficult. Hopefully the new happy pill will help, along with the increased dose of morphine. I will see you on Wednesday." The site automatically listed the user's name with each comment. The next day, Jamie was shopping at the local grocery store when a friend stopped her and said, "I didn't know you were taking care of Maria. I saw your message to her on the communication page. I can tell you really care about her and I am glad she has you. She's an old family friend, you know. We've been praying for her but it doesn't look like a miracle is going to happen. How long do you think she has left?" Jamie was instantly horrified to realize her expression of concern on the webpage had been an inappropriate disclosure. She thanked her friend for being concerned, but said she couldn't discuss Maria's condition. She immediately went home and attempted to remove her comments, but that wasn't possible. Further, others could have copied and pasted the comments elsewhere.

At her next visit with Maria, Jamie explained what had happened and apologized for her actions. Maria accepted the apology, but asked Jamie not to post any further comments. Jamie self- reported to the BON and is awaiting the BON's decision.

This scenario emphasizes the importance for nurses to carefully consider the implications of posting any information about patients on any type of website. While this website was hospital sponsored, it was available to friends and family. In some contexts it is appropriate for a nurse to communicate empathy and support for patients, but they should be cautious not to disclose private information, such as types of medications the patient is taking.

References

Anderson, J., & Puckrin, K. (2011). Social network use: A test of self-regulation. *Journal of Nursing Regulation, 2*(1), 36-41.

Barnes, S.B. (2006). A privacy paradox: Social networking in the United States. *First Monday, 11*(9). Retrieved from http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1394/1312

College of Nurses of Ontario. (2009). *Confidentiality and privacy — Personal health information* (Pub. No. 41069). Retrieved from http://www.cno.org/Global/docs/prac/41069_privacy.pdf

Royal College of Nursing. (2009). *Legal advice for RCN members using the Internet.* Retrieved from http://www.rcn.org.uk/__data/assets/pdf_file/0008/272195/00355/.pdf

Eysenbach, G. (2008). Medicine 2.0: Social networking, collaboration, participation, apomediation, and openness. *Journal of Medical Internet Research, 10*(3), e22. Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2626430/.

Gauthier, M. (2008). Technology and confidentiality. *Nursing bc, 40*(2), 11-12.

Genova, G.L. (2009). No place to play: Current employee privacy rights in social networking sites. *Business Communication Quarterly, 72*, 97-101.

Helliker, K. (2011, January 5). Odd facebook post leads to student's ouster, suit. *Wall Street Journal.* Retrieved from http://online.wsj.com

HIPAA Administrative Simplification 45 C.F.R., Parts 160, 162 and 164 (2009). Retrieved from http://www.hhs.gov/ocr/privacy/hipaa/administrative/privacyrule/adminsimpregtext.pdf

Klich-Heartt, E.I., & Prion, S. (2010). Social networking and HIPAA: Ethical concerns for nurses. *Nurse Leader, 8*(2), 56-58.

Lehavot, K. (2009). "My Space" or yours? The ethical dilemma of graduate students' personal lives on the internet. *Ethics and Behavior, 19*(2), 129-141.

McBride, D., & Cohen, E. (2009). Misuse of social networking may have ethical implications for nurses. *ONS Connect, 24*(17), 7.

National Labor Relations Board. (2011). *Settlement reached in case involving discharge for Facebook comments.* Retrieved from http://www.nlrb.gov/news/settlement-reached-case-involving-discharge-facebook-comments

NCSBN. (2010). *Summary of social networking survey to boards of nursing.* Chicago: Author.

Skiba, D.J., Connors, H.R., & Jeffries, P.R. (2008). Information technology and the transformation of nursing education. *Nursing Outlook, 56*(5), 225-230.

Spector, N. (2010). Boundary violations via the internet. *Leader to Leader.* Retrieved from https://www.ncsbn.org/L2L_Spring2010.pdf

Winchester, A.M., & Maines, R.F. (2010, October 6). Harvesting text messages from the sea of text messages. *Law Technology News.* Retrieved from http://www.law.com/jsp/lawtechnologynews/PubArticleLTN.jsp?id=1202472941212&slreturn=1&hbxlogin=1

Wink, D.M. (2010). Teaching with technology: Automatically receiving information from the internet and web. *Nurse Educator, 35*(4), 141-143.

©2011 The National Council of State Boards of Nursing (NCSBN) is a not-for-profit organization whose members include the boards of nursing in the 50 states, the District of Columbia and four U.S. territories — American Samoa, Guam, Northern Mariana Islands and the Virgin Islands. There are also nine associate members.

Mission: NCSBN provides education, service and research through collaborative leadership to promote evidence-based regulatory excellence for patient safety and public protection.

NCSBN
National Council of State Boards of Nursing

National Council of State Boards of Nursing
111 E. Wacker Dr., Suite 2900 Chicago, IL 60601
312.525.3600 | Fax: 312.279.1032

Appendix I: Academic Dishonesty Policy

Academic Dishonesty Policy

POLICY:

Academic dishonesty is subject to disciplinary action. Offenses of academic dishonesty shall be cumulative for the entire program.

PURPOSE:

The purpose of this policy is to define academic dishonesty and the procedure for the consequences of the behavior.

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
2. Unauthorized possession of examinations or resources.
3. Unauthorized changing of grades or markings on quizzes and/or examinations.
4. Plagiarism, which may include, but is not necessarily limited to, submitting test papers, research reports and writing, illustration, laboratory results, or any other assigned responsibilities as one's own work, when in reality it has been done by artificial intelligence, another person, or copied from another author or from written, published, or unpublished material including internet sources.

PROCEDURE:

1. Each incident of unsafe student practice shall be reported by the instructor to the Nursing Admissions, Promotion and Retention Committee and to the Vice President for Academic Administration for action. Decisions could range from written warning to course failure and/or dismissal from the nursing program. All records will be contained in the student's file.
2. The student may use the Grievance Procedure if dissatisfied with the penalty for dishonesty.

Appendix J: Unsafe Student Practice Policy

Unsafe Student Practice Policy

POLICY:

The student will:

1. Demonstrate patterns of professional behaviors which follow the legal and ethical codes of nursing.
2. Promote the actual or potential well-being of clients, health care workers, and self in the biological, psychological, sociological, and cultural realms.
3. Demonstrate accountability in preparation, documentation, and continuity of care.
4. Show respect for the human rights of the individuals.

PURPOSE:

The purpose of this policy is to:

1. Protect the safety of the clients, peers, staff members, and clinical faculty.
2. Ensure compliance with the Missouri Nurse Practice Act.
3. Maintain nursing practice within the Standards of Nursing Care.
4. Promote an awareness of the responsibility and accountability for student's clinical performance.

Indicators to be used as guidelines for evaluating safe practice are:

- Regulatory: The student practices within the boundaries of the Missouri Nurse Practice Act, and the guidelines and objectives of the Practical Nursing Program and the Associate of Science in Nursing Program. The student follows the rules and regulations of the cooperating health care agencies. Guidelines and objectives are found in the Student Handbook.
    - Examples of unsafe practice include but are not limited to the following:
        - Failure to notify the instructor and/or agency of clinical absence
        - Presenting for clinical practice under the influence of alcohol and/or other drugs
        - Repeated lateness to class or clinical
- Ethical: The student practices according to the American Nurses Association Code of Ethics, Standards of Practice, and the Missouri State Nurse Practice Act.
    - Examples of unsafe practice include but are not limited to the following:
        - Refusing assignments based on client's race, culture, or religious preference
        - Placing personal values and standards above institutional values and standards

        - Failing to report unethical behavior(s) of other health care persons in the clinical setting(s) which affects client welfare
- Biological, psychological, social, and cultural realms: The students practice meets the holistic needs of the client, utilizing basic knowledge acquired from the biological, psychological, sociological and cultural sciences.
    - Examples of unsafe practice include but are not limited to the following:
        - Failure to display stable mental, physical, or emotional behavior(s) which may affect others' well-being
        - Failure to follow through on suggested referrals or interventions to correct deficient areas which may result in harm to others
        - Acts of omission or commission in the care of clients, such as but not limited to: Physical abuse, placing clients in hazardous positions, conditions, or circumstances, mental or emotional abuse, and repeated medication errors
        - Miscommunications, disruption of client care and/or unit functioning
        - Lack of physical coordination necessary for carrying out nursing procedures
- Accountability: The student's practice demonstrates consistency in the responsible preparation, documentation, and promotion of the continuity of the care of clients.
    - Examples of unsafe practice include but are not limited to the following:
        - Failure to provide concise, inclusive, written and verbal communication
        - Failure to accurately record comprehensive client behaviors
        - Failure to report questionable nursing practice (Refer to standards of nursing care of the respective agency)
        - Attempting activities without adequate orientation or theoretical preparation or appropriate assistance
        - Dishonesty
- Human rights: The student's conduct shows respect for the individual, client, health team member, faculty, and self (including, but not limited to, the innate, legal, ethical, and cultural realms)
    - Examples of unsafe practice include but are not limited to the following:
        - Failure to maintain confidentiality of communications
        - Failure to maintain confidentiality of records
        - Utilization of stereotypical assessments which are detrimental to patient care
        - Failure to recognize and promote every patient's rights
        - Preceptor or clinical agency refusal to continue working with the student due to clinical safety issues
        - Defamation of character
        - Assault or battery

PROCEDURE:

1. Each incident of unsafe student practice shall be reported by the instructor to the Nursing Admissions, Promotion and Retention Committee and to the Vice President for Academic Administration for action. Decisions could range from written warnings to course failure and/or dismissal from the nursing program. All records will be contained in the student's file.
2. A student who is observed by a faculty member to have put a patient in danger will be dismissed from the clinical setting immediately.
3. *Immediate termination* will result from the following:
    a. Knowingly causing harm to a client;
    b. Presentation in clinical under the influence of drugs or alcohol causing impairment.
4. The student may appeal the decision by following the grievance procedure.

Appendix K: Confidentiality Statement and Agreement

Confidentiality Statement and Agreement

Craigmiles School of Nursing (CSON) has distinct expectations of its students regarding the confidentiality of patient and student related information, including classroom content, clinical content, and student's individual acquisition of information. The *CSON Student Handbook* outlines policies that apply to students enrolled in CSON programs.

Student Agreement

As an enrolled student of HLGU's Craigmiles School of Nursing, I hereby agree and consent to the following, and further indicate my understanding of the same:

That I am aware that as a CSON student I will receive information about patients in written form and in verbal discussions with faculty and agency staff. I agree to abide by CSON policies, Federal Health Insurance Portability and Accountability Acts (HIPAA) guidelines, and individual agency policies related to sharing of patient information;

That I understand that I am to hold all information in strict confidence and will consult a CSON faculty member prior to sharing any part of clinical or classroom content related to patients;

That I agree that I will not send or receive patient information via electronic means unless instructed to do so by a CSON faculty member;

That I understand that I am not to share or disclose patient related information from class or clinical(s) with individuals who are not part of that class or clinical experience, including family and friends;

That I understand that violation of confidentiality laws and/or policies may result in disciplinary action; and further

That my failure to sign this Confidentiality Statement & Agreement, indicating my agreement, will result in disciplinary action.

Appendix L: Criminal Background Check; Substance Abuse; and Drug & Alcohol Testing Policy

Criminal Background Check; Substance Abuse; and Drug & Alcohol Testing Policy

POLICY:

Student applicants to one of the Craigmile's School of Nursing programs must provide disclosure regarding his/her criminal history background and evidence of negative substance abuse and drug and alcohol screens. In addition, the Craigmiles School of Nursing adheres to the Hannibal-LaGrange University student policies and regulations, which include disciplinary action for criminal history/behavior, use and/or possession of drugs and alcoholic beverages, and use of tobacco, on campus and while representing the University off campus.

PURPOSE:

In order to comply with terms of affiliation agreements between Hannibal-LaGrange University Craigmiles School of Nursing programs and clinical agencies, any student who is to have contact with patients or residents must provide disclosure regarding his or her criminal history background and have a criminal history background check conducted by CastleBranch (see also Section 5.1). State law prohibits a hospital or other medical provider from knowingly allowing anyone to give care to clients in their agency who has been convicted of, or pled guilty or nolo contender to, certain criminal offenses in Section 192.2495, RSMo. A list of these criminal offenses may be requested from **nursing@hlg.edu.**

In addition, clinical agency sites with which the University has affiliation agreements require evidence of negative substance abuse and drugs and alcohol screens. The Hannibal-LaGrange Craigmiles School of Nursing requires all students to report for their clinical experience free from the effects of illegal drugs, alcohol, or any other drugs that may impair their performance and jeopardize patient safety.

The information received by Hannibal-LaGrange University's Craigmiles School of Nursing will remain confidential and will be used for the sole purpose of determining an applicant's ability to enter patient or resident care areas in order to complete requirements of the nursing program.

PROCEDURE:

1. Prior to admission to one of the Craigmile's Schol of Nursing Programs, all students are required to submit completed consent forms and documents required for criminal background checks. Consent forms for specific clinical agency sites that require substance abuse and drug screens will be completed as needed. Costs

incurred for the background checks and clinical substance abuse and drug screens are the sole responsibility of the student.

2. Each student must provide evidence of a negative criminal history search through CastleBranch©. Any student convicted of a felony or misdemeanor while in the nursing program must report the conviction immediately to the Director, Craigmiles School of Nursing.
3. Students who do not complete a criminal background disclosure or who do not request criminal background history check will be unable to complete clinical rotations in affiliating clinical agencies.
4. Any student who refuses to submit to initial or subsequent substance abuse and drug testing will be dismissed from the Nursing Program immediately for any such refusal.
5. Any student who tests positive for a drug or controlled substance must be able to verify that it was obtained legally and legitimately. If an initial drug or controlled substance test is positive, a second test will be performed on the initial sample to confirm the initial result. A positive test result on the confirming test will result in immediate dismissal from the nursing program.
6. If an alcohol test is positive, a second test will be performed *immediately* to confirm the initial result. Any confirmed alcohol result above 0% will be considered positive. A positive test result on the confirming test will immediately result in dismissal from the nursing program.
7. Any student dismissed following a positive drug, controlled substance, or alcohol test will be removed from all nursing courses and will also be referred for disciplinary action from the University. A grade of "W" (withdrawal) will be noted on the transcript if prior to the University withdrawal date. If the student is removed from courses following the University withdrawal date, the final earned course grade will be noted on the transcript.
8. Clinical agencies and Hannibal-LaGrange University reserve the right to conduct random drug and alcohol screens on all students.
9. Students must abide by the terms of the above policy and must report any conviction under a criminal drug statute for violations occurring on or off university premises. A conviction must be reported within 72 hours after the conviction. Convictions include pleas of guilty and nolo contendere (i.e, no contest). Students convicted of involvement in a criminal drug offense will be dismissed from the nursing program.

Appendix M: Competency Performance Evaluation Tool (CPET) for Clinical

Competency Performance Evaluation Tool (CPET) for Clinical

Term_____ Course: _____ Clinical Dates_____ Student: _____ PN or ASN

For the PN student, the following competencies are threaded – progressing from awareness, recognition, and beginning application (1st year/Term 1); to application and performance (1st year/Term 2). The competencies are guided by the curricular framework, the PN program outcomes, the Missouri Scope of Practice for LPNs, and professional standards.

For the ASN student, the following competencies are threaded – progressing from awareness, recognition, and beginning application (1st year/Term 1); to application and performance (1st year/Term 2 and 2nd year/Term 3); to proficiency (2nd year/Term 4). The competencies are guided by the curricular framework, ASN program outcomes, Missouri Scope of Practice for RNs, and professional standards.

The ASN or PN student will provide clear evidence of demonstrating and meeting the following competencies, keeping in mind their unique roles within healthcare, while operating within their expected scope of practice.

CLINICAL COMPETENCIES PERFORMANCE EVALUATION CRITERIA	Date	Provide evidence-based example(s) of how you have met each competency	Date	Faculty Comments	Faculty Evaluation
EDUCATIONAL RELEVANCE					
1. Clinical Reasoning and Professional Judgement					
2. Critical Thinking and Problem-Solving Skills					
3. Evidence-Based Practice, Research, and Use of Relevant Resources.					
4. Technology-Based Skills					
5. Performance, Hands-on, Psychomotor Skills					
6. Time Awareness; Time Management Skills					
TRANSFORMATIONAL LEADERSHIP					

7. Prioritization and Delegation Skills					
8. Professional Communication Skills (Written, oral, non-oral, and team communication skills)					
9. Interprofessional Collaborative Practice					
10. Information and Systems Management Skills					
11. Budgetary and Finance Skills					
12. Professional Enrichment and Development					
COMMUNITY MINDSET					
13. Safe Patient, Family, and Community-Centered Care					
14. Promote Health/Prevent Disease/Address Healthcare Needs					
15. Global Perspective; Cultural / Demographic Considerations					
16. Ethical, Legal, and Political Awareness Skills					

17. Engagement Skills					
18. Personal Appearance, Presentation, Demonstration & Public Speaking Skills					
GENERATIONAL IMPACT					
19. Establish Trust of the Public across Generations					
20. Effective Teaching/Instruction Considering Generational Differences, Strengths, and Weaknesses.					
21. Consider Physical Growth and Developmental Stages					
22. Provide Quality, Age-Appropriate Care					
23. Address Nutritional and Physical Needs of individuals within each generation					
24. Address Environmental & Cultural Influences/Risk Factors for Generational Trauma.					
BIBLICAL WORLDVIEW					
25. Displays Christian Character: HUMILITY (Mindset)					
26. Displays Christian character: COMPASSIONATE CARE (Actions)					

27. Displays Christian Character: EMPATHY (Feelings)					
28. Ministry Skills: Conduct Spiritual Assessments					
29. Ministry Skills: Prays with and for patients					
30. Ministry Skills: Addresses Spiritual Needs of Patients					

Midterm Faculty Comments: **Midterm Student Comments:**	
Midterm Faculty Signature/Date:	**Midterm Student Signature/Date:**
End of Term Faculty Comments: **End of Term Student Comments:**	
End of Term Faculty Signature/Date:	**End of Term Student Signature/Date:**

Determination of Student Clinical Performance: "E" "S" "N" "U" or "NA"

- **"E" — Excellent**
- **"S" — Satisfactory**
- **"N" — Needs Improvement**
- **"U" — Unsatisfactory**
- **"NA" — Not Applicable**

Determination of Student Clinical Performance: "E" "S" "N" "U" or "NA"

"E" Excellent - Exceeds expected level of requirements related to thoroughness, initiative for learning, and demonstrating depth of accurate insight.

"S" Satisfactory - Expected level of safety to meet course/clinical outcomes; safe, accurate, effective each time; efficient, generally organized, punctual, and confident; completes tasks in a given time period; written work clear, specific, relevant, and with appropriate breadth and depth; professional in attitude and in response to others, follows written and verbal guidelines; clear, positive, and effective communication/documentation; well-prepared for clinical; asks relevant, insightful questions and responds positively to instructor feedback. Meets standards.

"N" Needs Improvement - Not completely satisfactory or unsatisfactory; not acceptable for final clinical evaluation. **"U" Unsatisfactory** - Frequent or constant supervision needed to assure safety; performs at risk, not always accurate, lacks confidence; unskilled, inefficient, unorganized, or ineffective; considerable expenditure of energy; completes tasks within a prolonged period of time; judgmental with patients, staff, and/or faculty; unable/unwilling to demonstrate procedure/behavior; written work late, unclear, incomplete, inappropriate, unacceptable, and/or untrue/unsafe; unprofessional attitude and/or response to others; ineffective, negative communication/documentation; does not follow written and/or verbal guidelines; not prepared or late for clinical session(s); does not ask questions or engage in discussions; does not adhere or follow through with feedback. Not meeting standards. **"NA" Not Applicable** - Not appropriate for this clinical setting or not an expectation of the student at this time.
FINAL CLINICAL EVALUATION: ____S, or ____U

Appendix N: Guidelines for Writing a Formal Paper

Guidelines for Writing a Formal Paper

When writing, it is important that the paper be concise, clear, and readable. All papers for the Craigmiles School of Nursing are to be typewritten and follow the *American Psychological Association (APA) format, 7th edition.*

1. Before beginning the paper, review the **grading rubric. Remember to make sure all areas of the rubric are covered. Areas not included in the paper will receive zero points.**

2. A review of literature is done by reviewing nursing and medical journals (within the last 5 years) for current information on the chosen topic. More journal articles should be used rather than textbooks, so that the paper includes the most current information. A computer search for articles can be done in the library. We suggest using CINAHL. Many journal articles are available in html or PDF format and can be printed free of charge in the Roland Library. The articles can be obtained through interlibrary loan if the library does not carry the journal in which the article is written. It is important to begin the research for your topic early.

3. When reviewing articles or textbooks for information, notes can be made on index cards. *Credit needs to be given to the author, unless the information is common knowledge.* Failure to do so is plagiarism. If exact words are used from articles or textbooks then quotation marks need to be used and also page number needs to be indicated as well as author and year (see APA Guide). A limited number of quotations should be used. Quotations should be used for special emphasis or if translation would detract from its original meaning.

4. Writing an outline of what you intend to write can help to identify areas that you have covered as well as areas you need to expand on.

5. The introduction usually tells what the subject of the paper is, why the subject was chosen, or the relevance to the class or to nursing. (Why is it an important topic?). Do not use "I chose this topic because ….". Avoid the use of "I" in a formal paper. More appropriate would be "This topic was chosen because …," or "The author chose this topic because ...." or "This paper will discuss …."

6. Conclusion – Summarize your findings.

7. Finalize the draft. Using headings to subdivide the paper will make it easier to read and will help identify that all areas are included.

8. Refer to Writing a Paper in APA Style for further instructions.

9. Proofread your final paper for spelling, correct grammar, correct punctuation, and for content. Are all topics addressed?

10. A "References" page must be included. Make sure that all references included on this page are included in the paper. Make sure that all references used in the paper are included on the reference page.

11. Refer to the current edition of the American Psychological Association (APA) textbook for additional information.

Appendix O: Plagiarism – What It Is and How to Avoid It

Plagiarism: What It Is and How to Avoid It

Plagiarism can be defined as "...taking and using as one's own the ideas or written work of someone else" (Kreis, 1994, p. 66).

A writer who fails to give appropriate acknowledgment when repeating another's wording or particularly apt term, paraphrasing another's argument, or presenting another's line of thinking is guilty of plagiarism" (Gibaldi, 1995, p. 26).

Acts included under the general heading of plagiarism:

1. Buying a paper from a research service or term paper mill;
2. Turning in another student's work without that student's knowledge;
3. Turning in a paper a peer has written for the student;
4. Copying a paper from a source text without proper acknowledgment; and
5. Copying material from a source text, supplying proper documentation, but leaving out quotation marks...Paraphrasing material from a source text without appropriate documentation…" (Wilhoit, 1994, p. 161-162)

PLAGIARISM = STEALING

Avoid plagiarism by:

- doing your own work!
- begin researching early
- make an outline of the main points that will be supported by your research material
- make note cards of facts and ideas that support your research thesis (the main idea) **and** include on the note cards quotes and all reference info (journal, article title, publication date, author, page numbers)
- use quotes and the ideas of others to SUPPORT your thesis and credit ALL ideas and quotes. "In writing your research paper, then, you must document everything that you borrow-not only direct quotations and paraphrases but also information and ideas" (Gibaldi, 1995, p. 29)
- expect to write several drafts, checking all drafts for quotation errors, and proof read!

Appendix P: HLGU Student Promissory Note

HLGU Student Promissory Note

Hannibal-LaGrange University
Student Promissory Note

This agreement, when signed, becomes a binding agreement between Hannibal-LaGrange University (HLGU) and the student (borrower). The Borrower agrees that by enrolling, he or she is subject to applicable charges that become a legal debt until paid or otherwise settled. This agreement will apply to all semesters in which the Borrower is enrolled at HLGU.

_____ 1. **Use of Account –** I authorize HLGU to add to my student account all tuition and all other applicable fees and charges incurred by me as a result of registering to attend HLGU and receiving services from HLGU. I understand that once I have registered, if I do not officially drop by the 100% refund deadline, I am responsible for tuition and other charges incurred that are charged to my student account. I am aware that the drop/refund and withdrawal deadlines are published on the HLGU website and understand that I am bound by the drop/refund and withdraw deadlines.

_____ **2. Promise to Pay –** Registration to attend classes at HLGU constitutes a financial obligation between HLGU and me. In accordance with HLGU policy, listed on the HLGU website, I acknowledge that any tuition, fees (including housing and meal plan fees) and other charges that are not paid in full by the payment due date, the amount of funds erroneously disbursed to me, and any other financial obligations to HLGU, will automatically be considered past due and/or owing and incur applicable finance charges as listed on the HLGU website. I acknowledge that I have read and understood the payment due dates and that the applicable payment due dates are expressly incorporated in the Agreement by reference. I understand that if any of my financial obligations to HLGU are not paid in full by the payment due dates or any funds erroneously disbursed to me are not returned to HLGU, HLGU will, to the extent permitted by law, refuse to allow me to register for additional classes, withhold release of my transcripts and diploma and take action against me to collect any unpaid or unreturned amounts owing under my student account, including assignment of the student account for collections, in which case I am responsible for paying any additional fees and costs incurred to collect the student account. Pursuant to 11 U.S.C § 523(a)(8), any balance due is hereby acknowledged as a student loan and will be considered non-dischargeable under the federal and state law governing bankruptcy. I further understand that my failure to attend class does not absolve me of my financial obligations as described above.

_____ 3. **Student Account, Billing Statement –** HLGU communicates all student account information via electronic services using an online secured portal, Self-Service (SS). HLGU may send me important notices via my HLGU-issued email account. I agree to review my student account history available on SS prior to and after registering for classes and before the payment due date each term. I agree that is it my responsibility to review my student account status and my HLGU issued email account regularly. Failure by me to view my student account or HLGU issued email account is not valid grounds for absolving me of my financial obligations or waiving the late payment fees or registration, diploma or transcript holds.

_____ 4. **Returned Payment Fee –** A returned payment fee in the amount of $25.00 will be added to my student account for any payment retuned by a financial institution. HLGU reserves the right to pursue all legal remedies available to collect on any returned payment.

_____ 5. **Collection Agency –** If HLGU retains a collection agency, then, to the extent permitted by applicable law, I agree to pay all reasonable collection costs including, but not limited to, collection fees of any collection agency, and including all reasonable attorney fees, costs, and expenses necessary for the collection of any amount not paid when due.

_____ 6. **Notices –** All notices required to be given by HLGU in connection with my student account shall be sent to my HLGU issued email account and deemed received when the email enters the HLGU information processing system for my HLGU issued email account. Student account information is considered received when the information is posted on SS. Any notices sent to my mailing address are deemed to have been delivered on the day they are deposited in the US mail, properly addressed, and with postage prepaid. It is my responsibility to keep all of my contact information up to date.

_____ 7. **Telephone Consumer Protection Act (TCPA) and Missouri Fair Debt Collection Act –** I authorize HLGU and its respective agent(s) and contractors, including collection agencies, to contact me regarding my student account at

the current or any future telephone number provided by me for my landline, cellular phone or other wireless device for the purpose of receiving notifications pursuant to this Agreement using automated telephone dialing equipment or artificial or pre-recorded voice or text message and in compliance with the requirements of the MO Fair Debt Collections Practices Act. Furthermore, I understand that I may withdraw my consent by submitting my request in writing to the Office of Student Accounts or in writing to the applicable contractor or agent contacting me on behalf of HLGU.

_____ 8. **Entire Agreement, Change of Terms** – This Agreement supersedes all prior understandings, representations, negotiations, and correspondence between me and HLGU, constitutes the entire agreement between me and HLGU with respect to the matters described, and shall not be modified or affected by any course of dealing or course of performance. HLGU reserves the right to change the terms of this Agreement at any time. Notice of such a change will be provided on SS and will allow me the opportunity to pay my student account in full if I dispute the change. It is my responsibility to ensure that I am aware of any changes, including changes to any and all tuition and fees. Changes may apply to all outstanding balances and to any future transactions on my student account.

_____ 10. **Billing Rights Summary** – In case of errors, inaccuracies, or questions about my student account, or if I need more information about a transaction on my student account, I will call the Office of Student Accounts at 573-629-3055.

_____ 11. **Governing Laws**- This Agreement is governed by the laws of the State of Missouri and all applicable United States federal laws.

_____ 12. **Venue** – The parties agree that the 10th Judicial Circuit sitting in and for Marion County, State of Missouri shall be the venue in which any legal actions are prosecuted that concern state law. The parties further agree that the US District Court of the Eastern District, Northern Division in the State of Missouri shall be the venue in which any legal actions are prosecuted that concern solely federal laws.

_____ 13. **Severability** – This Promissory Note shall be treated as severable, to the end that if any one or more such sections shall be adjudged or declared illegal, invalid or unenforceable, this Promissory Note shall be interpreted, and shall remain in full force and effect, as though said section or sections had never been contained in the Promissory Note.

I agree that I am 18 years of age and have carefully read this statement, fully understand it, and agree to be legally bound by it.

Student Name: _____ Student HLGU ID _____

Student Signature: _____ Date: _____

If Student is under age 18, a parent or legal guardian must sign below.

I agree that I have carefully read this statement, fully understand it, and agree to be legally bound by it. Furthermore, I agree that I am fully responsible for paying any charges incurred by my child as a result of registration to attend classes at HLGU or receipt of any service from HLGU in connection therewith and fines, charges and collections costs incurred as a result of missing deadlines or late payments.

Student Name: _____ Student HLGU ID#: _____

Parent or Legal Guardian Name: _____

Parent of Legal Guardian Signature: _____

Phone: _____ Date: _____

Address: _____

Appendix Q: Student Release Form FERPA Waiver

Student Information Release Form FERPA Waiver

Student Information Release Form
FERPA Waiver

(Family Education Rights and Privacy Act)

HLGU
Hannibal-LaGrange University
Office of the Registrar
2800 Palmyra Road | Hannibal, MO 63401
Phone: 573-629-3066 Fax: 573-221-1293
Email: registrar@hlg.edu
Web: www.hlg.edu/academics/registrar

FERPA pertains to the release of records only. It does not give others the right to change your records or act on your behalf.

TO BE FILLED OUT BY THE STUDENT ONLY:

Name: _____ ID Number: _____

Initial beside each item you want to be released.

_____ **Academic/Educational Records** (examples include: admission and registration information, schedule information, assessment test scores, Satisfactory Academic Progress status, residency information, and any other document contained in the academic records.)

_____ **Financial Records** (examples include: amounts due for tuition and fees, sources of payment for tuition and fees, refund information, records hold information as it relates to parking tickets, library fines, financial aid awards, financial aid repayments, and any other account receivable information contained in student records.)

_____ **Instructor/Classroom Records** (examples include: attendance, progress reports, and test and homework scores if available. Please note: instructors are not required to take attendance or provide progress reports, and retain only those records which make up the final grade. FERPA pertains to the release of records. Instructors are not required to have conversations about academic progress with anyone other than the student.)

_____ **Other (Please Specify)** _____

The following individual(s) are authorized to access the information indicated above: PLEASE PRINT FULL NAME(S)

Name: _____ Relationship: _____
Name: _____ Relationship: _____
Name: _____ Relationship: _____
Name: _____ Relationship: _____
Name: _____ Relationship: _____

Security Code (must be at least 4 digits): _____
Any person requesting information must be listed above and answer the security code above. Students requesting information over the phone will also be required to provide the security code above.

I hereby authorize Hannibal-LaGrange University to release my educational records as listed above. Although I understand I am not required to release this information, I am giving my consent to Hannibal-LaGrange University to disclose these records. I also understand that this release remains in effect unless I revoke my consent in writing and deliver it to the Office of Registrar.

Student Signature: _____ Date: _____
The form will be kept electronically in the Office of the Registrar. Upon a request, a copy will be sent to the appropriate campus officer for their files.

Revised 7/9/2019

Appendix R: CSON Student Grievance Process and Form

Craigmiles School of Nursing Grievance Process

The Craigmiles School of Nursing (CSON) adheres to Hannibal-LaGrange University's (HLGU) official policies regarding student grievances, ensuring a structured and fair process for addressing academic concerns, instructional quality, and other issues affecting student success. The official HLGU grievance policies, including grade appeals and instructional complaints, are outlined in the *HLGU Academic Catalog*. These policies provide clear procedures for students seeking to appeal a grade or express concerns about the quality of instruction.

This Student Grievance Form ensures that the CSON grievance process remains aligned with HLGU policies while incorporating additional steps specific to the nursing program. Students must follow the outlined process to seek resolution at the appropriate levels before escalating concerns. Skipping steps or failing to document discussions may result in delays.

Grievances related to academic performance, clinical experiences, faculty interactions, program policies, and other concerns must be addressed methodically. The process begins with direct communication between the student and faculty, followed by discussions with the Program Coordinator, the Director of Nursing, and, if necessary, the Vice President for Academic Administration (VPAA). Each step must be fully documented, with signatures and summaries recorded to ensure transparency and accountability.

The goal of this process is to facilitate resolution at the lowest level possible while upholding fairness, professionalism, and adherence to university policies. Students are encouraged to attempt informal resolution before initiating formal grievance. Once completed, this form will be submitted to the Craigmiles School of Nursing Office for final review and record-keeping.

Craigmiles School of Nursing Student Grievance Form

Instructions:

- Students must follow the grievance process sequentially. Skipping steps or escalating concerns prematurely may delay resolution.
- Each step must be fully documented, including summaries, signatures, and dates.
- All people involved will be provided a copy of the CSON Student Grievance Form after each step is completed until resolution is reached.
- It is always best practice to attempt an informal grievance resolution before pursuing a formal grievance.
- Once completed, this form will be submitted to the Craigmiles School of Nursing Office for final review and record-keeping.

Student Information:

- Name: _____
- Program (PN/ASN/RN-BSN): _____
- Date of Submission: _____

Nature of Grievance (Check one):

- ☐ Academic/Grade(s)
- ☐ Clinical/Practicum
- ☐ Faculty/Student Interaction
- ☐ Course Scheduling/Availability
- ☐ Communication – Faculty/Administration
- ☐ Testing/Exams (Competency-Based Assessments (CBAs), Competency Performance Simulation Assessments (CPSAs), Standardized Assessments, Accommodations)
- ☐ Clinical Placement/Travel Requirements
- ☐ Instructional Methods or Course Materials
- ☐ Program Policies
- ☐ Other (Specify): _____

Description of Grievance:

(Please provide a clear and detailed explanation of the grievance, including relevant dates, locations, and person(s) involved.)

_____

_____

_____

_____

Step 1 – Student/Faculty Discussion

- Date of Discussion: _____
- Faculty Name: _____
- Summary of Discussion and Attempted Resolution:

- Student Signature: _____
- Faculty Signature: _____

Step 2 – Student/PN, ASN, RN-to-BSN Coordinator Discussion

- Date of Discussion: _____
- Program Coordinator Name: _____
- Summary of Discussion and Attempted Resolution:

- Student Signature: _____
- Program Coordinator Signature: _____

Step 3 – Student/Director of Nursing Discussion

- Date of Discussion: _____
- Director Name: _____
- Summary of Discussion and Attempted Resolution:

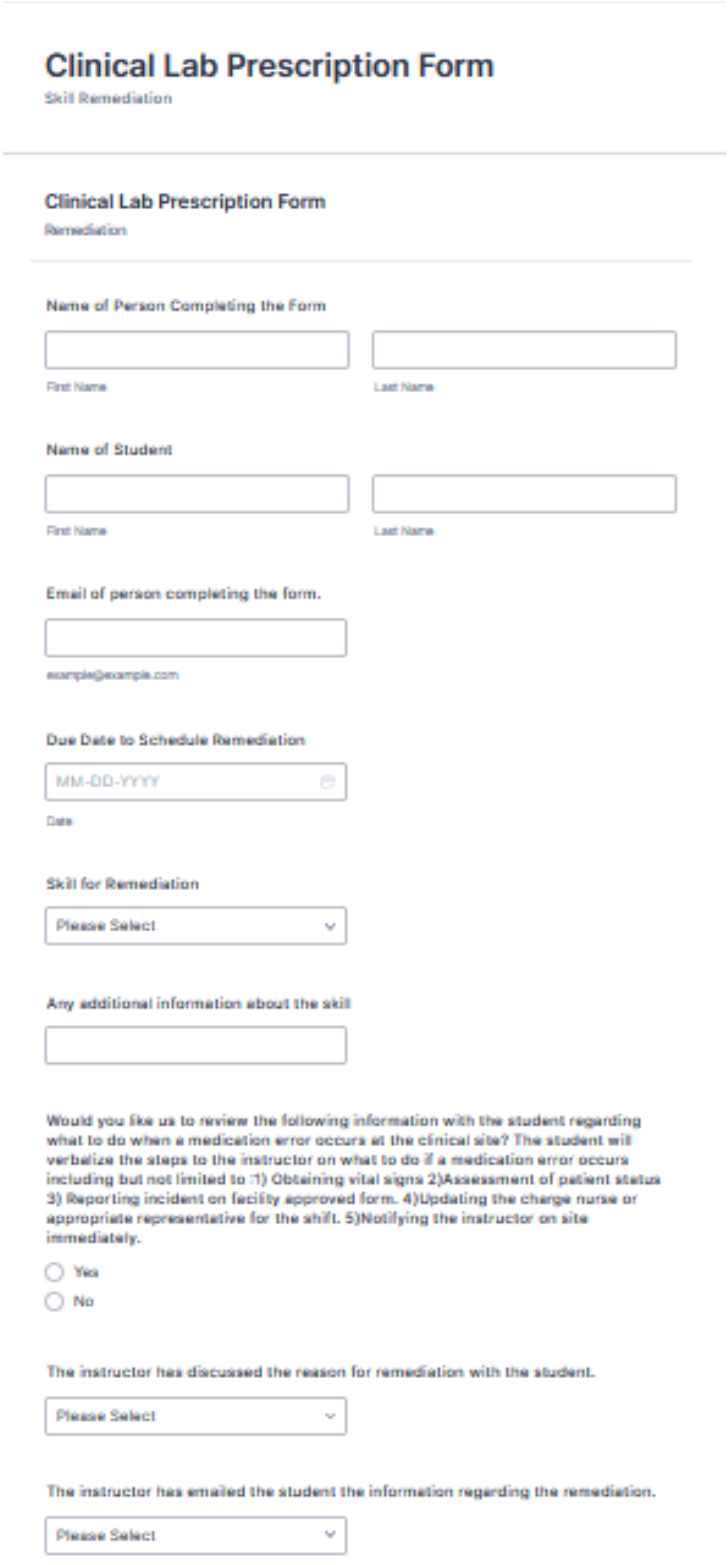
- Student Signature: _____
- Director Signature: _____

Step 4 – Student/VPAA Discussion

- Date of Discussion: _____
- VPAA Name: _____
- Summary of Discussion and Attempted Resolution:
-

- Student Signature: _____
- VPAA Signature: _____

Appendix S: NLC Lab Prescription Form



Clinical Lab Prescription Form

Skill Remediation

Clinical Lab Prescription Form

Remediation

Name of Person Completing the Form

First Name

Last Name

Name of Student

First Name

Last Name

Email of person completing the form.

example@example.com

Due Date to Schedule Remediation

MM-DD-YYYY

Date

Skill for Remediation

Please Select

Any additional information about the skill

Would you like us to review the following information with the student regarding what to do when a medication error occurs at the clinical site? The student will verbalize the steps to the instructor on what to do if a medication error occurs including but not limited to :1) Obtaining vital signs 2)Assessment of patient status 3) Reporting incident on facility approved form. 4)Updating the charge nurse or appropriate representative for the shift. 5)Notifying the instructor on site immediately.

Yes

No

The instructor has discussed the reason for remediation with the student.

Please Select

The instructor has emailed the student the information regarding the remediation.

Please Select

Appendix T: CSON Immunization Requirements and Medical Checklist

CSON Immunization Requirements and Medical Checklist

HANNIBAL-LaGRANGE UNIVERSITY CRAIGMILES SCHOOL OF NURSING
Immunization Requirements and Medical Checklist

Student Name (Please print) Program Date

Medical-related Requirements	Date complete	Alert needed
Physical – On admission / Sports physical is acceptable. If immuno-suppressed, must have physician clearance for clinicals		
Proof of health insurance – yearly		
Proof of Vaccinations provided		
MMR – ***Measles, Mumps, and Rubella*** 2 vaccinations OR - Pos antibody titer OR - declination waiver on school form	Date 1 - Date 2 -	
Hep B – ***Hepatitis B*** 3 vaccinations OR Pos antibody titer OR declination waiver on school form	Date 1 – Date 2 – Date 3 –	
TD/TDaP – ***Tetanus, Diphtheria, and Pertussis vaccination*** Td in past 2 years OR TDaP now; repeat in 10 years Renewal date 10 yrs from administered date or declination date OR - declination waiver on school form	Date of Td: Date of Tdap:	
Varicella – Chicken Pox 2 vaccinations OR state date of Varicella infection OR declination waiver on school form	Date 1 – Date 2 –	
TB – If none in past 12 months, 2 step TB skin test 1-3 weeks apart OR - 2 consecutive annual tests 10-12 months apart OR - QuantiFERON Gold blood test OR - T-Spot blood test OR - IGRA blood test If pos results, clear chest x-ray ALONG WITH physician clearance documented on letterhead required. Renewal date in 1 year. After 1 year – 1 step TB skin test OR - QuantiFERON Gold blood test OR - T-Spot blood test OR - IGRA blood test ***Proof of TB screening within the last year; any of the 3 options will work***	Date Test 1: Date Year 2 Test:	
Influenza Vaccine Documentation of flu vaccine in current flu season of Sep-Mar OR Declination waiver on school form	Date:	
CSON Waiver form completed and signed	Date	
HRH Immunization form completed and put in HRH packet + Declination form if applicable		
Copy of Immunization Records made and put in BH packet + Declination form if applicable		

Rev. 8/11/25 Section 3 – CSON Medical Checklist 2025-26

Appendix U: CSON Required Compliance Forms for Clinical Placements

CSON Required Compliance Forms for Clinical Placements

HANNIBAL-LaGRANGE UNIVERSITY CRAIGMILES SCHOOL OF NURSING
Section 4: Orientation Forms Checklist

Student Name (Please print) _____ Program _____

Orientation Form	Date Reviewed	Alert Needed
Verification of Personal Information		
Copy of **Driver's License**		
CPR Certificate – American Heart Association – required before 1st day of class; must be maintained every 2 years throughout the program	Date: Renewal:	
Information sheet regarding uniforms and nursing kit		
Conversions and Abbreviations – Military Time and Metric Conversions Approved Abbreviations for Medications		
Student Criminal History Records Disclosure Consent for Criminal Background Check – Must sign form. Student to go to website sign-up for the background check and pay the fee – prior to clinical experiences.	Date form signed: Date done:	
Employee Disqualification List consent – yearly – make copy for HRH		
MO State Board of Nursing Disclosure form – yearly – give Nurse Practice Act to student		
Student Photo during Orientation		
Student Handbook for current Academic Year – given, signed it has been read		
HRH Student Clinical Forms (26 pages) Map for HRH Our Face Sheet for HRH Copy of EDL consent 1 – Instructions for Orientation – HLGU Student Clinical Rotation (1 pg – pg 1) 2 – Confidentiality Statement (1 page – page 2) 3 – Dress Code and Personal Appearance (4 pages – page 3-6) 4 – Drug-Free Workplace (5 pages – page 7-11) 5 – Consent for Drug and/or Alcohol Testing (1 page – page 12) 6 – Reasonable Cause Observation Form (1 page – page 13) 7 – Student Compliance Education (1 page – page 14) Compliance/HIPAA Privacy and Security (1 page – page 15) Safety (2 pages – page 16-17) Cultural Diversity (1 page – page 18) Workplace Harassment (2 pages – page 19-20) Infection Prevention and Control (2 pages – page 21-22) **8 – Immunization Requirements for HRH (1 page – page 23)** 9 – COVID Vaccine Declination Statement (1 page – page 24) 10 – Influenza Vaccination (2 pages – page 25-26)		
BH Student Clinical Forms (18 pages) along with Immunization Records Map of Blessing (2 pages) 1 – Educational/Clinic Rotation Application (1 page – page 1) 2 – Influenza Vaccination (1 page, page 2) 3 – Consent to Participate (1 page – page 3) 4 – Values (1 page – page 4) 5 – Code of Conduct (10 pages – page 5-14) 6 – Confidentiality and Information Access Agreement (2 pgs – pg 15-16) 7 – HIPAA Privacy: What You Need to Know (1 page – page 17) 8 – Parking Tag Request (1 page – page 18) License plate number required **9 – Copies of Immunization Records and possibly declination forms**		

Rev. 8/20/25 CSON Orientation Forms Checklist 2025-26 Page 1 of 1

Appendix V: CSON Employee Disqualification List

CSON Employee Disqualification List

HLGU
Craigmiles School of Nursing

Hannibal-LaGrange University
Hannibal, Missouri
CRAIGMILES SCHOOL OF NURSING

EMPLOYEE DISQUALIFICATION LIST

The Employee Disqualification List (EDL) maintained by the Department of Health and Senior Services is a listing of individuals who have been determined to have:

A. abused or neglected a resident, patient, client, or consumer; or
B. misappropriated funds or property belonging to a resident, patient, client, or consumer; or
C. falsified documentation verifying delivery of services to an in-home services client or consumer.

These acts must have occurred while the individual was employed or by reason of their employment by a long-term care facility, an in-home services provider agency, by a hospital, home health agency, hospice, or ambulatory surgical center, or by a consumer or vendor.

Individuals are notified that an investigation has indicated that they have committed acts of abuse, neglect, misappropriation or falsification and they are given an opportunity to appeal before being placed on the EDL.

Long-term care facilities, in-home services provider agencies, hospitals, home-health agencies, hospices and ambulatory surgical centers are prohibited from employing a person, in any capacity, whose name appears on the EDL. These providers are required to check the EDL before hiring an individual and they may not continue to employ a person whose name appears on the EDL.

Section 208.909 RSMo, prohibits the authorization or expenditure of any state or federal financial assistance to pay for personal care assistance services provided by a personal care attendant who is listed on any of the background check lists in the Family Care Safety Registry under Sections 210.900 to 210.933, RSMo, unless a Good Cause Waiver is obtained pursuant to Section 660.317, RSMo. Please note, however, that good cause waivers cannot be obtained for individuals whose names are included on the EDL.

Section 630.170, RSMo, also disqualifies any person whose name appears on the EDL from holding any position in any public or private facility or day program operated, funded or licensed by the **Department of Mental Health** or in any mental health facility or mental health program in which people are admitted on a voluntary or involuntary basis or are civilly detained pursuant to **Chapter 632, RSMo**.

Hannibal Regional Hospital has requested authorization to check your status on the EDL. By listing your social security number and signing below, you are authorizing this release of information to the hospital. Please remember this information is required by law to maintain the safety of the organization's clients and will be kept confidential.

Social Security Number _____ Printed Name _____

Date _____ Signature _____

https://health.mo.gov/safety/edl/index.php
1.22.2020, 6.1.2022, 5.24.2023, 8.1.2024